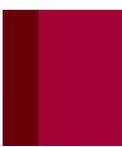




Owned and Operated by Andrews University

Affiliate Handbook





Welcome to Griggs International Academy!

As a global educational institution, Griggs International Academy (GIA) strives to provide an educationally sound, values-based education that builds an honorable foundation for citizenship in the global community. Educational offerings include elementary and secondary programs. These programs and courses respond to learner needs in the context of a lifetime learning experience.

GIA serves students in many different countries and provides accredited education that is ethically grounded, infused with values. We participate as consultants and coaches with schools, administrators, teachers and students in order to help students become lifelong learners in international settings. GIA is constantly in a growth pattern—making changes that will enhance the program and serve our schools more effectively.

Providing excellent education is our first priority in working with our schools. We understand that each school setting has unique situations and we can devise options that will help create a program that fits your students' needs.

A team of GIA educators is available to help you develop a sustainable and successful American curriculum based program in your school. We are always happy to work with partners.

Thank you for choosing Griggs!

At the beginning of the 20th century, an educator by the name of Frederick Griggs envisioned making education available to people around the world. His vision took shape in 1909 with the establishment of The Fireside Correspondence School. Within two years, The Fireside Correspondence School offered 11 secondary and nine college courses. By 1916 its students represented nearly every state and province in the U.S. and Canada, as well as 10 other countries. The Fireside Correspondence School was later renamed Home Study Institute (HSI); the name was subsequently changed to Home Study International.

In 1990, the HSI Board of Directors assigned names to its three academic divisions; thus, Home Study Elementary School, Home Study High School, and Griggs University became part of HSI's terminology. In 1991, Griggs University began offering college degrees.

In recent years, the homeschool movement has exploded, but the term "homeschool" has taken on special meaning for school districts and families who design their own school programs. Pressure from students, parents and other institutional partners drove the HSI Board of Directors to re-examine the school's name in order to better reflect the mission and operation of HSI. In 2005, the Board voted to change the name of the organization to Griggs University (GU) and Griggs International Academy (GIA).

Since 1909, more than 200,000 people have studied with Griggs. Griggs plays a unique and vital role in the educational development of students of all ages in all parts of the world. People from all walks of life have discovered that distance education helps develop self-reliance, independent thinking and responsibility. From its humble beginnings in a one-room office, Griggs has grown into a worldwide school that maintains high scholastic standards and utilizes the services of qualified professionals in all aspects of its operation. Yet Griggs combines the convenience of a portable education with the personal touch provided by faculty and advisors who care about students.

In 2009, Griggs celebrated its 100th birthday. Our administration, faculty and staff remain committed to the vision of Frederick Griggs, who believed that every

student has the right to an education. All of us at Griggs recognize that we share with parents a responsibility to help students develop the skills, knowledge and judgment necessary to build a community better than the one they inherited.

During the summer of 2010, a committee was established to study the feasibility of Andrews University owning and operating Griggs International Academy. This committee recommended that the University assume ownership of the Academy.

In November 2010, the Andrews University board voted to accept ownership of both Griggs University and Griggs International Academy, thus enabling the institution to remain intact and then relocate Griggs to Berrien Springs, Michigan, on the campus of the University. In order to administer its new acquisitions, Andrews University established a School of Distance Education under the direction of a dean.

The move to Andrews University has resulted in more than a simple relocation for the Academy. It has meant a complete restructuring of the organization and rebuilding of staff. During this transition, the institution's commitment to the basic intent of its mission statement has remained firm. We have restructured in such a way as to provide the staff resources necessary to improve curriculum, faculty effectiveness and student support. We are in the process of developing a new institutional infrastructure that will support our vision and better utilize technology to serve students, parents and faculty.

Griggs International Academy also shares with Andrews University a student body that is not limited to one place. Griggs is literally an international academy. Griggs International Academy continues to provide a solid education to a diverse student body located in most of the countries of the world.

With one man's vision, Griggs International Academy continues to meet the educational needs of students and families around the world.

Accreditations and Approvals



Accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, a recognized member of the National Council for Private School Accreditation General Conference of Seventh-day Adventists
12501 Old Columbia Pike, Silver Spring MD 20904-6601
Phone: 301-680-6000 • Web: adventistaccreditingassociation.org



Approved as a non-public school by the Maryland State Board of Education for Kindergarten, Elementary and High School



Accredited by Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools
3624 Market Street, Philadelphia PA 19104-2680
Phone: 215-662-5600 • Web: middlestates.org



National Council for Private School Accreditation (NCPSA)
PO Box 13686, Seattle WA 98198-1010
Email: offices@ncpsa.org • Web: NCPSA.org



Member of International Association for K-12 Online Learning (iNACOL)
1934 Old Gallows Rd, Suite 350
Vienna VA 22182-4040
Phone: 888-956-2265 • Web: inacol.org



University of California, A-G Course approval.
See Course Descriptions for a list.



CollegeBoard School Code: 210 948

Griggs International Academy affiliations must follow specific guidelines for identifying its accreditations on their websites. Affiliate schools will use the following statement outlined on page 40 and will NOT post any accreditation logos on the affiliate website. This is a requirement for our accreditation.

General Information

Mailing Address

8903 U.S. Hwy 31
Berrien Springs MI 49104-1950 USA

General Inquiries

Phone: 800-782-4769 or 269-471-6570
Email: griggs@andrews.edu
Web: griggs.edu

Office Hours

Monday–Thursday: 9 a.m.–5 p.m. (EST)
Friday: 9 a.m.–12 p.m. (EST)

Holiday Office Closures

Martin Luther King's Birthday—
3rd Monday of January
Presidents' Day—*February 16*
Memorial Day—*May 25*
Independence Day—*July 4*
Labor Day—*1st Monday of September*
Thanksgiving—*3rd Thursday of November*
Christmas/New Year's—*December 24 through January 1*

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Owned and Operated by Andrews University

Mission Statement

*Griggs International Academy seeks to **inspire learning, transform lives and serve the world.***

Core Values

Dignity

Each student should conduct him/herself as uniquely endowed with talents and abilities that are developed by receiving a character building and academically rigorous education. Teachers encourage analytical and open thought processes enabling students to maintain a deportment of a confident individual in society.

Honor

Students develop an international mindset that will enable them to acknowledge the ambitions and accomplishments of others. Teachers integrate and champion a variety of opinions and cultural perspectives of current and historical events. All events presented will demonstrate a broad spectrum of religions, nationalities and race.

Respect

Students are encouraged to uplift one another by demonstrating humility and consideration for all through learning that is community-centered and redemptive. Teachers hold students to a high standard of service toward others, preparing students to be productive and moral global citizens.

Integrity

Students are nurtured to be individuals who stand true to the GIA key values learned in each discipline studied and through an established school-wide ethos. Teachers encourage students to consider the impact of all actions as an integral part of daily living. By embodying the GIA student profile of: seekers, affirmers, changers—students understand that they are part of a worldwide solution for providing constructive solutions for social betterment.

Student Profile

Griggs International Academy seeks to develop students who are seekers of knowledge, affirmers of GIA values and changers of the world.



Key Values: Dignity, Honor, Respect and Integrity. Dignity is deportment, Honor is acknowledgement, Respect is humility and Integrity is truth.

K-12 Affiliate Administration



Dr. Alayne Thorpe
Dean, SDE/GIA
alayne@andrews.edu
269-471-6581
Skype: A Dale Thorpe

- Chairperson of the Affiliate Committee
- Visits sites when necessary
- Oversees all affiliate operations for GIA and Andrews University



LaRonda Curtis Forsey
Associate Dean, GIA Principal
laronda@andrews.edu
269-471-6548
Skype: laronda2

- Oversees all K-12 partnerships
- Approves GIA partnerships
- Visits GIA partners regularly
- Approves the hiring of partner faculty
- Approves the curriculum designed by partner faculty
- Consults with director/principal on a regular basis (Skype)
- Evaluates sites for continuous improvement



Kathy Iwasa
Associate Principal/Registrar
lwasa@andrews.edu
269-471-6559
Skype: kathy.iwasa

- Oversees all processing of enrollments and grade reports
- Reports enrollment and graduation charges to finance
- Evaluates transfer transcripts
- Prepares plan of study worksheets for all students
- Skype visits site director/registrar to discuss academic issues and plan of study
- Maintains student records for all students
- Processes all transcript requests from program director only
- Communicates grades with onsite director/registrar
- Processes diploma packets for all graduating seniors
- Periodically evaluates on-site student records for compliance verification



Stephen Rivers
Affiliate Director
riverss@andrews.edu
269-471-6582
Skype: Stephen Rivers

- Initiates overview with potential sites
- Surveys interested sites
- Reviews feasibility study and local government support
- Submits school proposal to affiliate committee
- Communicates procedures to approved sites
- Provides onsite training for implanting the GIA partnership
- Visits sites for school evaluation and professional development
- Arranges for regular meetings with site directors
- Offers individualized consultation for sites
- Continuous oversight of all GIA international partnerships
- Maintains affiliation website
- Communicates special requests from partner sites
- Meets with onsite boards, parents and students



Ethan Jones
Director of Compliance
ethanj@andrews.edu
269-471-6515
Skype: EEJones42

- Drafts contracts for committee approval
- Approves all marketing material (brochures, advertisements, websites, etc.)
- Revises contracts as needed
- Provides the final contract to partners
- Monitors copyrights and legal obligations
- Assures compliance with accreditation



Carolina Gomez-Jones
Assistant Dean
gomezjones@andrews.edu
269-471-6586

- Oversees accreditation
- Financial and administrative administration

American Education Terms

Academic Standards

A set of K–12 standards including core classes and electives. These learning goals outline the minimum required learning. Instructors are encouraged to include these standards and add additional learning objectives.

Accreditation

A process of validation in which schools are evaluated. Accrediting body sets the standards which GIA and its affiliates are to follow. Every few years (varies from one accreditation entity to another) the accrediting body sends a review committee comprised of educators from other schools and employees from the accrediting body that evaluates and ensures GIA and its affiliates are maintaining and upholding the standards. GIA maintains the following accreditations: regional accreditation from Middle States; State approval by Maryland Department of Education; and denominational accreditation by the Adventist Accrediting Association. (See Appendix I for accreditation wording for website.)

