

Chaminade College Preparatory High School



Academic Policies and Procedures Guide

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ACADEMIC AND PERSONAL INTEGRITY

The mission of Chaminade College Preparatory is to form morally aware and academically capable people to be outstanding contributors and leaders in the future. Chaminade, as a Marianist, Catholic school, understands that academic success at the cost of individual integrity and honesty is not acceptable. Academic integrity and honesty are expected and required by Chaminade students in their studies. Personal integrity and honesty are expected and required by Chaminade students in their relations with others. Chaminade recognizes its responsibility to promote academic and personal integrity in its students. Administrators, teachers, counselors, moderators and coaches are responsible for reducing negative outside pressures and influences, creating positive classroom and school environments, and demonstrating moral and ethical behavior. Students are encouraged to choose to demonstrate academic and personal integrity.

The student is responsible for taking advantage of the opportunities presented by the dedication and work of the Chaminade faculty and the services of the counseling and after-school tutorial programs. The student is also responsible for utilizing his/her time and abilities to properly and adequately prepare himself /herself to fulfill the tasks of writing reports, taking examinations, giving oral presentations and completing homework. Ultimately, the student is responsible for resisting outside pressures to lie, cheat and/or steal; for demonstrating personal academic integrity and honesty in his daily life. To this aim, Chaminade students are expected :

- to respect the rights and property of others,
- to act responsibly and accept the consequences, good or bad, of their actions,
- to strive for excellence and quality in their work and endeavors and not be satisfied with minimum effort,
- to demonstrate academic integrity and honesty by complying with the Academic Honor Code.
- to recognize that their self-worth and self-esteem is not measured by their academic grades.

Chaminade understands that parents play the primary role in the ethical and moral development of their children and supports them as partners in this responsibility. In striving to create students of academic and personal integrity, Chaminade expects parents:

- to set realistic goals for their child(ren) that emphasize excellence in learning and the development of self-worth and self-esteem rather than just acquiring a high grade,
- to expect their child(ren) to be honest, to respect the person and property of others, to demonstrate academic and personal integrity and to be accountable for their actions,

- to demonstrate personal integrity and honesty in their correspondence, conferences, interactions, etc., with the school, thereby providing a positive example to their child(ren),
- to personify good sportsmanship when attending Chaminade sports events, and
- to resist the impulse to overly assist their child(ren) in learning activities and assignments. Parents are asked not to dictate words, sentences, etc., to your child(ren), put pen in hand to assist in your child(ren)'s assignment and/or make corrections to and/or type your child(ren)'s assignments.

Academic integrity and excellence are achieved when a Chaminade student produces original work of the highest quality commensurate with his ability. Personal integrity and excellence are achieved when a Chaminade student demonstrates behavior of the highest ethical and moral quality commensurate with his/her maturity and personal development. Chaminade is dedicated to the ongoing and daily task of forming persons of integrity, honesty, high moral and ethical values.

ACCREDITATION

Chaminade College Preparatory is accredited by the Western Association of Schools and Colleges and by the Western Catholic Education Association. It is also a member of the approved Secondary Schools of the University of California.

REQUIREMENTS FOR PROMOTION

Satisfactory completion of the previous years' course work is required for a student to be promoted to the next grade-level. Students with one or two semester failures are re-admitted on the condition that the failures are made up in an accredited summer school prior to the start of school in the Fall. Coursework successfully remediated at another school, approved by Chaminade, will satisfy Chaminade's graduation requirements. These grades will be transcribed separately. Official summer school transcripts must be secured from each accredited institution prior to the college admission process. It is each student's responsibility to acquire these transcripts.

GRADUATION REQUIREMENTS

For graduation from Chaminade, a student must pass all required courses taken while in attendance at the school or make up failures in summer school. A four-year high school student at Chaminade must have a minimum of 270 credits in order to graduate. 230 of these credits must be satisfied through the requirements below. (Note: 240 will be required beginning with the class of 2009). A semester class is worth five credits. All courses meet every other day of the cycle.

Please consult the *Course Descriptions Manual* to determine prerequisite and grade-level eligibility for each course. Courses are listed below in order of matriculation.

Religious Studies

8 semesters (40 credits)

Growing in Faith (1 sem) *and* Faith Community (1 sem)
Jesus (1 sem) *and* Christian Morality (1 sem)
Christian Morality (1 sem) *and* Social Justice (1 sem)
Choose any two: Christian Lifestyles (1 sem); World Religions (1 sem);
Women in Scripture (1 sem); Journey into Adult Faith (1 sem);
Faith & Reason (1 sem); Christian Leadership (1 sem);
Church in Modern World (1 sem); St. Paul (1 sem).

