

ACADEMICS

SCA academics are rooted in a God-centered view of life, allowing students the opportunity to understand themselves and the world around them from a biblical perspective.

ACHIEVEMENT/STANDARDIZED TESTING

Each spring, standardized testing will be administered to 5K through 8th graders as a tool to help determine achievement and curriculum effectiveness. Students who arrive late for testing will not be admitted to school until testing is completed for the day. Parents will need to take the student home and bring him back after testing. No make-up tests will be given for standardized testing. Average and median scores for standardized aptitude and achievement tests are available for parent review. Prior to the testing date, procedures for testing will be given to each faculty member. Testing is generally held during the spring. Homework and tests should not be assigned for the duration of standardized testing.

CURRICULUM AND INSTRUCTIONAL MANAGEMENT

All curriculum will be biblically integrated and designed to meet the students' needs. SCA curricula is designed to provide students with a traditional education, which will meet and exceed the South Carolina requirements for graduation, and prepare students for further study at the collegiate or university level.

Procedures for handling non-consumable textbooks

- Teachers are responsible for issuing books.
- The student's name should be recorded on the front inside cover.
- The curriculum office will supply *Book Inventory Forms* to each teacher before textbooks are issued.
- Record the student's name and book number on the *Book Inventory Form* for each textbook. Use the following code to indicate the condition of the book: N - New G - Good F - Fair P - Poor
- The *Book Inventory Form* should be filled out as books are distributed and returned to the curriculum office.
- The curriculum office will return the form to teachers at the end of the year to be completed as books are turned in.
- The form should be returned to the curriculum office on the last day of school.
- Extra copies of textbooks should be kept in the book room for security purposes unless otherwise noted by the curriculum office.
- All textbooks found on the property are to be turned in to the school office.
- If a textbook is lost, a student will be charged for a replacement textbook. Email the information to the curriculum office. The curriculum office will inform the finance office of the charges.
- At the end of the year, students are responsible for returning the books in useable condition. Fines will be issued for damaged books. Teachers should carefully check and record the condition of returned books on the *Book Inventory Form*, complete totals at the bottom of the form and include location and number of stored books.
- Notification of damage must be submitted to the textbook office. Parents will be billed for damages/missing books.

Dual College Enrollment for Credit-

Juniors and seniors with administrative approval will be allowed to participate with area colleges in a high school/college joint enrollment program to attend an approved class either on that college campus, by way of online instruction, or on our campus with a certified instructor. Students must receive permission from Spartanburg Christian Academy to enroll in courses that will earn dual units, i.e. Carnegie units from SCA and units at another institution. Dual unit courses receive AP weighting which is one full quality point above the CP weighting. For dual enrollment, students will receive the following grades: A=95, B=85, C=75, D=65 Courses taken through dual enrollment are not intended to replace a high school course offered at SCA. Each student is responsible to meet the college's requirement for enrollment, complete the application process necessary, and pay

for the courses taken. Class schedules must not conflict with required SCA coursework. **Students are limited to taking two college courses through the formats listed above that will count on their SCA high school transcript.**

Online Virtual High School Courses – High school students may take up to two virtual online classes over their four years of high school to count on their SCA high school transcript. These are not intended to replace a course offered at SCA. These courses must be pre-approved by the administration. Exceptions may exist for those transferring to SCA from another school system or when scheduling conflicts exist.

GRADING POLICIES AND PROCEDURES

Grades K-6

- Minimal papers are graded the first five days of school. The teacher should collect work and review it to become familiar with a student's abilities.
- In order to give a student a representative grade at the end of each term, teachers should have at least twelve grades (includes tests, quizzes, and daily grades) per nine week grading period.
- The teacher determines if an assignment merits a quiz grade or a test grade.
- Test grades will be doubled and quiz or daily grades will count as one grade. This does not apply to S, N, and U grades.
- All tests and failing papers should be signed by the parent and returned. Keep a current written record of "F's" and delinquent homework.
- All tests are kept by the teacher after the parent has signed them. These may be discarded two weeks after each quarter (use shredder box in resource room). Fourth quarter tests should be held until the following school year begins. Parents and students are not allowed to keep tests.
- Teachers are responsible for handling student grades. No volunteers, students, or assistants should grade tests/exams or enter grades.