American High School

A secondary school in the United States, usually comprised of grades 9–12 with grade levels known as freshmen, sophomores, juniors and seniors respectively. Students are usually ages 14–18.

Attendance

In order for students to receive an American high school diploma, they are required to attend 180 school days per year, and use the Carnegie Unit for minutes per class time. Students who miss 15 percent of class or more should (1) be placed on academic probation and (2) follow a completion plan developed by the local academic advisory board.

Block/Modified Block Scheduling

A system for scheduling courses by having longer class periods and meeting fewer times throughout the week. This can be done with an A Day/B Day schedule or by dividing courses and having half taught one semester and the others taught the next semester.

Carnegie Unit

Also called a unit or a credit. Represents 120 hours of class or student/teacher contact time throughout one school

year. Upon successful completion of the course, 1.0 credit or unit will be recorded on the transcript.

Example:

A class meets 40 minutes per day, 5 days a week = 200 minutes a week

There are 36 weeks in a school year, 36 weeks x 200 minutes = 7,200 minutes per year or 120 hours per year. All credits are based on this formula for all courses.

Challenge Exam

GIA exam provided for students proficient in a specific area of study to test out of a course. Eligibility must be approved by the GIA registrar prior to examination. Student must obtain at least an 80 percent average in order to be granted credit. Upon successful completion, a grade of P for passing will be recorded on transcript. Grade will not affect the GPA but will reflect completion and credit for the challenged course. Extra charge of \$100 per exam will be charged on school account. It is the affiliate's choice to collect payment from student. Most common exams are given in Algebra I and Geometry, which usually consist of one exam per semester.

Course Description/Syllabus

Document prepared by the instructor that gives the name of course, instructor, credit, schedule, textbook, course description, objectives, outline, assessments used, grading scale and classroom expectations. (See Appendix E)

Courses

Individual areas of study within a particular subject. Upon successful completion the student is granted a letter grade and unit of credit. Each course carries a specific unit of credit determined by the hours spent in class.

Curriculum

The subjects comprising a course of study in a school—usually a list of courses needed to complete a grade level or obtain a diploma.

Curriculum Standards

Clearly defined statements and/or illustrations of what all students, teachers and schools are expected to know and be able to do by the completion of a course.

Differentiated Learning

The way in which a teacher anticipates and responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught), and the product (how students demonstrate their learning).

Diploma

Accumulation of individual courses within particular areas of study. The College Preparatory diploma requires 25 credits and the Standard Diploma requires 21 credits in specific areas of study. (See Appendix P)

Dual Credit

University-level courses made available to high school students for credit both in high school and university. Students are eligible to take Andrews University online classes if they meet the following criteria:

- Enrolled in Grade 10, 11 or 12
- Minimum cumulative GPA of 3.00 from accredited high school
- Evidence of English proficiency
- Signed approval from parent, on-site GIA director/registrar, and GIA registrar

Formative Assessment

Including diagnostic testing, formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

GPA and Cumulative GPA

GPA (Grade Point Average) is the average of accumulated final grades on a transcript for a particular semester or grade level and is one of several major factors used by universities and employers to assess a student's academic achievement. Cumulative GPA is the average of ALL final grades recorded on a transcript from the beginning of high school until its completion.

Grades

Permanent record of achievement in one course. Based on grading scale percentage accumulated for the semester.

GIA operates on a 4.0 grading scale. All instructors must use this scale for all courses.

Grading Scale	Grading Scale by GPA
A 93–100	A 4.00
A- 90–92	A- 3.67
B+ 88–89	B+ 3.33
B 83–87	B 3.00
B- 80–82	B- 2.67
C+ 78–79	C+ 2.33
C 73–77	C 2.00
C- 70–72	C- 1.67
D+ 68–69	D+ 1.33
D 63–67	D 1.00
D- 60–62	D- 0.67
F 59 and below	F 0.00

Grading Periods

Time period in which grades are computed, i.e. quarters, semesters, school year. Should be consistent school-wide. Close consideration must be taken when dealing with block schedule regarding grade reporting. If recording of quarter grades is desired, the site must report grades within two weeks of the close of the quarter.

Instructor Certification

A process by which a person is awarded a teaching license for a country, a state or an educational system, usually within a specific field of study.

Lesson Plan

Document prepared by the instructor to show the subject being covered, the activities, the assignments, assessments and objectives for each day of class. (See Appendix F)

Midterm Exams

Examinations given during the midpoint of an academic term. These examinations can be comprehensive of the 1st quarter of information or following a specific unit of study.

Quarter

At least 9-week period of instruction. Semester is equally divided into two quarters.

American Education Terms (cont.)

Quizzes

Informal test of knowledge on a specific topic within a lesson. Usually more narrow in scope. Can be announced or surprise. Most often grouped with tests in weighted grade average.

Report Cards

Compilation of student's performance in coursework for grades K–8.

School Year

Students must attend classes at least 36 weeks or 180 school days. The semester is divided into 18 weeks or 90 days per semester. School must provide school calendar outlining the semester and days per year required teacher/student interaction days. (See Appendix C)

Scope and Sequence

A clearly stated set of K–8 learning objectives that reflect local, state and national expectations. Sequence is the order in which those objectives are taught. These are usually found in the teacher's edition of textbooks for K–8. (See sample of GIA elementary scope and sequence).

Semester

At least 18-week period of instruction. Represents at least 60 hours of student/teacher contact time and upon completion of a course 0.5 credit or unit will be recorded on the transcript.

Standard vs. College Prep Diploma

Standard diploma—21 Units or Credits within specific areas of study. (See Appendix P)

College Prep diploma—25 Units or Credits within specific areas of study with an emphasis in math, science and modern language courses meeting most four-year U.S. college admission standards.

Standardized Tests

Form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it

possible to compare the relative performance of individual students with those of the same age or grade level.

Student Records

Includes application, copy of passport and grade reports for all courses.

Summative Assessment

Evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program or school year.

Tests

Formal test of knowledge in a specific area of study. Usually comprised of a variety of multi-level questions such as multiple choice, true/false questions, short answer and essay questions. This will make up a certain percentage of the total points of a grade. Most often grouped with quizzes in weighted grade average. Usually given at the end of a term, but can be given at the end of a unit of study. Can be comprehensive or specific in scope.

Transcript

Permanent record of academic achievement summarizing all courses taken, all grades received, GPA and honors achieved throughout high school. (See Appendix O)

Transfer Credit—Transcript and Recording

Transfer credits are credits that a student accumulates in another school/program prior to enrollment in the GIA program. The transferring transcript will be subject to evaluation and recording to be determined by GIA registrar and must be presented (scanned copies sufficient) to ensure an accurate plan of study. Griggs holds the right to accept or deny the recording of transfer credits. Official transfer transcripts must be sent to GIA by the end of the first semester of graduating year.

Weighted-Average

Instructor determines the weighted-average for each assessment in the course.

For example: Exams = 40%
Assignments = 20%
Projects = 40%

BENEFITS OF BECOMING A GIA PARTNER

- Extensive history of working with international schools. GIA began in 1907 with international students. This history is valuable in working with the complexities of global education in the 21st century.
- Professional and experienced educators that work at the GIA headquarters in Michigan and Maryland
- Consultants in the areas of academics, administration and legal matters
- Accreditations with Middle States, AAA and the State of Maryland (American Regional/State)
- Sites to help recruit school administrators, directors and teachers
- Approval process for hiring qualified teachers
- Guidelines and policies for managing an international school
- Annual visits from GIA personnel for support and evaluation
- Standardized testing options for language and academics success
- Twin Track Diploma (top-up) option (National and American)
- Online university credit for qualified high school students
- Supplemental online course for qualified students
- Standards (high school) and Scope and Sequence (K–8) provided
- Certificates for program or level completions
- Summer/Winter Camps provided
- Exchange student options
- Connections to American universities
- Meetings with seniors for college application information
- Benefits of being owned and operated by Andrews University

STEPS IN BECOMING A GIA PARTNER

1. Inquire about becoming an affiliate partner
2. Handbook is sent to prospective affiliate site
3. Interview with the K–12 director of affiliates
4. Submit survey/application with photos to the director of affiliates
5. Affiliate committee members review survey application and director’s recommendation
6. Site visit report conducted by director of affiliates
7. Committee votes on affiliation partnership
8. Contract is completed by compliance officer
9. Affiliate and GIA administration sign the contract
10. Affiliation fee is paid
11. Online meeting with the GIA team to get acquainted—identify local GIA director
12. Affiliate director conducts training—also video online training
13. Affiliate submits calendar, course descriptions, teacher resumes and certifications to registrar
14. Committee approves teachers/courses delivered at the site
15. Advertising submitted to GIA for approval
16. GIA registrar trains affiliate administration process of student records
17. School starts serving students once teachers, courses and calendar are approved
18. Ongoing Skype meetings with administration, affiliate director and registrar
19. Ongoing training for administration and teachers

GIA Program Options

APPLICATION AND CAMPUS SURVEY

This form is to be completed by the affiliate administration in preparation for the survey visit. Please return this form to the K–12 Affiliate Director at least **ONE MONTH** before the survey visit date. (See Appendix A)

GIA PROGRAM AND EDUCATIONAL OPTIONS

GIA partners with schools in different countries to add value to the institution’s decision to become a global educational option for their students. With GIA’s accreditation, international schools will be allowed to offer American diplomas and certificates to students that fulfill the GIA requirements. The programs can be designed to fit the needs of a particular school as long as the accreditation requirements are met. The following are the more common partnerships that are offered to our partners:

High School (Full Curriculum—see Required List of Courses)

(Grades 9–12) Partner offers only GIA approved courses that fulfill the diploma requirements. It is a four-year program and the classes will all be taught in English; however, ESL classes can be offered for non-academic credit. Teachers must be certified, English speaking, and familiar with American education. Students must complete 25 Units for a College Preparatory Diploma or 21 Units for a Standard High School Diploma. Students will take courses in the area of math, science, English, history, language, technology, business, fine arts, health, character development and electives. A transfer student must complete at least 6 units of GIA courses to receive a diploma. Students must also complete 20 hours of community service per year in GIA program. College Prep diploma-seeking students will be required to take standardized testing (i.e., Stanford10, SAT, ACT).