English

8 semesters (40 credits)

Freshman Lit. Comp. and (2 sem) *or* Honors Freshman Comp. and Lit. (2 sem)
American Lit. and Comp. (2 sem) *or* Honors American Lit. and Comp. (2 sem)
British Lit. & Comp. (2 sem) *or* Honors British Lit. & Comp. (2 sem)
AP English (2 sem) *or* Tragic Hero (1 sem) *and choose one:* Search for Self (1 sem); Contemporary Women in Lit. (1 sem); Contemporary Ethnic Authors (1 sem); Shakespeare (1 sem); Science Fiction, Fantasy, and Magical Realism (1 sem); Short Fiction (1 sem).

Introduction to Expository Composition

1 semester (5 credits)

Critical Thinking & Composition

or

AP English Language

1 semester (5 credits)

Social Studies

7 semesters (35 credits)

Geography (1 sem)
World History (2 sem) *or* AP World History (2 sem)
U.S. History (2 sem) *or* AP U.S. History (2 sem)
U.S. Gov (2 sem) *or* AP U.S. Government (2 sem)

Mathematics

6 semesters (30 credits)

Algebra I (2 sem)
Geometry (2 sem) *or* Honors Geometry (2 sem)
Algebra II (2 sem) *or* Honors Algebra II/Trigonometry (2 sem)
Probability & Statistics (1 sem)
Trigonometry (1 sem)
Finite Math (1 sem)
Finance and Accounting (1 sem)

Pre-Calculus (2 sem) *or* Honors Pre-Calculus (2 sem)
Calculus (2 sem) *or* A.P. Calculus AB (2 sem) *or* A.P. Calculus BC (2 sem)
A.P. Probability & Statistics (2 sem)

Science

4 semesters (20 credits)

Note: Starting with the class of 2009 – 6 semesters (30 credits)

Conceptual Physical Science (2 sem)
Biology (2 sem) *or* Honors Biology (2 sem)
Chemistry (2 sem) *or* Honors Chemistry (2 sem)
Physics (2 sem)
Human Physiology & Anatomy (2 sem)
Ecology (1 sem)
Geology (1 sem)
A.P. Biology (2 sem)
A.P. Chemistry (2 sem)
A.P. Physics B (2 sem)
A.P. Physics C (2 sem)
A.P. Environmental Science (2 sem)

Foreign Language

4 semesters (20 credits)

French I (2 sem)
French II (2 sem) *or* Honors French II (2 sem)
French III (2 sem) *or* Honors French III (2 sem)
AP French Language (2 sem)
A.P. French Literature (2 sem)
Latin I (2 sem)
Latin II (2 sem)
Latin III (2 sem)
Spanish I (2 sem)
Spanish II (2 sem) *or* Honors Spanish II (2 sem)
Spanish III (2 sem) *or* Honors Spanish III (2 sem)
AP Spanish Language (2 sem)
A.P. Spanish Literature (2 sem)

Fine Arts

2 semesters (10 credits)

Art Appreciation AB (2 sem)
Studio Art AB (2 sem)
A.P. Art (2 sem)
Guitar Studies AB (2 sem)
Eagle Regiment I, II, III, IV (1 sem ea.)
Concert Band I, II, III, IV (1 sem ea.)
Jazz Studies I, II, III, IV (1 sem ea.)
The World of Music AB (2 sem)
Chorus I, II, III, IV (2 sem ea.)
Drama AB (2 sem)
Dance AB (2 sem)

Film Studies A *and* B *or* C (2 sem)

Physical Education

2 semesters (10 credits)

Team Sports/Fitness 9/10 (1 sem) *Repeatable once
Fitness & Lifestyle Recreation 11/12 (1 sem) *Repeatable once
Introduction to Dance (1 sem)
Intermediate Dance (1 sem)
Eagle Regiment I & IV (1 sem)
Regiment Color Guard I & IV (1 sem)
Team Sports Participation (1 season = 1 semester)

Computer Sciences

1 semester (5 credits)

Computer Applications (1 sem)
Intro to Computer programming (1 sem)
Digital Media (1 sem)
A.P. Computer Science A (2 sem)

Health

The State Health Requirement is achieved through the integration of Health units in other required courses where appropriate.

Community Service

60 hours

ELECTIVE COURSES

Please consult the *Course Descriptions Manual* to determine prerequisite and grade-level eligibility for each elective listed below.