Grades 7-12

- Minimal papers are graded the first five days of school. The teacher should collect work and review it to become familiar with a student's abilities.
- Teachers will prepare a syllabus before school begins stating their preferred grading systems and requirements. A copy of the syllabus should be submitted to the principal for approval before distribution.
- In order to give a student a representative grade at the end of each term, teachers should have a reasonable amount of grades (includes tests, quizzes, and daily grades) per nine week grading period.
- The lowest grade may be dropped before averaging grades, as determined by each individual teacher. (The lowest grade dropped cannot be one earned as a result of academic dishonesty, refusal to take a test or failure to make up missed work).
- All failing grades should be reported to parents. Keep a current written record of "F's" and delinquent homework. (MS teachers may use planner instead of sending home papers).
- All tests are kept by the teacher after the parent has signed them. These may be discarded two weeks after each quarter (use shredder box in resource room). Fourth quarter tests should be held until the following school year begins. Parents and students are not allowed to keep tests.
- Teachers are responsible for handling student grades. No volunteers, students, or assistants should grade tests/exams or enter grades.
- Teachers, in core subjects, will provide at least 4 daily grades, 4 quiz grades and 2 tests during each nine weeks. The daily grades will count 25%, quizzes will count 35% and tests will count 40% of their nine weeks grade. Core subjects are math, science, English, social studies and Bible. Exceptions may be made for AP classes.
- Every class will give a minimum of 10 graded assignments for each nine weeks. Exceptions may be made for AP classes.

Exams

- o Students in Grade 7 will take a second quarter exam (covers second nine weeks material) and a 4th quarter exam (covers fourth nine weeks material).
- o Students in Grade 8 will take a first semester exam (covers first and second nine weeks) and a second semester exam (covers third and fourth nine weeks). Eighth graders taking classes for high school credit will follow same exam guidelines as high school for those classes.
- o Students in grades 9-12 are expected to take cumulative semester exams.
- o Grade 7 quarter exams count 10% of the nine-week grade in quarter 2 and quarter 4.
- o Grade 8 semester exams for non-high school credited courses count 10% of the semester grade.
- o Grade 8-12 semester exams for high school credited courses count 20% of the semester grade.

Exemption: All 9th – 12th grade students may exempt their end of year exams in subjects in which they have earned a 93 yearly average and received 5 or less absences for the period in which the subject is taught. There are no exemptions for exams given at the end of Semester 1. (For courses with only one semester, exemption will be based on the entire semester's average.)

Students should be on time when reporting to school for exams. Tardiness may result in points taken off of the exam, or receiving a zero on the exam. Dress code will be in effect during exams. Administration reserves the right to alter any of these guidelines as deemed necessary.

Extra Credit

Extra credit work will not be assigned solely for the purpose of raising a student's average. This does not preclude extra credit assignments made for enrichment during the graded period. Bonus questions are allowed on tests, but must not exceed five percent of the maximum test score. For example, a test cannot have a score greater than 105%. Likewise, enrichment extra credit should not exceed a total of 100% for the nine-week grading period.

Grade Book

Teachers may request a grade book which may be used to record grades as grade books serve as a hard copy record, or they may print out grade reports from Power Teacher. Grade books are the property of SCA and should be neat, clearly labeled with name, grade, year, subjects, and assignments so that the Headmaster could figure a student's grade should the need ever arise. Entries should be listed in PowerTeacher format. Grade books should be as accurate as possible and up-to-date. They must be turned in at the end of the year.

- Grade books should provide an organized record of student evaluation.
- Do not record names in the grade books until a final class list has been completed.
- Students and parents are not to view the contents of grade books. If parents wish to see their child's record, print an individual report from PowerTeacher to give to the parents.

<u>Academic</u>	<u>Academic/Conduct</u>
A 90-100	S+ = Superior
B 80-89	S = Satisfactory
C 70-79	S- = Less than Satisfactory
D 60-69	N = Needs Improvement
F 0-59	U = Unsatisfactory
	INC = Incomplete

Grading Scale

A serious attempt is always made to provide parents and students with an evaluation of students' progress that is consistent and meaningful. The grading system as noted in the chart for elementary, intermediate, middle, and high school are reflected on each nine-week report card, and conform to the South Carolina Uniform Grading Policy.

Each middle and high school teacher will prepare a syllabus explaining the grading system and requirements for his or her particular class.

Teachers consider many things prior to determining a student's level of progress. Factors considered include:

- Completion/quality of homework and daily assignments
- Neatness of work submitted
- Class participation
- Test performance
- Preparation for class (papers, pencils, books, etc. brought to class)

NOTE: For award purposes, teachers should use the decimal average to at least two places.