Dual Diploma Program/Top Up (National and American)

(Grades 9–12) This program is similar to the high school program described above; however, students continue to work on the national diploma while pursuing the GIA diploma at the same time. The student’s national coursework has to be compared to the GIA requirements in order to assess what GIA courses need to be completed to receive the GIA (American) diploma in addition to the one from the registered school that the student is attending. The student is required to take at least 6 units (credits) that are GIA ap-

proved in order to get the GIA diploma. Schools choose this type of Top Up program to help prepare students for attending an American university.

Elementary/Junior High Program (Full Curriculum or Integrated Curriculum)

(Grades K–8) Partner offers GIA approved courses with at least 30 percent of the courses taught in English. The courses offered must be approved GIA courses, but can be adapted to students’ English language levels and should follow the scope and sequence provided by GIA. This option is primarily used for preparing students to study full-time in an English language school and to offer a global education to students early in their educational experience. The teachers must be certified K–8 teachers that speak English and are familiar with American education.

Summer Camp/Winter Camp/Language Tours

GIA offers enrichments/educational programs that help make the international experience vivid to the students. Programs are adapted to fit the needs of the GIA partners each year. They may include the following:

- Summer camps in Asia, Europe and North America
- Cultural exchanges in Asia, Europe, North America and South America
- University workshops in Asia, Europe and North America
- Language tours in Asia, Europe, North America and South America

These enrichments may include discipline choices such as science, architecture, business, government, history, literature, music, media, photography, TOEFL, ACT/SAT preparation, leadership, etc.

GIA wants to give students the opportunity to practice language, live with host families, attend camps with American students, explore career options, and earn additional credit.

Inquire for details of current offerings.

CREATING A COURSE DESCRIPTION AND LESSON PLAN

A good course and lesson plan is necessary for all teachers. Teaching is complex. Few beginning teachers have had any type of internship that will help them in their first years of teaching. A framework provides a good guide to lead the new as well as experienced teacher down the road to success. A framework gives the educator a map to follow that will be consistent. It prevents meandering from the pathway of learning.

A course description puts a professional criterion into the process of teaching. Teaching could fall into a routine where teachers only teach what they felt inspired to teach and not what needs to be taught. This haphazard style of teaching would leave students partially educated. Effective teaching is a science and an art. Spending time developing good lessons will promote both the creativity and the systematic styles of teaching the material necessary for students to have an excellent education.

Not all teachers are comfortable teaching the exact same way. A course description is not a checklist of teacher behaviors. It is a set of commonalities that show what specific actions a teacher should carry out in order to be professional and effective. Many resources are available from textbook companies and the Internet. The framework will:

- Help teachers plan for instruction and reflect on the next steps
- Help teachers interact with colleagues outside the classroom walls
- Help teachers communicate with parents and the community
- Help teachers organize the classroom material
- Help teachers reflect on student learning and plan improvements
- Help teachers interact with others in the educational environment

Teachers need to be responsible for planning, preparation and classroom instruction. They do this by demonstrating knowledge of the subject content, understanding the students' needs, setting goals, utilizing resources, designing instruction and assessing student learning.

Course Description (see Appendix E)

A copy of the course description for each GIA course taught at the school must be granted approval from GIA before the school year begins in order for the course to be accepted for credit. The GIA principal and registrar will evaluate the descriptions and notify the school of approval of course or denial with required changes sent back for review. Each must include the following components: Name of the course, the instructor, the schedule (days of the week and number of minutes per class), credit, textbooks, course overview, course objectives, course outline, assessment, grading scale and classroom expectations.

How to Write a Lesson Plan (see Appendix F)

1. Review resources, textbooks, standards, etc.
2. Write out goals and objectives for that day/week
3. Determine how you will introduce the lesson (get students interested)
4. List the activities: Lecture, group work, assessment, discussion, etc.
5. List the supplies needed for the class
6. Script any key things that might be hard to recall during class
7. Explain how students will practice learning
8. Describe assessment (quiz, test, imbedded assessment, etc.)

QUALIFIED TEACHER GUIDELINES

All teachers teaching in any core academic subject area (including early childhood and elementary) should:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education
- Hold valid certification in the subject area they are teaching
- Have teaching experience of two years or more preferred
- Experience with an American Educational System preferred

International Pedagogy: General education degrees need to be supported with a transcript that shows mastery in a subject area.

Teacher Guidelines

Exceptions: Other things that might qualify someone to be hired as a teacher are based on subject area transcripts and approval from GIA principal. This is an exception, not the rule.

Note: ESL/ELL training is definitely a benefit, but it does not replace teacher certification for subject area courses.

Teachers should be able to do the following:

- Work as part of a team for the effectiveness of the program
- Develop course outlines and material to help students master the material
- Consider cultural backgrounds of the school location
- Adapt course materials to meet student needs
- Successfully write daily lesson plans to support quality classes
- Individualize material for differentiated learning styles
- Incorporate second language practices for student language level
- Maintain up-to-date grading and feedback for students
- Attend annual professional development/certification requirements
- Be familiar with GIA protocol and expectations
- Work together with GIA and school administration to carry out improvements
- Treat students, parents and colleagues with respect
- Exercise good judgment and ethical practices
- Exhibit loyalty to the program and dedication to the best interest of the students

STEPS IN HIRING INSTRUCTIONAL STAFF

GIA seeks to help affiliated schools hire the best available teachers, administrators and teaching assistants. It is the school that actually hires the instructional staff and they become employees of the affiliate school, not GIA. Vacant positions must be filled competitively without favoritism or discrimination in regards to age, race, religion or nationality. Experience, education and certification are taken into consideration.

Building administrators and teachers are key partners in the instructional staff hiring process. Administrators carry the responsibility for supervision of school employees and

ultimately determine their success and the success of the school program.

- Advertise (GIA website, social networks, universities, local newspapers)
- Review curriculum vitae/resume and letter of interest
- Consider current qualified faculty
- Interview candidates (see questions suggested)
- Check references provided and previous workplace
- Submit qualified CVs/resumes to GIA administration for approval
- Arrange for K–12 affiliate director to interview candidate
- Contact approved candidate
- Review background check on candidate
- Inform GIA administration when hire is finalized
- Collect required documents (diploma, transcripts, certification, background check, contact information)
- Share benefits package, starting date and policies with new employee
- Train new employee
- Notify candidates that were not hired
- Affiliate school is responsible for teacher visas

Note: Having a committee to assist with personnel topics is advised. The personnel committee should avoid having members who are personal friends or relatives of the candidates being interviewed.

PROFESSIONAL TEACHER CONDUCT

- Dress professionally and according to policy
- Promote equality among all students and faculty
- Calculate and distribute grades honestly and confidentially
- Use discipline that guides a student to make positive change
- Maintain a character that can be a positive role model
- Live a healthy lifestyle (I.e. avoid smoking, drinking alcohol, drug use)
- Treat parents, students and colleagues with fairness and integrity
- Create an atmosphere of respect among colleagues and students
- Demonstrate respect for cultural and spiritual values
- Base decision making on the school mission and what is best for the student(s)

- Develop lessons that engage students and encourage mastery of subject
- Avoid conflict between professional work and private interests

POSSIBLE INTERVIEW QUESTIONS

- What are the most important things I should know about you, your life, your experiences?
- You have been hired as the newest member of our teaching team. In fewer than five minutes, how would you introduce yourself to a group of parents, students and teachers from our school?
- (Confirm how candidate's education, training and work experiences have qualified them for the new role.)
- Who has most influenced you to become an educator, and what qualities do you emulate?
- Describe for me a lesson you taught that went very well. Why did the lesson work so well?
- How did you use differentiation of abilities/ELL? (Role play)
- What methods of teaching, besides lecture/textbook, would you use to present material to your students?
- What if your students don't understand a concept/ language, how do you have a plan for remediation?
- How do you carry out that plan? (Role play)
- What would your previous employer or college advisor say were your greatest strengths for teaching, and what areas would they suggest were areas that need growth? Why do you want to change employer?
- If your greatest supporter was in the room with us today, what five words would he or she use to describe you as a person, a teacher or a colleague?
- What have you read lately that led you to change the way you teach?
- Explain in writing, in 100 words or fewer, your philosophy of teaching.
- What is your approach to classroom management and student discipline?
- Tell me about a difficult circumstance you handled. What action did you take? What were the results?
- What do you know about our school/country/environment and how will you manage the cultural change?
- What is your career plan and where will you be in five years?

- Is there anything you want us to know that we haven't asked that might help us as we make our hiring decision?

TEACHER CERTIFICATIONS, CVS AND FACULTY REPORT

In order to be in compliance with accreditation policy, GIA must have copies of all teachers' CVs/resumes and certifications before school begins. This information is also to be entered on the faculty report spreadsheet for data analysis as well. All part-time and full-time faculty who are teaching any GIA affiliate course or are employed as support staff during the school year must be included. Please note that all of the fields on the report are required for accreditation reports. GIA registrar will provide form spreadsheet. (See Appendix)

BUILDING TEACHER PROFESSIONALISM

Teachers have the key role of interpreting, developing and delivering the programs offered by GIA. Teachers are able to create their own program of study, ensuring that the curriculum experienced by students is aligned with the prescribed subject aims, objectives and content, and is adapted to the local context. Effective delivery of the curriculum requires teachers to be reflective practitioners who are critically self-aware of their own teaching and who model the thinking and approaches they expect of their students. Building teacher professionalism refers to the central responsibility that teachers have in the design and delivery of the program, which needs to be supported by ongoing professional development.

In creating programs of study, a starting point is provided by subject curriculum standards (guides) and other teacher support material produced by GIA. Beyond these, teachers are encouraged to consider and use a wide range of resources as well as develop their own. Teachers are uniquely placed to do this, as they know their students and the local context. Some course companions, resource materials are designed to support learning in specific subjects, but teaching to a textbook is inconsistent with the philosophy of the GIA program.

Calendar, Class Schedule and Textbooks

Another aspect of creative teacher professionalism is the responsibility that teachers have to support curriculum development and assessment. GIA believes that the partnership between the organization, teachers and school administrators is fundamental to the continued success of its programs. All subjects and core components of our educational programs are regularly reviewed and developed by our team of experienced educators, some of whom also serve as teachers in GIA affiliate schools around the globe. One essential part of the curriculum evaluation and review process involves teachers responding to questionnaires so that, on one level, all teachers can be involved in curriculum review and development. Experienced teachers are encouraged to become involved in work beyond their school, through activities including workshop leadership, curriculum development committee and participation in regional association work.