English Electives:

Journalism I (1 sem)
Journalism II, III, IV (2 sem)
Screenwriting (1 sem)
Speech and Debate I (1 sem)
Speech and Debate II, III, IV (2 sem)
Creative Writing A: Introduction (1 sem)
Creative Writing B: Advanced (1 sem)
Yearbook I, II, III, IV (2 sem)

Social Studies Electives:

Ancient Civilizations (1 sem)
Psychology (1 sem)
A.P. Economics (1 sem)
A.P. European History (2 sem))
A.P. Psychology (1 sem)
A.P. Comparative Government (1 sem)
Prejudice and Intolerance (1 sem)
Philosophy (1 sem)
21st Century Challenges (1 sem)

Mathematics Electives:

Probability & Statistics (1 sem)
Trigonometry (1 sem)
Finite Math (1 sem)
Finance and Accounting (1 sem)
A.P. Probability & Statistics (2 sem)

Science Electives:

Ecology (1 sem)
Geology (1 sem)
Introduction to Autonomous Robotics (1 sem)
Sports Medicine and Rehabilitation (2 sem)

Physical Education Elective:

Fitness & Lifestyle Recreation (1 sem)
Varsity Athletic Physical Education (1 sem)
Fall Semester:
 Baseball (Boys)
 Basketball (Boys & Girls)
Spring Semester:
 Football (Boys)
 Soccer (Co ed)
 Cheer (Co ed)

Computer Science Electives:

Computer Applications (1 sem)
Digital Media (1 sem)
Intro to Computer Programming (1 sem)
A.P. Computer Science (2 sem)

Fine Arts Electives:

- Studio Art—Acrylics (1 sem)
- Studio Art – Acrylics II (1 sem)
- Sculpture (1 sem)
- Dance II (1 sem)
- Dance III (1 sem)

Guidance:

- Peer Facilitating (1 sem)

HONORS AND ADVANCED PLACEMENT COURSESHonors Courses

- Honors Freshman Composition and Literature
- Honors American Literature and Composition
- Honors British Literature
- Honors Geometry
- Honors Algebra II/Trigonometry
- Honors Pre-Calculus
- Honors Spanish II, III
- Honors French II, III
- Honors Biology
- Honors Chemistry

Advanced Placement Courses

- Art
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Comparative Government (1 semester)
- Computer Science
- Economics (1 semester)
- English Literature
- English Language (1 semester)
- Environmental Science
- European History
- French Language
- French Literature
- Physics B
- Physics C
- Probability and Statistics
- Psychology (1 semester)
- Spanish Language
- Spanish Literature
- U.S. Government
- U.S. History
- World History

ACADEMIC PROBATION AND INELIGIBILITY

Any student who has less than a 2.0 grade point average at the end of any semester grading period, will be placed on academic probation. The student then has one semester to raise his/her grade point average to a 2.0 or better. If a student has less than a 2.0 grade point average for two consecutive semesters, he/she will become ineligible for participation in sports, cheerleading, drama, and all other after school activities. This ineligible status will remain in effect until the student raises their grade point average to a 2.0 at the next semester. Probationary and ineligibility initiation and withdrawal goes into effect upon formal communication from the Academic Assistant Principal – at the time report cards are issued.

For students attending summer school, Chaminade considers the entire summer as a semester grading period. GPA's are recalculated at the beginning of August, after Chaminade's Summer Session has been completed, and will be averaged in the cumulative GPA. The grades do not replace any already transcribed grade. While most colleges replace an already transcribed grade with a higher summer school grade, Chaminade retains the original grade for calculation of the cumulative grade point average. It is the student's responsibility to confirm their eligibility status in August.

ACADEMIC DISMISSAL

A student who has, in one school year, a total of three (3) semester failures may be asked to withdraw. These failures need not occur during a single semester, but may be a total of three semester failures in any one year. If these are earned in the first semester, he/she will be asked to withdraw immediately.

A student who is absent from class more than 10 times in a single semester is eligible for immediate failure in that class. The course will remain on the transcript and indicate a grade of *Drop/Fail*.

AP, HONORS, AND ADVANCED LEVEL COURSE SELECTION PROCESS

AP, honors, and other advanced level courses are intended to challenge a student beyond the already difficult level of College Prep. Students who wish to challenge themselves in these courses must accept full responsibility for the rigor and educational demands.

Students are responsible for checking to see that they meet the prerequisites for these courses prior to signing up. After the first semester grades are posted, students must be on the pre-approval list in order to sign-up for an AP or honors course. Students who are not on the pre-approval list, but still want to take such a course, must submit a formal appeal. Formal appeals forms may be attained in the counseling office.