Interim Reports

- Interim reports are printed by the Administrative Coordinator and are sent home with students at the midpoint of each 9-week grading period.
- Teachers will be notified by the Administrative Coordinator as to the deadline for having grades entered in PowerTeacher Gradebook for inclusion on the interim. Usually this deadline will be 1 or 2 days before interims should be sent home.
- Teachers should notify the Administrative Coordinator by email when they are ready for interims to be printed.

Academic probation procedures should be used to ensure parents and Administration are aware of students in danger of failure.

Reporting of Grades

- Graded papers for elementary and intermediate students should be returned to students and taken home on Tuesdays. SCA will provide a folder for the papers. If a student is failing, notify the parent as soon as it is realized. Keep a copy of the notification and the parent's response. If there is no response, call the parent.
- Students in middle school may write down grades in their planners, to be signed by parents, at each teacher's discretion.
- Middle and high school teachers must post earned grades **weekly** for students in PowerTeacher Gradebook so parents may access student grades using the PowerSchool Parent Portal. Parents will check this site to keep current on their students' progress. Teachers must make other arrangements for any parent who does not have access to a computer.
- Teachers should notify the Administrative Coordinator by email when they are ready for interims to be printed.
- Each student receives an interim report midpoint into each grading period. This report needs to be signed by a parent before returning.
- At the end of each nine weeks, teachers will inform the Principal of all failing or borderline students.
- Parents are never happy with a low grade, but an uninformed parent is especially unhappy. Communicate! Communicate! Communicate!

Report Cards

Report cards are issued at the end of each nine-week period, as long as all financial accounts are current. They are to be taken home and signed by a parent or guardian. Report cards must be returned to the homeroom teacher by the date printed on the report card.

- Report cards are printed by the Administrative Coordinator.
- Teachers will receive an email communicating deadlines for having grades entered in PowerTeacher Gradebook before report cards may be processed.
- Teachers should abide by the deadline and not make any changes to grades to ensure timely printing of report cards for all teachers. Teachers will then have the opportunity to check report card grades and report any changes for printing to the Administrative Coordinator.
- Teachers will be reminded to not give out report cards until towards the end of the day when it is time to pack up for dismissal. When report cards are given out, please understand that a few may have been pulled due to financial or parental reasons. Therefore, to protect parent and student privacy, we do not want students pulling out the report card, nor do we want students comparing grades. Distributing them at the end of the day will also give the financial office time to deal with any parental or financial issues and get the correct report card to you.
- Teachers should keep the copies of returned report cards throughout the year until the final year-end report cards are printed. At the end of the year, copies of 1st-3rd quarter report cards may be placed in the shredder box.
- After comments and grade promotions are added to final year-end report cards, certain instructed teachers should give the report cards to the Headmaster's Assistant who will make copies for inclusion in the students' permanent records.

Changing a Report Card Grade - Once a report card is issued, a grade change is a serious precedent that must be done very carefully with full justification. The following questions apply:

- Was there a calculations error? A transcription error?
- Is there some extenuating circumstance (misunderstanding of due dates; unknown omission of requirement; excused absences that merit an incomplete rather than zero) that warrants another look?
- If the grade is based on subjective data (PE, music, art) does the student have evidence that his performance was either overlooked or misunderstood? Was the parent adequately informed of poor participation/effort/attitude so that corrective action could be taken in a timely manner?
- A decision to change a grade must be made only after a conference with the parents, the student, and the Principal.

Scheduling of Tests

Teachers should remember not to be excessive in the number of tests on any one day. Attempt to give few or no tests on Monday and Thursday. Middle and high school teachers should coordinate with each other to keep excessive testing down to a minimum.