UNIQUE QUALITIES OF AMERICAN EDUCATION

- The emphasis on daily assignments is just as important as students preparing for a final exam
- Development of character/ethics is an expected element of the educational system
- Courses are not usually integrated or blended (i.e., Math is divided by courses—Algebra, Geometry, Calculus are all separate courses)
- Fine arts, physical education and computer skills are included in the graduation requirements
- Teachers are certified in a specific area that they teach
- Assessments (standardized and school-made) are a measurement of the student and the school. *Note: Assessment should not be administered only at end of the year. Learning should be assessed several times throughout the semester to measure attainment.*

SCHOOL CALENDAR AND CLASS SCHEDULE

The school calendar will help GIA in maintaining accurate school records for your students. It is helpful to highlight the beginning and ending dates for each semester as well as the date of graduation as each affiliate school calendar varies. This way the grades will represent actual dates of

completion. The school calendar and class schedule will serve as verification of minute requirements for accreditation purposes. (Samples in Appendices C and D)

TEXTBOOK SELECTION

The teacher and administration should evaluate textbook resources and make a specific selection based on the appropriateness of the material to support quality instruction for the students. Administration should take into consideration the school's specific constituency's expectations while selecting instructional materials. It is also important that the GIA teacher create a curriculum that encompasses a well-rounded approach to learning in the subject area. Choose resources that reinforce information across the curriculum.

Teachers are encouraged to contact the publishers to request review copies of textbooks and other supplementary materials to assist in the selection process. Not all textbooks are available in every country; however, a school can request a textbook international representative to review availability. Some schools may choose to send a representative to the U.S. to review books and be responsible for getting the books delivered to the school. Affiliates may find it easier to adopt eTextbooks. These eTextbooks need to be from a reputable publisher and available for all students at school and in living quarters. If the textbook is online, it must be accessible even during non-school hours.

Once books are approved by GIA administration, textbooks need to be purchased well in advance of the start of school so that teachers and students can begin the year with the right resources. Each student should have a purchased copy. Photocopied textbooks are prohibited due to copyright laws. Common textbook publishing companies: *Prentice Hall, Glencoe, Holt McDougal, Houghton Mifflin Harcourt, McGraw Hill/Glencoe, Pearson, and Heath McDougal Littell* (Specific textbooks can be recommended upon request)

GIA ENGLISH LANGUAGE PROFICIENCY ADMISSIONS POLICY

Admission

The exam score on any one of the language proficiency exams GIA accepts for admission (TOEFL ITP, TOEFL iBT, MELAB, IELTS Academic, Stanford10, PTE Academic) will determine if a student is a full-time ESL student, a Language Bridge Program student or can start taking a full load of academic classes during his/her first semester of the U.S. High School Diploma program.

Regular Admission

Except for Dual Credit, Twin Track and other programs with higher language proficiency requirements, students may demonstrate sufficient language proficiency for regular admission to the High School Diploma program by scoring a minimum of 350 on the TOEFL (iBT 60, 4.5 IELTS, 60 MELAB, 40 PTE). Students may also demonstrate sufficient language proficiency by successfully completing the highest level of the GIA supplementary courses, or by successfully completing the Language Bridge program.

Provisional Admission

Provisional admission may be offered to students who meet all other requirements for admission, but have not yet obtained the required English language proficiency score. Students who have not submitted a language proficiency exam score prior to admission to an affiliate school may take the TOEFL ITP exam offered by the GIA or one of the other accepted language proficiency exams at any other authorized testing center.

Language proficiency exam scores must be submitted prior to registering for any diploma course. All students who have language proficiency scores below the minimum requirements for admission to the program will take a placement test to determine which level of instruction within the affiliate school best meets their needs. Students will take a similar test at the end of every semester to assess progress.

Exchange Students

Students who attend a GIA affiliate as part of an exchange program partnership must demonstrate the same level of

English language proficiency as all other non-native English speaking students. The exam score on the TOEFL or one of the other language proficiency exams GIA accepts for admission will determine if an exchange student is a full-time ESL student, a Language Bridge program student or can start taking diploma classes at an affiliate school. (See Appendix for Language Bridge program outline)

Age Limit

In order to provide reasonable consistency of maturity levels among students in the high school diploma program, students are not permitted to attend the GIA diploma program after attaining the age of 20 (twenty). Those who attain the age of 20 (twenty) during a school year may complete that school year. Persons who are 18 (eighteen) years old or older and who, by earning eight (8) credits per academic year, cannot meet graduation requirements, including a 2.0 grade point average (GPA), prior to the end of the school year during which they attain the age of 20 (twenty), shall not be permitted to attend the GIA high school diploma program beyond the end of the academic year in which they attain the age of 18 (eighteen). Such persons shall be afforded an opportunity to pursue a high school diploma through GIA online.



Academic Policy Reports (cont.)

ENROLLMENT REPORTS

Enrollment reports provide a record of courses for all students enrolled in each grade for the semester and are also required for accreditation purposes. These reports are due within four (4) weeks after the semester begins. Enrollment numbers will be verified with the affiliate school then sent to the finance department for charges to be applied.

The GIA registrar will use these forms to enroll students into the Student Information System which generates a student ID number. This number will be added to the enrollment report and sent back to the affiliate to be used as the grade report at the end of the semester. Please use the legal name (name used on passport) on the enrollment report. Avoid using American names unless printed on passport. The names given will be used to print official documents such as transcripts and diplomas; therefore the student's full legal name must be used. (See Appendix H)

MIDTERM AND FINAL EXAMS

All exams written by the local subject teacher must be sent to GIA for approval by the deadlines set by

GIA for midterm and final exams. The format for all exams must follow the criteria set by GIA. For project-based assessments, the GIA rubric for oral presentations and essays will be the foundation of the assessments. All projects must be approved by GIA by the deadlines set by GIA.

GRADE REPORTS

Grade reports are the official record of student grades. These are due within two (2) weeks after the semester ends. Please make certain that all columns are completed on the form for accreditation purposes. If student is enrolled after the enrollment report has been sent to GIA, please include their information at the end of the grade report upon completion of the semester as well as on the enrollment roster of the 2nd semester for charges to be assessed. (See Appendix H)

Please notify GIA of any name changes prior to reporting grades for a new student. Once there are grades recorded for a student, legal documentation (verifying prior and current name) must be submitted for names to be changed.



Affiliate Checklist

In order to maintain the integrity and quality of the GIA program and to operate within the accreditation guidelines, affiliate school must send the following documents at the designated time each year.

Setup Process:

- _____ Finalize contract
- _____ Textbook approval
- _____ Teacher hiring & approval

Before school begins:

- _____ Faculty report spreadsheet—see sample
- _____ Teacher certifications, CVs and/or transcripts
- _____ Course description of all GIA courses—see sample
- _____ School calendar—highlighting dates for semester beginnings and endings and graduation date
- _____ Class period schedule outlining minutes per class period

At the beginning of 1st semester:

- _____ Upload Enrollment report within four (4) weeks after semester begins
- _____ Email total enrollment numbers to GIA registrar
- _____ Copy of all student applications and passports*

During 1st semester:

- _____ Upload translated transcripts from student's former school(s) for evaluation—include the days per week for each course
- _____ Schedule a Skype visit to discuss senior files with GIA registrar (Skype name: kathy.iwasa)

At the end of 1st semester:

- _____ Midterm exams and projects sent to GIA for approval (check with local GIA director for deadline date)
- _____ Upload grade report to registrar within four (4) weeks of semester end. Please use updated report with GIA ID numbers

At the beginning of 2nd semester:

- _____ Upload 2nd semester enrollment report (with GIA ID#s) within two weeks after 2nd semester begins
- _____ Type "Withdrawn" in red under the names of students that did not return to the GIA program
- _____ Add any new students to the bottom of the report
- _____ Email total number of NEW students for 2nd semester to GIA registrar

During 2nd semester:

- _____ Skype visit to double check senior files and go through junior and senior files with GIA registrar
- _____ Mail official transfer credit transcripts (translated) to GIA registrar*
- _____ Send community service forms to GIA registrar* (See Community Service form in Appendix)
- _____ Send final number of graduating seniors and payment of graduation and shipping fees*
- _____ Request diploma covers and tassels at least one month in advance of graduation, if desired

End of 2nd semester:

- _____ Final exams and projects sent to GIA for approval (check with local GIA director for deadline date)
- _____ Upload grade report within two weeks of semester end—may send senior grades separately for early processing

**Required documents and fees to be received by GIA before diplomas can be sent*

Elementary Scope & Sequence

The following chart provides an overview of GIA elementary curriculum. Core curriculum is required; enriched curriculum is recommended for holistic education.