Final decisions on a students' eligibility will be determined carefully by departmental committee. Notification of acceptance or denial will be mailed home in a timely

COURSE SELECTIONS AND SCHEDULE CHANGES

Students should review the Curriculum Guide and, if necessary, make an appointment with their counselor to review graduation and college requirements before filling out the *Course Request Worksheet*.

All students except seniors must select a minimum of seven classes, five of which are solids, each semester. Seniors may elect to choose a “Study” course as one of their seven classes. Students are encouraged to take more than the minimum course requirement.

Schedule changes may be requested in certain circumstances. It should be noted, however, that all changes are made with consideration of class size and are not made based on teacher preference.

A student may elect to change their schedule at any time during the Schedule Change Period at the start of each semester, provided there is a compelling reason for such change.

(A fee of \$10.00 will be charged for each student-initiated class change)

Provided their schedule accommodates it, a student may drop a course from the conclusion of schedule changes up to the end of the seventh (7th) full week of instruction with a “W” on their transcript. Students wishing to drop a non-required course after the seventh week of instruction may do so with a Drop/Fail on their transcript.

Due to the constraints in the master scheduling process, students should assume that all initial course selections are binding.

Chaminade reserves the right to modify the master schedule as necessary at its sole discretion to appropriately implement its mission.

All second semester schedule changes will be conducted during the week of the first semester final examinations through to the end of the first cycle of the semester. Schedule changes will be allowed for the following reasons:

1. Failing an elective which is a year-long course.
2. A change from an AP or Honors course to a regular course.
3. A teacher initiated change based on the best interests of a student.

Schedule changes will not be honored if the change negatively impacts class size or significantly alters a student’s schedule. All schedule changes will be made in consultation with the instructor(s).

CHRISTIAN COMMUNITY SERVICE PROGRAM

The Christian Service Program at Chaminade exists to provide Chaminade students with the opportunity to put into practice the command of Jesus to “Love one another as I have loved you,” through practical service to the people of the community in and around Chaminade College Preparatory.

COMPLETION OF THE REQUIRED COMMUNITY SERVICE HOURS FOR EACH GRADE LEVEL IS A REQUIREMENT FOR PROMOTION TO THE NEXT GRADE LEVEL. COMPLETION OF 60 HOURS OF APPROVED VOLUNTEER SERVICE IS A GRADUATION REQUIREMENT. Students are required to complete the following hours of volunteer service each year while attending Chaminade in order to return for the next year:

- 9th Grade – 10 hours; accumulated hours: 10
- 10th Grade – 10 hours; accumulated hours: 20
- 11th Grade – 20 hours; accumulated hours: 40
- 12th Grade – 20 hours; accumulated hours: 60

These hours are the minimum recommended. Students may exceed the minimum required at any time and may complete the total hours required for advancement or graduation ahead of schedule (e.g., a 9th grader may complete all 60 hours in the 9th grade and be completely finished with the community service requirement.

- Students entering Chaminade in the 10th grade must complete at least 50 hours of approved volunteer service.
- Students entering Chaminade in the 11th Grade must complete at least 40 hours of approved volunteer service.
- Students entering Chaminade in the 12th Grade must complete at least 20 hours of approved volunteer service.

The following requirements must be met for the completion of the Community Service Requirement:

- A. The service project must directly or indirectly benefit people in the local community, either within or outside of Chaminade itself.
 1. Service must always be done within a non-profit setting or institution.
 2. Service done within Chaminade must be supervised by a member of the Chaminade faculty or staff.
 3. Not more than 20 hours of service to Chaminade may be counted toward fulfilling the total hours.
- B. The service project must be chosen by the individual student with the approval of the Chaminade Service Moderator.
- C. The service project will be completed on a volunteer basis and must be separate from the student’s normal responsibilities.

- D. Each student must complete a “Service Project Approval Form” detailing the specifics of the service project.
 - 1. The “Service Project Approval Form” must be completely filled in, signed by the student and the “Chaminade Supervisor” at the very beginning of the service project.
 - 2. A separate “Service Project Approval Form” is needed for each separate service project.

- E. The “Time and Activity Completion” portion of the form must be completed as the project is being done. “Service Project Approval Forms” must be signed by the student’s parents and the “On-Site Supervisor” and turned in as individual service projects are completed.