GRADUATION REQUIREMENTS

Minimum Academic Requirements for Graduation

Bible/Christian Studies.....	4 units
English	4 units
Math.....	4 units
Science	4 units
US History.....	1 unit
Government.....	½ unit
Economics.....	½ unit
Other Social Studies.....	1 unit

Composition and Research.....	1 unit
Physical Education/Health.....	1 unit
Computer Science.....	1 unit
Personal Finance.....	1 unit
Foreign Language.....	2 units
Electives.....	3 units
Total.....	28 units

*Seniors must complete 50 hours of church and/or community service as a requirement for graduation. New high school students may receive instruction on service hour requirements. These are guidelines for new incoming students: sophomore: 37.5 required hours, junior: 25 required hours, senior: 12.5 hours

- For transfer students, the Bible/Christian Studies requirement will be adjusted to one credit per SCA year. This will increase the number of electives accordingly. Some requirements may be modified to accommodate transfer students.
- English I and Algebra I may be taken for one unit of high school honors credit in eighth grade in order for a student to accelerate in the math and/or English programs.
- It is mandatory that all students enroll in a math and English course in grades 9-12.
- One computer credit is required for college-prep students.
- Some elective courses must be supported by demand. Insufficient enrollment may result in cancellation of the course.
- All course selections are listed in the annual *HS Course Directory*. If intent form is not returned at the time of re-enrollment, middle or high school students may not complete course selection for the following school year.

Requirements for Honors Diploma

Purpose

- To encourage and motivate above-average students to enroll in a challenging sequence of courses during their high school years.
- To better equip above-average students for the challenging programs which they may encounter during their college years.
- To set forth a worthy goal for above-average students so that more of the school's excellent students may earn their deserved academic honors.

Structure

- Honors diploma students must earn a minimum of 30 units from the list of courses offered.
- Enrollment in an Honors course must have approval from subject teacher.
The following three levels of graduation honors are bestowed to qualified seniors:
 - **Honors** – The student must have a minimum GPA of 4.20, cumulative for eight semesters, including high school courses taken in the 8th grade.
 - **High Honors** – The student must have a minimum GPA of 4.40 cumulative for eight semesters, including high school courses taken in the 8th grade.
 - **Highest Honors** – The student must have a minimum GPA of 4.8, cumulative for eight semesters, including high school courses taken in the 8th grade.
- Students in the Honors Program may be offered the opportunity to take selected courses not offered at SCA, off campus at a local college. If this arrangement is made, those courses will receive AP weighting.

- Valedictorian and salutatorian awards will be given only to students in the Honors Program.
- **Service hours** – student must have 50 service hours.*see p. 12 for new student requirements.

GUIDANCE

SCA believes in ministering to the total needs of our students, based upon Christian beliefs and practices. Services that are available include: testing, counseling, study skills, college and/or career planning, college financial aid assistance, and scholarship applications. Each spring, elementary through 8th grade students will participate in Achievement Testing. 10th grade will take the Pre-ACT, which is a preliminary test for the ACT. 9th – 11th grades will take the PSAT in the fall.

HIGH SCHOOL VALEDICTORIAN AND SALUTATORIAN

The selections of valedictorian and salutatorian are made from honors graduates only and are based on the cumulative grade point average for high school courses. Transfer students, to be considered, must have attended SCA at least the junior and senior years. Transfer student credits will be based on the SCA and SC Uniform Grading Policy.

HOMESCHOOL PARTNERSHIP

In an effort to provide Kingdom Education and upper level courses to more families in the upstate, SCA has created a homeschool partnership for our current SCA families. A homeschool student is a student enrolled in grades 9-12 at Spartanburg Christian Academy on a part-time basis. This is not a diploma-seeking program through SCA. Students participating in the homeschool partnership may take core subjects and fine arts classes. Homeschool students are responsible for securing required textbooks and materials for all classes.

Homeschool students may attend all SCA home athletic events (at no charge), homecoming festivities and the spring formal. Homeschool students will not be considered for school leadership positions to include student government offices or homecoming court.

Due to the regulations of SCA's accrediting association (SCISA), homeschool students are not eligible to participate in athletics.

HOMEWORK POLICY

Homework shall be assigned in such quantities as to provide adequate training in independent study and in practicing the skills conferred in the classroom, without interfering too much with non-academic activities or with meeting a healthy bedtime hour. If a student consistently has difficulty in this area, something is wrong with either the amount of assignments received, with his/her time management, or with the amount of time spent in extracurricular activities. Some students may experience difficulty due to their ability level, or possibly a learning problem. Whatever the reason, parents should contact the classroom teacher so that the matter might be resolved in a timely manner.

To help students budget their time, the following guidelines may be helpful in estimating daily homework requirements:

<i>Grades K5-3</i>	<i>Thirty minutes or less</i>
<i>Grades 4-6</i>	<i>One hour or less</i>
<i>Grades 7-12</i>	<i>One or two hours</i>

An attempt to minimize homework on Wednesdays will be made by our teachers, but some work may be necessary because of scheduling contingencies. Parent participation in providing assistance and accountability is crucial to the educational process of each child no matter what age.