GRADE	CORE CURRICULUM	
	Health/ Science	English Language Arts (Reading and Writing)
K	Insects, the body, birds, rainbow, sky, transportation, wild creatures	Listening/speaking experiences through poems and stories, shapes, colors, numbers, rhyming words, name recognition, role-playing, address, safety, vocabulary, senses, proper letter/ number formation and structure, identifying the upper and lower case letters, beginning sounds, short vowel sounds, basic vocabulary, reading simple sentences incorporating spelling into learning activities
1	Plants, animal/ habitats, sound, light, heat, magnets, earth, weather, simple machines, senses, health	<i>Taught in an ELA block.</i> Following directions, capital letters, ABC order, basic parts of speech, word usage, sentences, plurals, compound words, letter writing, poetry appreciation, creative writing, handwriting/letter formation, vocabulary, comprehension, main idea, phonics, study skills, literature appreciation, orderly development of spelling skills, patterns, proofreading, dictation
2	Healthful living, safety, nutrition, exercise, water, environment, animals, matter, energy, air, sun, how the body works	<i>Taught in an ELA block.</i> Parts of sentences, basic parts of speech, capitalization, punctuation, ABC order, guide words, writing sentences, letter writing/ composition, literature appreciation, handwriting/letter formation, vocabulary, comprehension (cause/effect, predict outcomes), phonics, study skills, literature appreciation, spelling patterns, proofreading, dictation
3	Nutrition, weather, solar system, machines, animal families, family	<i>Taught in an ELA block.</i> Parts of sentences, basic parts of speech, capitalization, punctuation, writing sentences, letter writing/composition, literature appreciation, dictionary/library skills, handwriting/cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, literature appreciation, spelling patterns, proofreading, dictation
4	Plants, air, water, soil, minerals, fossils, trees, wildlife, environment, substance abuse, matter/molecules	<i>Taught in an ELA block.</i> Parts of sentences, parts of speech, capitalization, punctuation, writing sentences, letter writing/ different forms of composition, literature appreciation, dictionary skills, library skills, handwriting/ cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, literature appreciation, outlines spelling patterns, proofreading, dictation
5	Living things, classification, self, animals, reproduction, light, sound, heat, oceans, meteorology	<i>Taught in an ELA block.</i> Parts of sentences/parts of speech, capitalization, punctuation, writing sentences, emphasis on writing/different forms of composition, literature appreciation, dictionary skills, library skills, handwriting/cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, idioms, story elements, literature appreciation, spelling patterns, proofreading, dictation
6	Earth's structures, human body, digestion, nutrition, drugs, electricity, magnetism, safety	<i>Taught in an ELA block.</i> Parts of sentences, parts of speech, capitalization, punctuation, writing sentences, heavy emphasis on writing/ forms of composition, literature appreciation, reference skills, handwriting/ cursive, vocabulary, comprehension (cause and effect, predict outcomes, study skills, story elements, literature appreciation, spelling patterns, outlines)

Enriched Curriculum

CORE CURRICULUM		ENRICHED CURRICULUM				
Math	Social Studies	Art	Music	Phys. Ed	Keyboarding	Vocabulary
Math readiness: sets, comparing, sorting, counting, putting together/taking away objects, time, classifying, simple math terms, ordinal numbers, shapes, patterns, graphs, number sentences, calendar, money	School, home, community helpers, Thanksgiving, Christmas in other lands			Develop gross motor skills		
+/- facts through 18, place value to 100, +/- of two and three digit numbers, money, time, geometric shapes, simple fractions, measurement, problem solving, graphs	World occupations, U.S. history, special days, maps, charts, graphs	Art Appreciation: hands-on projects	Music appreciation, learn tunes and words to new songs, rhythm instruments			
+/- with and without renaming, place value to 1000, x facts to 5, geometric shapes, simple fractions, problem solving, measurement, time, money, graphs	Families, occupations, government, maps, graphs, directions, time lines, world geography, U.S. history, holidays	Art Appreciation: hands-on projects	Music appreciation, learn tunes and words to new songs			
+/- with and without renaming, place value, to 100000, x facts to 5, decimals, rounding, geometric shapes, simple fractions, problem solving, measurement, time, money, graphs, probability	Communities in different parts of the world, maps, charts, graphs, timelines, U.S. history, District of Columbia, citizenship, government	Art Appreciation: hands-on projects, famous paintings	Music appreciation, learn tunes and words to new songs, percussion instruments	Physical fitness through exercise and directed activities	Focuses on proper hand position, technique, accuracy and speed	
+/- with and without renaming, place value, to 100,000, x facts to 5, decimals, rounding, geometric shapes, fractions, problem solving, averages, measurement, time, money, graphs, probability, pre-algebra concepts	Regions in different parts of the world, environments, U.S. Government resources, history/economy, geography, state history/geography, identify/locate oceans, continents, maps	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes and words to new songs, brass instruments	Physical fitness through exercise and directed activities	Focuses on proper hand position, technique, accuracy and speed	
Operations review, emphasis on \div by two-digit numbers, place value, problem solving, measurement, geometry, ratio, decimals, graphs, integers, ratio, %, probability, algebraic concepts	U.S. history/geography, latitude/longitude, graphs, maps, charts, timelines	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes/ words to new songs, woodwind instruments	Physical fitness through exercise/ directed activities	Focuses on proper hand position, technique, accuracy and speed	A study of words: their origins, prefix, suffix, word structure
Numeration, operations review, number theory, graphs, decimals, measurement, fractions, ratio, geometry, %, integers, probability, expressions, equations, algebraic concepts	World history/geography, maps, graphs, charts, timelines	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes and words to new songs, string instruments	Physical fitness through exercise/ directed activities	Focuses on proper hand position, technique, accuracy and speed	A study of words: their origins, prefix, suffix, word structure

Junior High Scope & Sequence

Core Curriculum: It is required that a GIA affiliate student must take and pass the four core courses to be promoted to the next grade. Each course has two semesters. Additional Enriched Curriculum courses are recommended for a holistic education.

COURSE TITLE	Grade 7	Grade 8
English	Sentence structure, oral and written compositions, parts of speech, word usage, punctuation, capitalization, vocabulary, word histories, different types of writing (report, expressive), reference aids	Sentences and sentence patterns, paragraphs, composition, parts of speech, reports, letter writing, library and dictionary skills, grammar
Social Studies	Independence of peoples and nations, world patterns and geography, maps, graphs, charts, timelines	American history from 1760s, post WWI to modern times. Focus: NA geography as it relates to development of U.S., Age of Exploration, the origin of American democracy, major events during the growth and expansion of the U.S.
Math	Whole numbers, decimals, statistics, number theory, fractions, algebra expressions and equations, geometry, ratio, proportion, %, integers, graphing, rational numbers, probability, measurement, problem solving	Integers, basic operations, equations, decimals, exponents, metric system, fractions, graphing, geometric figures, right triangle relations, flow charts, probability, statistics, pre-algebra skills
Science/Health	Cells, genes, invertebrates, forces, motion, astronomy, sexual issues	Cells, genes, invertebrates, forces, motion, astronomy, sexual issues
Keyboarding	Designed for grades 4 through 8, this course will teach the student correct keyboarding techniques. The student will learn the position of the letters, numbers and symbols on the keyboard and how to type them correctly. Course should be taken alternating years.	
Spanish	Greetings, country, names, professions, common school information, the alphabet, counting 0–199, months, days of week, activities, seasons, meals, family members and clothing are the topics covered. Grammar includes basic parts of speech (plurals, possessives, direct objects, subjects) and conjugating some verbs	Prerequisite: Grade 7 Spanish. New topics include leisure activities, vacations, nature, weather, clothing, the home, health, body parts, community information, giving directions, activities, transportation, counting to 1,000, time, food and the environment. More verbs are taught (including past tense), as well as indirect objects, comparisons, commands, better sentence construction
Journalism	Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society	

K-8 Class-Time Requirements

The following table represents the class-time requirements for 1st through 8th Grades:

Subject	Suggested Minutes Grades 1–4	Required Min. Per Week Grades 5–8
Language Arts		
<i>English</i>	85	135
<i>Handwriting</i>	40	30 (5 & 6)
<i>Keyboarding</i>	Optional	40
<i>Reading/Reader’s Workshop</i>	300	150
<i>Spelling</i>	45	40
<i>Writer’s Workshop</i>	80	135
Mathematics	300	300
Science	180	180
Social Studies	180	180

Subject	All Grades
Art	60
Ethics	120
Physical Education	100
Music	60
Recess	150

GIA Diploma Eligibility

DIPLOMA ELIGIBILITY

Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two types of diplomas in which to attain preparation for these life goals.

College Prep diploma. Provides the opportunity for students to broaden their educational foundation through the study of a modern language—a requirement for most four-year degree colleges—and increase academic rigor in math and science courses in preparation for college-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 units of credit in specific areas of study. At least 6.0 credits must be completed through a Griggs affiliated program or through Griggs online. Griggs uses the Carnegie Unit which is equal to 45–50-minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

Each diploma is in alignment with the Adventist Accreditation Association and Middle States Accreditation standards as well as approved by the Maryland Board of Education as a non-public high school. GIA will prepare a personalized plan of study that lists the units (courses) necessary to complete a College Prep or Standard diploma. A fee (\$120) is charged for each diploma issued.

College Preparatory Diploma

Requirements: 25 units

- 4 units of English (must include one unit of American Literature)
- 4 units of math (must include Algebra I, Geometry, Algebra II or higher level math course; if Pre-Algebra is completed, an additional math credit is required)
- 4 units of science (must include one life science and one higher level science)
- ½ unit of health
- 1 unit of physical education
- 3 units of social studies (must include 1 unit of U.S. History and ½ unit of U.S. Government)
- 1 unit computer literacy
- 1 unit of fine arts
- 2 units of modern languages (2 units of the same language)
- 4½ unit of electives
- Minimum 20 hours per year of community service
- ACT/SAT test scores (required)

Standard High School Diploma

Requirements: 21 units

- 4 units of English (must include one unit of American Literature)
- 3 units of math (must include Algebra I; if Pre-Algebra is completed, an additional math credit is required)
- 3 units of science (must include one life science)
- ½ unit of health
- 1 unit of physical education
- 3 units of social studies (must include 1 unit of U.S. History and ½ unit of U.S. Government)
- 1 unit computer literacy
- 1 unit of fine arts
- 4½ unit of electives
- Minimum 20 hours per year of community service
- ACT/SAT test scores (recommended)

Yearly High School Course Schedule

College Preparatory Diploma

Minimum of 25 Carnegie Units*

Grade 9	UNITS
English I.....	1
Algebra I.....	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (<i>any year</i>)	1/2
Elective	1
Community Service ¹	0
Grade 10	
English II	1
World History/Geography	1
Geometry ³	1
Biology	1
Health	1/2
Physical Education	1/2
Elective	1
Community Service ¹	0
Grade 11	
American Literature.....	1
U.S. History.....	1
Algebra II ³	1
Chemistry/Physics	1
Modern Language.....	1
Elective	1
Community Service ¹	0
Grade 12	
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Math course.....	1
Science course	1
Modern language.....	1
Fine Arts (<i>any year</i>)	1
Elective	1 1/2
Community Service ¹	0
SAT/ACT test scores	0

Standard Diploma

Minimum of 21 Carnegie Units*

Grade 9	UNITS
English I.....	1
Math course/Algebra I.....	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (<i>any year</i>)	1/2
Elective	1
Community Service ¹	0
Grade 10	
English II	1
World History/Geography	1
Algebra I/Geometry ³	1
Biology	1
Physical Education	1/2
Elective	1
Community Service ¹	0
Grade 11	
American Literature.....	1
U.S. History.....	1
Algebra II/Geometry ³ /Math course.....	1
Science course	1
Health.....	1/2
Elective	1
Community Service ¹	0
Grade 12	
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Fine Arts	1
Elective	1 1/2
Community Service ¹	0

¹ A minimum of 20 hours of community service each year with Griggs.