- F. At the end of each grade/year, students who have completed the required number of hours for that year will be given a “P” (Pass) on their semester report card. Students who have not completed the required hours by the published date will be given an “I” (incomplete) and must complete the required hours in order to move on to their next year at Chaminade. Students who have finished their total required hours will receive an “S” on their semester report card. Seniors must complete their total hours by the published deadline (please refer to the School Calendar) in order to take final examinations, have transcripts sent or receive a diploma of graduation.

A great variety of opportunities are available and assistance will be given to any student needing help in selecting or completing the service requirement. Information concerning service opportunities is available from the Chaminade Service Moderators.

COLLEGE ENTRANCE REQUIREMENTS

Chaminade’s college preparatory curriculum provides its graduates with the coursework required for students to qualify upon graduation for entrance to the private, California State, and University of California educational systems. However, in developing a four year plan, students should be mindful of minimal academic entrance requirements at the schools to which they intend to apply and should plan to take advantage of Advanced Placement and Honors level courses offered at Chaminade when appropriate. If students need assistance defining and planning a “challenging” curriculum, they should see their guidance counselor.

ADMISSION GUIDELINES FOR PRIVATE AND OUT-OF-STATE COLLEGES

Admission to most colleges in this category is based on the following criteria:

- 1a) Grade Point Average from 9th grade until the first semester of 12th grade. Please note that the period of academic work evaluated for admission to private colleges and universities differs from the University of California and California State systems, which assess only the 10th and 11th grade marks.

1b) Difficulty of high school curriculum. Although all Chaminade students are enrolled in a challenging curriculum, colleges and universities encourage students to demonstrate a higher commitment to academics by taking academic “solids” (English, Math, Science, Foreign Language) all four years of high school, along with AP and Honors level courses.

2) Scores on the Scholastic Aptitude Test (SAT I) OR the American College Test (ACT). These two exams are interchangeable with respect to fulfilling the testing requirement for most private and out-of-state colleges and universities. Students may also be required to take up to three SAT II subject tests in addition to either the SAT I or ACT. Each private and out-of-state college or university has its own guidelines.

3) Extracurricular and personal qualities. Admission committees look for leadership and length of involvement in school and community activities, while assessing a student’s character based on the personal statement and teacher and counselor recommendations.

4) Interviews with an admission officer or an alumni representative. Most private colleges and universities recommend a personal interview so they can get to know the student while the student becomes better acquainted with the school. The interview does not “make or break” the admission decision. However, it allows students to demonstrate their enthusiasm for a school, which is viewed favorably in the admissions process. Students may request admission interviews with the school of their choice as early as their junior year and as late as January of their senior year.

ADMISSION REQUIREMENTS FOR THE UNIVERSITY OF CALIFORNIA

There are now three paths to eligibility for the UC system.

- 1) superior academic performance in a statewide context, the path most students will take (outlined below), OR,
- 2) superior performance on examination alone: a combined score of 1400 on the SAT I (or 31 on the ACT) AND a combined total of 1760 on the three required SAT II tests with a minimum of 530 on each test OR,
- 3) superior performance in a local context which requires a student to be in the top 4% of his or her graduating class according to UC Grade Point Average calculations (not necessarily the same as Chaminade’s top 4%)

PATH 1: Eligibility in the Statewide Context

For most freshman applicants, minimum admission eligibility to the UC system is based on the following criteria:

1) Subject requirements. Fulfilling a sequence of high school courses known as the “a-g” requirements.

a. History / Social Science	2 years required
b. English	4 years required
c. Mathematics	3 years required, 4 years recommended
d. Laboratory Science	2 years required, 3 years recommended
e. Language Other than English	2 years required, 3 years recommended
f. Visual and Performing Arts*	2 semesters
g. College Preparatory Electives**	2 semesters

* Students are required to take a full year of the same Fine Art, progressing to the advanced level.

** Two semesters can be chosen from the following: social studies, English, advanced mathematics, science, a language other than English (year 3 or higher), or visual and performing art course.

2) Grade Point Average requirements. The grade point average is calculated using only the “a-g” course requirements. All AP courses and some Honors classes are weighted in calculating the UC GPA. Please note that the UC GPA does not include religion, physical education, and computer science courses. A student’s Chaminade GPA will, therefore, differ from the UC GPA. Only grades received in “a-g” courses taken in the tenth and eleventh grades are used in determining your UC grade point average. A grade of “C” or better is necessary in all required subjects, clearly indicating that semester “D’s” in these courses should be made up in summer school. Please see your guidance counselor for a list of UC approved courses available at Chaminade.