- The purpose of homework is to ensure that the student practices skills learned in class, reinforces knowledge gained in class, or applies knowledge or skills learned in meaningful ways. It should always be assigned with some goal in mind, never as discipline or busy work.
- Teachers should plan assignments so that students will spend no more time on homework than is necessary to

achieve the objective. See the chart above for homework time guidelines.

- An attempt should be made to make any homework assignments on Wednesdays, program nights, and holidays as light as possible. Teachers are asked to use good judgment in requiring completed homework if the student is attending special services at his church during the week.
- Assignments must be completed, on time, and written properly. The only acceptable excuse for not completing homework is the student's illness.
- If a student fails to bring in homework due to illness, the assignment should be turned in the following day.
- If a student consistently does not turn in homework assignments, these steps should be taken:
 - Assign the make-up work to be done at recess/lunch.
 - Send home a discipline report informing parents of the problem.
 - Call the parents to notify them of the problem.
 - Send the student to the office for disciplinary action.
- In a systematic manner, teachers need to keep a daily record of assignments (i.e., not completed at all, partially completed, or completed with all incorrect answers.) Follow through to encourage thorough and complete work by each student.
- Never throw assignments in the trash in front of the students or give an impression that homework is not important.
- The teacher should always observe to see who has not done the work but merely put down answers with no study or thought behind them.
- Students should not sit idle while the teacher checks for completed assignments. Assign work to do in class.

Homework Grading

- Generally, homework is considered practice and should not always be graded.
- Extended assignments, such as book reports or science projects, may be graded if appropriate rubrics for the evaluation are given to the students when the assignments are made.
- Reading or practical work done at home may be graded by giving quizzes on the material studied.

HONOR ROLL

The *Warrior Honor Roll* consists of students who have received *all A's in each subject with each A being a 93 or above for the final average.*

The *Principal's Honor Roll* consists of students who have received *all A's in each subject with each A being a 90 to 92 for the final average.*

The *Academy Honor Roll* consists of students who have received *all A's or B's in each subject for the final average.*

This does not apply to kindergarten.

LATE WORK

Consequences for work that is late for reasons other than being absent on the date due will be determined by the classroom teacher. Repeated failure to complete assignments in a timely manner may result in an academic review.

LESSON PLANS

Lesson planning is one of the most important activities that any effective teacher conducts. It should be done thoroughly for every lesson, no matter how brief or seemingly insignificant, and include objectives, procedures, and assessments for each subject. The first element of all lesson planning is consideration of the students' academic status and needs. Once these are determined, the objective for each lesson must be written. The objective must be stated in terms of what the student will do, not what the teacher will do. The procedures to follow in achieving the objective, what materials or other support is needed, biblical integration, any practice exercise or assignments, and state standards should be stated. How the student will demonstrate achievement of the objective (assessment) completes the planning.

Curriculum Guides

Teachers will prepare curriculum guides for each subject which will serve as long range plans. This plan is an outline, or pacing guide, for each quarter and the entire year. It should show, in brief objective statements, what the teacher expects to cover during each quarter of the instructional year and should include state standards. These plans must be submitted to the curriculum office within three weeks of the start of school. Curriculum guides must be utilized and kept current throughout the year.

Daily Lesson Plans

Each teacher will prepare a lesson plan/daily schedule for each day. Such a document ensures that substitutes and visitors to your class will be able to ascertain the schedule and objectives for that day. These formats are suggestions only and are not intended to restrict your own style. Feel free to modify the form to fit your needs, but be sure that each lesson includes, as a minimum, an objective, biblical integration, the procedures to follow, the materials needed, state standards, and the method of assessment.

Plan Reviews

Daily lesson plans for the ensuing week and the following Monday will be emailed or placed in the Principal's box on Monday morning for review. If, for some reason, school does not begin on Monday, lesson plans are due on the day the week begins. Consistent failure to turn in lesson plans on Monday will result in plans being required on Friday of the preceding week or further administrative action. Middle and high school lesson plans should be readily available on their desk.

Guest Speakers

For the protection of the faculty and students alike, no outside speakers will be allowed to meet with any class without permission from Administration. Seek permission before arranging the speaker.