³ Algebra I or its equivalent must be completed before Geometry or Algebra II may be taken.

* Carnegie Unit = five 45–50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

University/Dual credit – approval of qualifications and educational site by
 GIA Registrar prior to enrollment

Academic Policies

REQUIRED STUDENT RECORDS DOCUMENTATION

Each affiliate must keep accurate records on-site for each student in the GIA program. The following is a list of required documentation completed for each GIA student (hard copy is suggested):

- Application form
- Copy of passport
- Copy of transfer transcripts (if applicable-originals sent to GIA)
- All grade reports per semester
- Community service reports
- GIA prepared plan of study and updates
- Target setting contracts

Other suggested items:

- Attendance records
- Workplace/training agreements
- Technology contracts
- Communication to student/parents
- Disciplinary Actions

TRANSFER CREDIT TRANSCRIPTS

Students may present a transcript from a different school to be evaluated by Griggs. The Griggs Registrar will evaluate which credits can be accepted and will provide a Plan of Study outlining courses accepted as well as yet to be taken. Once transfer credits are recorded on the Griggs transcript, they become part of a student's permanent record and cannot be removed.

REQUIRED DOCUMENTS FOR GIA DIPLOMA PROCESSING

In accordance with its accreditation policy, GIA must have in its possession the following items to process diplomas:

- Official transfer transcript—translated into English
- Community Service hours—minimum of 20 hours per year enrolled in GIA program
- Copy of passport
- Graduation and diploma shipping fees
- Copy of SAT/ACT results (for College Preparatory Diploma only)

The affiliate official and GIA registrar will Skype before the end of the year to ensure all requirements have been met as well as documentation received.

GIA GRADING SCALE

Grades are a permanent record of achievement in one course. GPA is based on grading scale percentage accumulated for the semester. GIA operates on a 4.0 grading scale.

Final grades are issued as A, B, C, D or F. Pluses (B+) and minuses (B-) are also used. **All GIA instructors** must use the following grading scale:

Grading Scale	Grading Scale by GPA
A 93–100	A 4.00
A- 90–92	A- 3.67
B+ 88–89	B+ 3.33
B 83–87	B 3.00
B- 80–82	B- 2.67
C+ 78–79	C+ 2.33
C 73–77	C 2.00
C- 70–72	C- 1.67
D+ 68–69	D+ 1.33
D 63–67	D 1.00
D- 60–62	D- 0.67
F 59 and below	F 0.00

TRANSCRIPT REQUESTS

Transcripts may be requested from GIA by an affiliate school official. Official transcripts are sent solely from GIA official by going to www.griggs.edu. Select "request transcript." Provide the mailing and payment information requested—there is a \$5 fee for each official transcript requested. There is no cost for an emailed unofficial transcript. Refer to fee chart for expediting transcripts. Students should not email GIA directly unless they have already graduated; at which time they should be directed to the website.

UNIVERSITY CREDIT FOR HIGH SCHOOL STUDENTS/DUAL CREDIT

University credit for high school students/dual credit is an initiative developed by Andrews University to celebrate the addition of GIA to the Andrews family. This program is an amazing opportunity for academy juniors and seniors to earn Andrews University credit for \$135

per credit hour. Dual credit coursework must be approved by the GIA registrar before enrollment. Students planning to participate must fulfill and understand the following requirements:

- Be enrolled in Grade 10, 11 or 12 or equivalent education levels
- Have a minimum cumulative GPA of 3.00
- Provide evidence of English proficiency if English is not first language
- Signed approval is required from a parent, affiliate school registrar and GIA registrar
- Students enrolled in university courses are held to the same academic policies, procedures and deadlines as university students. These students will be personally motivated and responsible for their college level studies, requesting support as needed
- A maximum of two university courses per semester is allowed. Students must meet any prerequisites
- Students who eventually apply and are admitted to an Andrews University degree may request that up to 30 of the Andrews University undergraduate credits taken as a guest student be applied towards a proposed degree
- A minimum grade of C must be earned in each course to be accepted for degree credit

AP COURSES

The Collegeboard must approve all AP courses prior to administering courses. Schools wanting to offer AP courses must follow the steps in developing AP course offerings:

- Familiarize yourself with all thirty eight [AP courses](#). Check for prerequisites — a few courses recommend preliminary course work that your school should offer.
- Review the [curricular and resource requirements](#) for each AP course.
- [Consider the costs](#) for textbooks, supplemental reading, materials, and equipment.
- Identify students prepared and willing to take AP. Use [AP Potential](#) to help identify students.
- Prepare teachers by registering them for a [professional development](#) opportunity prior to teaching AP. The College Board offers numerous free, paid, in-person, and online resources that will help both new and experienced teachers.
- Complete the [AP Course Audit](#). All schools wishing

to use the AP name must submit the subject-specific AP Course Audit form and the course syllabus for each teacher. ([AP start up steps](#))

- Receive a confirmation certificate directly from the Collegeboard.
- Upload confirmation along with the course description/syllabus and instructor certifications into Basecamp for accreditation purposes.

WEIGHTED GPA VS. UNWEIGHTED

University credit and AP courses are weighted differently than traditional courses. See the following chart:

Grade	(Regular)	(University Credit/AP course)
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0

**Students must attain a grade of C or higher*

**GIA transcripts will record weighted and unweighted GPAs*

DIRECT ENROLLMENT ONLINE

Affiliate students may also enroll in GIA online courses through direct enrollment. Reasons may include situations such as schedule conflicts or course failure. The GIA registrar and affiliate official must approve **before** enrolling directly with GIA to supplement their course load. Payment is usually made to GIA directly by the student. Any student directly enrolled with GIA is given 12 months from the date of enrollment and should finish their course work during that time. An automatic free six-week extension will be granted if necessary. The affiliate school official may request a deadline extension for a student if unavoidable hardships have been experienced and they are unable to meet the free deadline date. Further six-week extension cost is \$50 per semester per course. (See online GIA Catalog/Handbook at griggs.edu)

CHALLENGE EXAM PROTOCOL

At times a student might have the skills to challenge a particular course for credit. The affiliate school official may send an email to the registrar requesting a chal-

Academic Policies (cont.)

lenge exam stating the reasons why the student should challenge the course. Typical courses to be challenged include Algebra I, Geometry and Spanish I. The request will be taken to the Affiliate Curriculum & Standards Committee to be decided upon. In order to be granted 1.0 full credit the student must pass both midterm and semester exams with at least an 80 percent average. The grade will be entered on the transcript as a “P” for passing and will not affect the GPA. The fee is \$100 per semester. (See Appendix R)

Students may submit SAT Language Subject exam scores for Modern Language credit. Scores between 750–779 will be granted 1.0 Unit (credit). A score 780–800 will be granted 2.0 Units (credit).

ACHIEVEMENT TESTS

Stanford10 Achievement Test

Griggs International Academy has chosen to use the Stanford10 achievement test to be used as a helpful tool to measure the progress of a student, as a means of assessing national comparisons for accreditation purposes, as well as aiding in effective grade placement of students. While usage of the Stanford10 is not a requirement it is an option to better enhance and quantify a program. Let the GIA registrar know if your school is interested in taking the Stanford10. See the miscellaneous fees schedule for prices.

ACT/SAT

All college preparatory diploma seeking students are required to submit ACT or SAT scores prior to receiving their diploma. This exam must be taken at a local approved testing site. Go to www.collegeboard.org for more information and testing sites. Griggs’ school code is 210 948 and from the state of Maryland.

CREDIT RECOVERY OPTION

Credit recovery is a way for students to get back on the educational track after failure of a course without restructuring the school schedule or incurring loss of time waiting for the next school year. See GIA online catalog

for a list of courses. Grade will be recorded as a credit recovery course with a score rather than a letter grade and will not affect GPA. Refer to the GIA Handbook/Catalog online at www.griggs.edu for details. (See Appendix S)

Students wishing to better their grade in a class have the option to retake the course and have the better grade count toward the GPA. The original course grade will always remain on the transcript, but will no longer count toward the GPA.

ATTESTATION/AUTHENTICATION FEE

Attestation and authentication of documents are available upon request. Submit all paperwork and passport information via email. GIA will bill affiliate school. Please allow at least four (4) weeks for processing.

MISCELLANEOUS AFFILIATE FEES

The following table outlines possible extraneous fees which might occur during the school year. The affiliate school will be notified of the fee before being posted to the account. *Prices subject to change.*

MISCELLANEOUS AFFILIATE FEES	AMOUNT
Attestation/Authentication fee, per document	\$125
Challenge Exam: Grades 9–12, per semester	\$100
Diploma: High School, per copy	\$120
Expedited delivery of transcript outside USA, per mailing	\$70
Expedited delivery of diploma or transcript inside USA, per mailing	\$40
Official transcripts (request/pay online at www.griggs.edu)	\$5
Special shipping arrangements (such as diploma covers, bulk transcripts, etc.)	at cost
Stanford10 Achievement Tests	\$26

WEBSITE CONTENT

Griggs International Academy affiliations must follow specific guidelines for identifying its accreditations on their websites. Affiliate schools will use the following statement and will NOT post any accreditation logos on the affiliate website. This is a requirement for our accreditation.

STATEMENT:

[SCHOOL] is a Griggs International Academy affiliate, which follows an American educational system designed for non-public schools, with fully accredited courses and curriculum approved by GIA. As a GIA affiliate, [SCHOOL] provides unofficial report cards and grade status updates. All official transcripts, diplomas, and certificates are issued by GIA.

Griggs International Academy is owned and operated by Andrews University, in Berrien Springs, Michigan, USA with an office located in Silver Spring, Maryland. Please visit www.griggs.edu/article/66/about-gia/accreditation GIA's webpage for accreditation details and further information. (See Appendix I)

MARKETING

Any brochures, advertisements, marketing literature or websites must be cleared through the GIA Principal before distribution. It is imperative that all public documentation (both hardcopy and electronic) be reviewed to maintain accreditation requirements as well as remain within contractual compliance.