3) Examination requirements (for class of 2004-2005 only). Each student is required to take either the Scholastic Aptitude Test I (SAT I) or the American College Test (ACT), in addition to three Subject Tests (SAT II) in writing, mathematics and another discipline of the student’s choice. A student is placed on the *minimum* UC eligibility index by evaluating: a) UC GPA-based on the grades received in “a-g” requirements during 10th and 11th grade, b) SAT I or ACT composite score from one test date, and c) Three SAT II (subject test) scores. Although the UC GPA and high school curriculum is the most important factor in the eligibility index, twice the weight is given to the SAT II’s as is given to the SAT I or ACT composite.

“a-g” GPA	SAT Total*	“a-g” GPA	SAT Total*
2.80 - 2.84	4640	3.20 - 3.24	3408
2.85 - 2.89	4384	3.25 - 3.29	3320
2.90 - 2.94	4160	3.30 - 3.34	3248
2.95 - 2.99	3984	3.35 - 3.39	3192
3.00 - 3.04	3840	3.40 - 3.44	3152
3.05 - 3.09	3720	3.45 - 3.49	3128
3.10 - 3.14	3616	3.50 and up	3120
3.15 - 3.19	3512		

* SAT Total equals: [SAT I composite] + [2 x (SAT II writing + SAT II math + third SATII)]. SAT I composite is highest combined mathematics and verbal scores, usually from a single sitting.

These guidelines represent the minimum requirements for the University of California system and *do not guarantee admission* to the system or any campus therein.

ADMISSION REQUIREMENTS FOR CALIFORNIA STATE UNIVERSITY

The following admission guidelines represent the minimum requirements for California State University eligibility and *do not guarantee admission* to the California State system. For freshman applicants, California State University admission eligibility is based on the following criteria:

- 1) Subject requirements: The CSU requires applicants to complete, with a grade of C or better, the following comprehensive pattern of courses totaling 15 units. A “unit” is one year of study in high school.
 - A. English 4 years required
 - B. Mathematics 3 years required
 - C. U.S. History or
U.S. History and Government 1 year required
 - D. Laboratory Science 1 year required
 - E. Foreign Language 2 years in the same language required
 - F. Visual and performing arts 1 year required
 - G. Electives selected from 3 years required
English, advanced mathematics, social
science, laboratory science,
foreign language, and visual and
performing arts.

2) Grade Point Average requirements. The California State University admission GPA is calculated using the above listed subject requirements fulfilled in the 10th and 11th grades. Only AP and Honors level courses taken in the 11th grade will add weight to the California State University GPA. Please note that the California State GPA does not include physical education. Consequently, a student's Chaminade GPA may differ from the California State University admission GPA. Please see your guidance counselor for details.

3) Examination requirements. Each student is required to take either the Scholastic Aptitude Test I (SAT I) or the American College Test (ACT). The SAT II subject exams are not required for most CSU campuses, with the exception of some programs at CSU San Luis Obispo.

AWARDS

Awards are given to students in each grade level and are based on academic excellence earned each year in specific disciplines. Chaminade academic awards are conferred in English, Mathematics, Foreign Language, Social Science, Science, Religion, Arts, Physical Education and Computer Science.

Awards assemblies are held twice a year, once each semester. The specific awards may include:

The Laureate: Earned by students with a 4.0 or greater GPA, having all A's.

Highest Honors: Earned by students with a 4.0 or greater GPA.

First Honors: Earned by students with a semester GPA of at least 3.5.

Second Honors: Earned by students with a semester GPA of at least 3.0.

In addition to these yearly academic awards, the following are the list of special awards presented to graduating seniors:

The Father Chaminade Award

Named after William Joseph Chaminade, the Founder of the Marianist Order, the Father Chaminade Award is the greatest honor the school can bestow upon a graduate. It is given to the student who best displays the highest qualities of Marianist education, an outstanding degree of religious, social and academic maturity and a great sensitivity to other people.

The Brother James Loughran Award

This second highest award is given in recognition of outstanding service to the school. Hard work and dependability are qualities reflected in this award.

The Fr. Larry Mann Religion and Campus Ministry Award

This award recognizes a senior for excellence in the study of Religion and has demonstrated outstanding service to the community particularly through Campus Ministry.

Valedictorian

Principal's Council, in consultation with the senior class and the faculty, gives this honor to a senior with a high GPA who has displayed outstanding leadership and involvement in activities/sports.

Salutatorian

Principal's Council, in consultation with the senior class and the faculty, gives this honor to a senior who can best present the history of the class.

The Bro. Gerald O'Neil Award

This award recognizes the hard work and dedication of the Student Body President.