Emergency Lesson Plans

Each teacher will prepare a set of emergency lesson plans to cover each class for three days. These plans are to be used in the event of your unexpected absence from school. The following guidelines apply:

- Lesson plans should be relevant to your current or recent past instruction. They should not cover new material but should review and reinforce past and current instruction. (For planned absences, you may wish to provide your substitute with a plan that continues current instruction, and reserve your emergency plans for true emergencies).
- Your plans must be easily implemented by inexperienced substitutes. Step-by-step instructions and all required materials (copies, instructions, etc.) must be included as part of the "lesson kit." Activities should be in sufficient quantity to last the entire period/day.
- Your plans must be replaced with new ones whenever they are used or whenever they are no longer timely. At a minimum, these plans should be updated at least two or three times each year to retain relevance to current instruction. You may wish to file "used" or "outdated" plans for reinstatement in future years.
- Emergency plans need to be turned in to the Principal. Middle and high school plans will be kept in the Principal's office.

PROBATION POLICY

Academic probation is designed to assist students in becoming more responsive to and responsible for their academic progress. Academic probation also promotes important communication among students, parents, and the school. Academic probation may be invoked throughout the school year and/or as a condition of admittance.

All new students entering middle and high school will be placed on a probationary status for the 1st semester. However, this will not affect their involvement in activities and leadership positions.

Grades K-8

Students will be given an academic warning when they receive a D or an F in one or more subjects on any report card. A cautionary letter from Administration will be sent home following each report card, to the student and

parents alerting them to the possibility of academic probation should the student's academic performance remain below standard. If marked improvement is not made by the following interim report, the student will be placed on academic probation and parents will be notified by a probation letter. The student may be taken off academic probation when improvement (no D's or F's) is documented on the next report card. Students who continually receive failing grades may be evaluated for continued enrollment.

Grades 9-12

Students will be given an academic warning when they receive a D in one or more subjects on any report card. A cautionary letter from Administration will be sent home following each report card, to the student and parents alerting them to the possibility of academic probation should the student's academic performance remain below standard.

Any student whose GPA drops below 2.0 or who has an "F" on any report card will be placed on academic probation. A letter from Administration will be sent home following the report card, alerting parents and the student of the academic probation status. Students may be taken off academic probation when improvement (no "F's" and GPA of 2.0 or better) is documented on the next interim report. Probation status will be reviewed by faculty at the end of each nine weeks.

Restrictions - students participating in fine arts will not be permitted to represent the school while on academic probation and class, club, and organizational officers who are placed on academic probation will be removed from the office in which they are currently serving. Students on academic probation may not participate in or be nominated for a leadership office. Refer to the student-athlete handbook for academic ineligibility guidelines for athletics. Any adjustments to the guidelines must be handled according to policy on an individual basis by Administration.

PROMOTION/RETENTION POLICY

A student is expected to pass all subjects before being considered for promotion to the next grade. There are no unimportant subjects offered at SCA. A student who fails either math or English or a combination of any other two subjects, at course end, will be retained in that grade. The student will be allowed to remain at SCA, on probation, for one year. Continued enrollment beyond the probationary year will be dependent upon the student earning passing grades for that year. A student may repeat a grade once and remain eligible for continued enrollment.

Classification of High School Students - The classification of a student will be determined by the number of high school credits obtained at the close of the previous school term. Students may be reclassified at the close of each semester. A student may repeat a high school subject once and remain eligible for continued enrollment. No more than two failed subjects may be made up through an SCA approved summer school.

The following are credit requirements for each classification:

0-5	Freshman	13-20	Junior
6-12	Sophomore	21 or more	Senior

RETAKING A COURSE

Based on SC Uniform Grading Policies, students may retake the same course at the same difficulty level under the following conditions:

- Only courses in which a grade of a D or F was earned may be retaken.
- The course in which a D or F was earned may be retaken only during the current academic year or the following academic year.
- The student's record/transcript will reflect **all** courses taken and the grades earned, with the following exception:
 - Courses retaken and passed through Credit Recovery will receive a "P," which does not impact the student's GPA. The original failing grade will remain on the transcript as is.

- A student may repeat a failed high school subject with a grade below 60 once and remain eligible for continued enrollment.
- No more than two failed subjects may be made up through an SCA approved summer school or through Credit Recovery.
- Administration reserves the right to evaluate and make decisions on continued enrollment.

WITHDRAWAL FROM MIDDLE OR HIGH SCHOOL COURSES

If a schedule change is necessary, the Guidance Counselor will issue a *Course Change Request form*. A middle or high school student may withdraw from a course.