DISCIPLINE POLICY

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline
- Discipline should lead to community responsibility and respect—for self and others
- Staff should apply rewards and discipline with consistency
- Parents should be involved wherever realistically possible in the discipline process

- The emphasis in disciplining should always be on the positive development of the pupil (See Appendix T)

DROP/ADD ENROLLMENT

Charges are based on the number of students provided on the enrollment report each semester. Enrollment numbers should be sent and verified within four (4) weeks of the beginning of the semester. Refunds will not be granted for students withdrawn after the four (4) week period. Once enrollment numbers have been verified, there will be no refunds.

Once numbers are verified by the school they will be sent to the finance office to be charged to the school account.

Students added during the semester, after enrollment has been verified, will be counted in the 2nd semester enrollment numbers. Charges per student are the same for both 1st and 2nd semester.

Schools that use the block schedule need to wait until semester time to add new students.

CONCLUDING GIA PROGRAM

GIA Concludes Affiliate Program

When GIA elects to conclude any program offered in affiliation, the following procedure shall be enacted:

GIA Director

- An explanation, accompanied by appropriate supporting documentation
- Legal proceedings and/or representation to show illegal action and/or breach of GIA
- Letter from GIA to parents of enrolled students
- Letter from GIA to teachers of enrolled students
- Written evidence of reason for cessation of the agreement

Affiliate School Administration

Appropriate arrangements to carry out cessation:

- A letter to alert parents/public of the closure and stating the reasons
- The program should be stated with a cessation date and agreed arrangements for students to complete qualifications under the pre-existing program
- Timelines of conducting a teach-out and how the closing institution will cater to the students

Academic Policies (cont.)

Affiliate School Registrar/GIA Director

Records should be sent to the GIA Registrar stating:

- The names and ID numbers of current GIA students listed with the anticipated completion date
- The date of the last GIA course and date of transfer of services should be stated
- Arrangements should be made for the disposition of all student records and students eligible for graduation
- Students will be given the option to enroll directly with GIA to complete high school diploma or quit the program
- A schedule of all courses necessary for current GIA students to complete the US High School Diploma as outlined in the GIA Direct Enrollment Catalog/ Handbook for all students who wish to enroll into GIA's online program as a directly enrolled student.
- Arrangements and assistance provided for students to transfer into GIA's online program as a directly enrolled student if desired.

An affiliation will be given thirty (30) days notice to remedy any breach before termination.

Affiliate Concludes GIA Program

When an institution voluntarily elects to conclude any program offered in affiliation with Griggs International Academy (GIA), a plan must adequately address each of the following points stated in this document:

Affiliate School Board

An explanation, accompanied by appropriate supporting documentation:

- School board Minutes to show voted action and appropriate representation of all stakeholders
- Letter of consultation with parents of enrolled students
- Letter of consultation with teachers of enrolled students
- Evidence of reason for closure

Affiliate School Administration

Appropriate arrangements to carry out board decision:

- A letter to alert parents/public of the closure and stating the reasons
- Timelines, of how the closing institution will cater to the students in the event of closure and, if applicable, how the closing institution will notify the parents of the closure.
- The program should be stated with a cessation date and arrangements and assistance provided for students to transfer into GIA's online program as a directly enrolled student if desired.

In Conclusion

Procedures must be in place to ensure that the delivery of instructions and services to students will not be materially disrupted and that obligations to students will be timely met.



- A. Affiliate School Survey
- B. Conflict of Interest
- C. School Calendar
- D. Class Schedule
- E. Course Description
- F. Lesson Plans
- G. Faculty Report
- H. Enrollment/Grade Reports
- I. Web Page Wording
- J. Elementary K–6 Grade Report Sample
- K. Jr. High Grade Report Sample
- L. 8th Grade Diploma Sample
- M. HS Plan of Study Sample
- N. HS Target Setting Form
- O. HS Transcript Sample
- P. HS Diploma Sample
- Q. Community Service Form
- R. Challenge Exam Form
- S. Credit Recovery Form
- T. Discipline Policy Sample
- U. ESL & Language Bridge Program Sample



Affiliate School Survey

This form is to be completed by the Affiliate Administration in preparation for the survey visit from the GIA Director. Please return this form to the GIA Director at least **ONE MONTH** before the survey visit date. Separate sheets and photos may be attached if necessary.

Survey Date:
(mm/dd/year) _____

Survey Visit Date:
(mm/dd/year) _____

SCHOOL INFORMATION

School Name _____

City _____ Country _____

Phone _____ Website _____

Registration No. _____ Year Established _____

Principal _____ Board Chairman _____

PURPOSE

Explain the reason for affiliating with GIA and how the program will be utilized. Include all grade levels and curriculum usage whether full or partial. A separate sheet may be attached if necessary.

Grade Level	Curriculum	Full/Partial

CURRENT CURRICULUM

Describe the school’s current curriculum or current affiliate programs which have been in operation during the last 12 months. Indicate the language of classroom instruction and attach a copy of the current curriculum course descriptions. A separate sheet may be attached if necessary.

Curriculum	Language of Instruction

ADMINISTRATIVE AND TEACHING STAFF

List all administrative and teaching staff, including nationality, qualifications and years served at your school. Highlight teachers who have certification or teaching experience in American schools. A separate sheet may be attached if necessary.

Name	Gender	Qualifications/Certifications	Teaching Experience in US (y/n)	Nationality	Years of Experience

ORGANIZATIONAL CHART

Provide the organizational chart for the school. Include how the GIA program will fit into the organizational structure of the school. Please attach separate sheet.

ENROLLMENT INFORMATION

List the total student enrollment during the past 12 months. What is the projected number of students to be enrolled in the GIA program at each grade level? A separate sheet may be attached if necessary.

Elementary	Total #	Jr. High	Total #	High School	Total #
Projected GIA Elementary	Total #	Projected GIA Jr. High	Total #	Projected GIA High School	Total #

EDUCATIONAL RESOURCES

Describe the classrooms, learning equipment, textbooks, library and information technology equipment that is available to students. Please attach additional information and photos on a separate sheet.

Resources

FACILITIES

Describe the cafeteria, sports facilities, student dormitories, other facilities available to students, and staff housing. Please attach additional information and photos on a separate sheet.

Facilities

LOCAL COMPLIANCE

Provide documentation of the most recent official school inspection with evidence of adherence to local laws and standards. Please attach a copy of the inspection results.

LOCAL SURVEY

Describe competing educational schools within a 20-kilometer (12-mile) radius of the school. Include all current schools and any schools planned to operate within the next 12 months. A separate sheet may be attached if necessary.

Survey Results

FEASIBILITY STUDIES

What types of feasibility studies have been conducted and what are the results from these studies. What are the marketing interests in the area? A separate sheet may be attached if necessary.

Feasibility

SUPPORT FOR AFFILIATION

State the research that your school has undertaken to confirm any curriculum change/addition and whether a move to an affiliation is welcomed by stakeholders. A separate sheet may be attached if necessary.

Stakeholder Approval Research

BOARD OF TRUSTEES/OWNERSHIP

Describe the current governance structure of the school. Provide organizational chart on a separate sheet.

School Structure

SIGNATURES

Affiliate Board Chair/Proprietor

Affiliate Principal

Date (MM/DD/YYYY)

Date (MM/DD/YYYY)

Conflict of Interest Policy and Form

Griggs International Academy Conflict of Interest—Statement of Policy

Griggs International Academy (GIA) is committed to professional integrity and expects that its partner school will conduct its affairs in a manner consistent with the purpose and mission of GIA.

This statement of policy recognizes and affirms the expectation that all parties—GIA, [SCHOOL], and the instructors and staff employed by [SCHOOL] to work in the GIA program—will conduct their relationships with professional integrity and carefully avoid conflicts of interest, or even the appearance of conflicts of interest.

1. **Definition of Conflict.** A conflict of interest arises when an individual has a substantial personal interest in a transaction or is a party to a transaction that reasonably might affect the judgment s/he exercises on behalf of the partnership between GIA and [SCHOOL].
2. **Examples of Conditions Constituting Conflict.** The following are examples of possible conflicts and should be avoided:
 - A. Engaging in outside business or employment that is in any way competitive or in conflict with any transaction, activity, objective or mission of the partnership between GIA and [SCHOOL].
 - B. Engaging in any business with, or employment by, a person or entity which is a supplier of goods or services for the partnership between GIA and [SCHOOL].
 - C. Making use of the fact of involvement in the partnership between GIA and [SCHOOL] to further outside business, employment, or other interests, or associating GIA or its prestige with an outside business, employment or other interest.
 - D. Attempting to gain personal profit through the use of influence while carrying out responsibilities pertaining to the partnership between GIA and [SCHOOL].
 - E. Lending money to or borrowing from any third person who is a supplier of goods or services or a trustor or who is in any fiduciary relationship to GIA and/or [SCHOOL] or is otherwise regularly involved in business transactions with GIA and/or [SCHOOL].
 - F. Accepting any gratuity, favor, benefit or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice, or of any commission or payment of any sort in connection with work for the partnership between GIA and [SCHOOL], other than the compensation agreed upon between the GIA and/or [SCHOOL] and the employee.
3. **Statement of Acceptance and Disclosure.** All [SCHOOL] administrators and employees involved in the GIA program shall sign a Statement of Acceptance and Disclosure Form.

CONFLICT OF INTEREST STATEMENT OF ACCEPTANCE AND DISCLOSURE FORM

I have received and read GIA’s Conflict of Interest—Statement of Policy. I fully understand the application to me and my immediate family [including spouse, child(ren) and parent(s)]. I have been in compliance with this policy at all times during the last twelve (12) months except as specifically noted in writing below.

Listed below (should you need more space, please attach a separate sheet of paper) are all conflicts, or potential conflicts, with GIA’s policy:

“I understand and acknowledge that, should a conflict or potential conflict arise, it is my obligation to supplement/amend this Statement of Acceptance and Disclosure in writing and submit such a supplement/amendment to the GIA K12 Affiliate Director.”