The Brother LeRoy Award

This award is given to the senior who has been of service to the school in many ways but has not been recognized in other ways. The award recognizes the person behind the scenes in the many facets of school life.

The Citizenship Award

A successful high school career depends on many facets of participating in school life. These include religious growth, social and academic development, and a high level of involvement in school activities. The Citizenship Award recognizes a student who best exemplifies these qualities.

The Spirit Award

This award recognizes a student with a high level of energy and enthusiasm and who shares this enthusiasm with classmates.

The Saint Thomas More Award

This award recognizes academic achievement and is given to the graduate(s) who are rated the top scholars in the class.

Summa Cum Laude

This graduation status is awarded to students who earned only A's in a very rigorous four year program of Honors and Advanced Placement Classes.

TRANSCRIPTS

A free, unofficial transcript is provided in September. Each student should review their transcript before sending it to a college. The first request for transcripts is sent free to a college or university. For each subsequent request for a transcript, a fee is charged.

All requests for transcripts must be made by the student. This is done by completing a Transcript Request Form, which is to be obtained from the Guidance Department and returned to the Guidance Secretary. Requests should be made at least one week in advance of the due date.

GRADING

Progress grades are issued at the end of weeks six and twelve of each semester. Semester grades, which appear on the student's permanent record, are issued at the end of each semester in January and June.

Students and/or parents who wish to appeal a report card grade must do so within two weeks of the issuance of report cards. Appeals are made initially to the teacher, the department chair and then to the Academic Assistant Principal. The Academic Assistant Principal is the final arbiter concerning all grade appeal decisions.

As a guideline, a basic definition of each grade follows:

Grade A - (90% - 100%) Indicates a quality which is consistently superior to the work of other students. Those who receive the "A" grade should not only complete all assignments, but also show enthusiasm in the subject area and exhibit the ability to analyze and apply principles.

Grade B - (80% - 89%) Indicates a high quality of work and a good mastery of the subject. This grade reflects above average achievement and some ability to analyze and apply principles.

Grade C - (70% - 79) Indicates that the work of the class has been done in an acceptable manner and that the student secured a satisfactory knowledge of the material of the course. The student has done the minimum amount required.

Grade D - (60% - 69%) Indicates inferior accomplishments and that the student is below average in his/her grasp of the subject matter. A student who earns a "D" grade has done less than the minimum amount, has been somewhat negligent in turning in assignments, and has not achieved satisfactory scores on examinations and quizzes. It should be noted that for college admissions, Ds earned in required courses should be made up in summer school.

Grade F - (Below 60%) Indicates that the quality and/or quantity of work is so far below what is expected of the class that it is not adequate for course credit.

Grading Scale:

The following grading scale is used by all faculty:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

TEACHER PRACTICES**Make up Policy for Tests and Quizzes:**

The administration supports the right of teachers to establish reasonable make-up policies in the case of students who miss quizzes and tests. Some teachers do not permit make-up tests but may allow students to treat a missed test as a “drop the lowest test grade” option. Other teachers may permit students to make up quizzes and tests during “X” block. Please consult the teachers’ syllabi for more detailed information on this matter.

Changing a Semester Final Grade:

In order to change a semester grade, instructors must fill out the appropriate form available from the Registrar. Once a final grade is posted, it may change only if there is clear evidence of error on the part of the instructor. This must be explained in writing.

Extra Credit:

Instructors may initiate extra credit as is academically appropriate. Extra Credit must be administered fairly and consistently. It is best that extra credit opportunities be planned well in advance and not offered spontaneously.

Extra Credit of any form may not be worth more than 10% of the overall final grade.

Extra Credit points must be clearly identifiable in the grade book.

Grading methods:

Teachers may use either straight points or percentage bins to calculate final grades. All grades must be calculated and reported to the school through the designated school system. Teachers must update their grade books regularly.

Late Work:

Instructors may initiate any policy they wish regarding the acceptance of late work. Once semester grades are posted, however, an instructor may not accept any late work from any student without clearance from the administration.

Major Assignments before Holidays:

Assignments that require a great deal of time to complete may not be announced just prior to major holiday breaks. It is always best to plan way ahead for such assignments and offer students ample time to complete them.

Returning work:

Student work must be assessed appropriately and returned in a reasonable amount of time. All work to be assessed for a final grade must be returned to the student prior to or on the day of the final exam.

Rounding:

At the six and twelve-week progress grading periods, teachers *should not* round up.

At the semester and final transcript grading periods, teachers *should* round up at .5%.

Semester and Final Exams:

Every course must administer a semester and final exam, unless express permission is granted by the administration to offer an alternative final assessment.

Semester and final exams must be worth no less than 10% and no more than 20% of the overall grade.

All exams must assess only that which was adequately presented in class.

Semester and final exams must include a writing component as set forth by each department.

Semester and final exams must be 1½ hours long.

Varied and Frequent Assessments:

Instructors should try for eight to ten assessments in each six-week grading period. There should, however, be no less than six assessments in each six-week grading period. These assessments must include homework, quizzes, and at least one major test.

Student Extended absenteeism:

Students who are absent for an extended period of time and who are cleared through the administration should be treated humanistically and should be offered ample opportunity to make up work in a sensible manner.

Field Trips:

Field trips are a valuable educational opportunity and are highly encouraged. Any instructor who wishes to take students on a field trip must have it approved first through their department chair and ultimately through administration.

Film Policy:

All instructors are expected to familiarize themselves with and abide by the Chaminade Film Policy. (*see below*)

Final Exam Submission:

Instructors must submit all graded final exams (at the end of the year only) to the designated office assistant in a timely fashion. Included should be a clean copy of the final exam and a printout of the “grade book spreadsheet.”

Grade Books:

Teachers should update their electronic grade books frequently throughout the semester.

Parent Communication:

Teachers are to respond to parent communications within 24 hours. Additionally, teacher initiated communication should occur any time a student’s grade falls drastically – especially in the last six weeks of the semester.

Retreats:

Teachers are to make every reasonable allowance possible for students who miss work due to a retreat. In no way should a student ever be “punished” (either academically or otherwise), for choosing to attend a Chaminade retreat.

Special Needs Students:

Instructors should familiarize themselves with the *Chaminade Special Needs Policy*. Teachers are asked to provide as much flexibility as is appropriate for students in such situations.

Syllabus:

Teachers should distribute a syllabus to each class they teach. This syllabus must include clear guidelines for: Grading, classroom policies, and scope and sequence for the course. Syllabi need not include a day-to-day delineation for the course.

Tutoring:

At no time may an instructor tutor one of their own students for pay. Tutoring students for pay that are not your own is allowed provided the tutoring occurs outside of your contractual hours. It is acceptable to use Chaminade facilities for both pay and non-pay tutoring.

CHAMINADE COLLEGE PREPARATORY FILM POLICY

As a Catholic school, our Chaminade family is called to be an “instrument of evangelization,” and faith formation. In addition, our Marianist roots evoke a passion for justice and peace along with a readiness for adaptation and change. Mindful of those theological underpinnings, the development of our academic policies and guidelines, at every level of the curriculum, must be authentic to our mission and tenets as we take to heart Paul’s admonition, “...whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things (Philippians 4:8).” And, we must always be able to demonstrate moral clarity and adherence to mission in every aspect of the organization of our learning activities by answering the basic question, “What educational purposes does a particular objective, strategy or activity seek to attain?”

In determining a Film/Video Policy for our community, the following questions come into play:

1. **Appropriateness:** Is the activity appropriate for the intended learner?
2. **Integration:** How is the activity integrated/organized with the other learning activities (inputs) and intended outcomes?
3. **Balance:** What is the time frame devoted to this activity?

Appropriateness: In determining suitability of the activity for the intended learner, clearly there are obvious, general distinctions in the maturity level of students as they matriculate to the various grade levels. However, we should never assume that all students have a similar emotional readiness for strong content. Therefore, film clips that depict needless or excessive violence, gratuitous sexual activity, foul language, or character portrayals that are intended to demean or inflame individuals or groups are forbidden at all times on all grade-levels. In general, this would rule out the showing of films with an “R” rating. However, judicious exceptions may be made to the “R” rule with permission of the Department Head and the Vice Principal for Academics. If a film of this nature is approved through these means, the parents of each student, at every grade-level, must be properly notified in advance.

Integration: Any type of film shown in a classroom setting must have a logical and clear connection to the course curriculum at the inputs and outcomes levels. Furthermore, film use is intended to be a teaching strategy. As with any learning activity, a well-designed form of assessment and/or debriefing is mandatory.

Balance: No more than 20 minutes of any feature film may be shown to students in any one sitting. However, documentary or other non-feature films may exceed the 20-minute restriction with department chair approval. In cases where an appropriate feature film is integral to the course curriculum, department chairs may approve bell-to-bell viewings. In such cases, no more than one film per course may be used in this way. (Film Studies is exempt from this element of the policy.).