(Today’s Date)

(Signature)

(Printed Name)

SCHOOL NAME
2017 - 2018 School Year

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 4 - Independence Day Holiday

Aug. 11 - School Begins

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept. 1 - Labor Day

Fall Break

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Thanksgiving Break

Christmas Break

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 19 - Martin Luther King Day

Jan. 12 - 15 - Exams

End of 1st Sem.

Jan. 20 - 2nd Sem. Begins

Feb. 16 - President's Day

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar. 13 - 22 - Spring Break

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 26 - Memorial Day

June 22 - 25 - Exams

June 26 - 2nd Sem. Ends

Graduation Day!

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- = No School/Holiday
- = School days
- = Test Week
- = Semester beg/end
- = Graduation Day

Name of School
Weekly Block Class Schedule—SAMPLE

Fall Semester								
Class Periods			Room #	Room #	Room #	Room #	Room #	Room #
M - Th	Friday	Period	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
8:00-8:50	8:00-8:45	1		English 2	English 1	American Lit.	Language Arts	
8:55 -9:45	8:50-9:35	2						
9:50-10:40	9:40-10:25	3	Physics	Algebra 1	Algebra 2	British Lit		
10:45-11:35	10:30-11:15	4						
	11:20-11:45		Assembly					
11:45-12:25	11:45-12:25		Lunch					
12:30-1:20	12:30-1:15	5	Chemistry	Earth Sci.	American History		Publications	
1:25-2:15	1:20-2:05	6						
2:20-3:10	2:10-2:55	7	Chinese M,W	Bible T,Th,F		Spanish M,W,F	Ethics T,Th,F Video M,W,F	Choir M,W,F
3:15-4:05	3:00-3:45	8						
4:10-5:00	3:50-4:35	9	AP Chemistry		Geometry		Art	
5:05-5:55		10						Orchestra



Name of Course: *Name of Course*

Instructor: *Instructors Name*

Credit: *1.0 credit*

Class Period/Time: *M – F; 10:00 – 11:00*

**Textbook/
Resources:** *Textbooks must be approved by GIA **PRIOR** to instruction*

Course Overview *(Paragraph description of course)*

**Course Standards &
Objectives** *(GIA to provide)*

Course Outline *(Essentially this is the weekly outline of what is going to be covered in the semester/year. It doesn't have to be in depth, but enough information to explain the concepts being taught. This can often be taken from the Table of Contents of the textbook) This is a **small sample** of what is needed:*

Weeks 1-3: The Birth of Modernity in the West

Chapter 1: The Renaissance & Reformation (1300-1650)

- *Position essay: (outline) Federalist vs. Antifederalist.*
- *Geography of Europe > exploration (discuss)*
- *Story of Civilization: Plague (on Kahn, Plague).*
- *Disease in History (NCSS article)*
- *Art & Culture, Renaissance. The Black Plague.*
- *Project 1: Renaissance Hall of Fame (arguments for Justification)*
- *Story of Civilization: Venice, books*

Chapter 2: The Beginning of Our Global Age: (1415-1796)

- *Science and Technology.*

Chapter 3: The Beginning of Our Global Age: (1492-1750)

- *The Columbian Exchange.*
- *Story of Civilization: World (Islam, Colomb, spice)*

This continues on to the end of the semester/year

Grading Scale *(mandatory)*

93-100 = A	(4.00)	73-77 = C	(2.00)
90-92 = A-	(3.67)	70-72 = C-	(1.67)
88-89 = B+	(3.33)	68-69 = D+	(1.33)
83-87 = B	(3.00)	63-67 = D	(1.00)
80-82 = B-	(2.67)	60-62 = D-	(0.67)
78-79 = C+	(2.33)	0-59 = F	(0.00)

Assessment *(based on course)*

**Classroom
Expectations** *(Classroom policies, rules of conduct, etc...)*

Week 1	Monday August 24	Tuesday August 25	Wednesday August 26	Thursday August 27	Friday August 28
Topic	Section 1.1 What is Earth Science?	Section 1.2 Science as a Process	Section 1.3 Earth is a Unique Planet	Section 2.1 Energy in the Earth System	Section 2.2 Ecology
Quiz		Textbook 17 "How do Robots go Extreme"	Textbook 29 "Earth Basics"	Textbook 35 "Earth's Four Spheres"	Textbook 45 "Fish that Feed the Rainforest"
Video	Frank Gregorio "Introduction to Earth Science"	"Steps of the Scientific Method"	MIT "Layers of the Earth" National Geographic "Aurora Borealis"	NASA "The Water Cycle"	
In-Class Activities	Review the Syllabus	Classroom Observations Science Kids "Properties of Materials"	Harcourt School "Earth's Layers" Use an egg to show the layers of Earth		
Tests/Projects		Geology Video			
Research Project	Give guidelines for the Online Resources that are due every Tuesday	Scale of the Universe 20 items	Art Project of the interior of the Earth	Interior of the Earth	Food Web Pick one location and write down as many animals that live there that you can.

APPENDIX G—Faculty Report Form

FACULTY / STAFF REPORT													
School Name:						School Year:							
Demographic Information						Information on Highest Degree				Information on Position			
Given Name	Family Name	Email Address	Gender	Date of Birth (dd/mm/yyyy)	Citizenship	Ethnicity	Degree	Institution Granting Degree	Date Earned (mm/yyyy)	Date of Hire (mm/yyyy)	Full-time or Part-time?	Role(s) (all school staff)	Classes/Grade Level (Teachers only)
Kathy	Iwasa	iwasak@andrews.edu	F	01/02/xx	USA	Caucasian	M Ed	Walla Walla University	06/2000	07/2011	FT	Registrar	

APPENDIX H—Enrollment/Grade Report Form

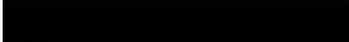
	A	B	C	D	E	F	G	H	I	J	K	L
1	School:	School Name										
2	School ID:	(GIA will provide)										
3	Semester Completion Date:	6/29/2017										
4	GIA ID	Last	First	Date of Birth	Gender	Grade Level	Ethnicity	Date of Admission	Semester	Course	Semester Credit	Grade
5	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	Computer	0.5	
6	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	English I	0.5	
7	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	Algebra I	0.5	
8	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	World History	1	
9	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	Computer	0.5	
10	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	English I	0.5	
11	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	Algebra I	0.5	
12	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	World History	1	
13								(Date student joined GIA program)				
14												



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Third Grade Report Card

Student:



70 BARKERS MILL RD
 HACKETTSTOWN NJ 07840-4713

Date Prepared: August 13, 2012

ID Number: 108199

Date of Birth: May 29, 2003

Gender: Male

First Semester

Course Title	Service Type	Enrolled	Period 1	Period 2	Period 3	Completed
359.3 Handwriting-3	Full Service	09/16/11	B	A	A-	06/29/12
347.2 Health and Science-3	Full Service	09/16/11	A-	A	B-	06/29/12
348.3 Language-3	Full Service	09/16/11	A	A	B+	06/29/12
349.4 Math-3	Full Service	09/16/11	B	A-	B+	06/29/12
352.1 Reading-3	Full Service	09/16/11	A	A	A	06/29/12
357.4 Social Studies-3	Full Service	09/16/11	B	A-	A-	06/29/12
358.4 Spelling-3	Full Service	09/16/11	B	B+	A	06/29/12

Second Semester

Course Title	Service Type	Enrolled	Period 4	Period 5	Period 6	Completed
359.3 Handwriting-3	Full Service	09/16/11	B	A	A	08/13/12
347.2 Health and Science-3	Full Service	09/16/11	A-	A	A	08/13/12
348.3 Language-3	Full Service	09/16/11	A	A	A	08/13/12
349.4 Math-3	Full Service	09/16/11	B+	B	B	08/13/12
352.1 Reading-3	Full Service	09/16/11	A-	A	A	08/13/12
357.4 Social Studies-3	Full Service	09/16/11	A-	A-	A	08/13/12
358.4 Spelling-3	Full Service	09/16/11	A	A	A	08/13/12

Promoted to 4th Grade on 08/13/12

Accredited by the Commission on Elementary Schools, Middle States Association of Colleges and Schools; Commission on Elementary, Middle and Secondary Schools, Southern Association of Colleges and Schools; the Accrediting Commission of the Distance Education and Training Council; and the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Approved by the State of Maryland.



Registrar



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Seventh Grade Report Card

Student:

Date Prepared: October 23, 2012
 ID Number: 117546
 Date of Birth: January 22, 2000
 Gender: Male

COURSE TITLE	SEMESTER	GRADE	DATE COMPLETED
Reading I	1st	A-	03/08/12
English-7	1st	A-	03/16/12
G7 Science/Health	1st	B-	03/19/12
Gr 7 Bible	1st	A	03/25/12
Math-7	1st	B	03/25/12
Social Studies-7	1st	C+	04/22/12
G7 Science/Health	2nd	B	09/03/12
Math-7	2nd	A	09/03/12
Reading I	2nd	B+	09/07/12
Social Studies-7	2nd	B	09/18/12
English-7	2nd	B	09/22/12
Gr 7 Bible	2nd	B+	10/19/12

END OF REPORT CARD

GRADING SYSTEM:
 A - SUPERIOR
 B - ABOVE AVERAGE
 C - AVERAGE
 D - BELOW AVERAGE
 F - FAILURE
 W - WITHDRAWAL

Accredited by the Middle States Association of Colleges and Schools,
 Commission on Elementary Schools; The Southern Association of
 Colleges and Schools Commission on Secondary and Middle Schools;
 Commission on International and Trans-Regional Accreditation; and the
 Accrediting Commission of the Distance Education and Training Council.
 Approved by the State of Maryland.
 Core Curriculum: English, Social Studies, Science, Mathematics

Registrar

NOT VALID AS TRANSCRIPT WITHOUT SIGNATURE OF REGISTRAR AND EMBOSSED SEAL

Griggs International Academy

Junior High School Division



Student Name

has satisfactorily completed the course of study prescribed by the Board
of Griggs International Academy for its Junior High school and is awarded this

Eighth Grade Diploma

on this thirtieth day of July 2013, at Berrien Springs, MI

Interim President

Registrar

Plan of Study Diploma Worksheet



Student name

ID number

Diploma Type

Courses	Transferred Credits			Credits Completed at GIA				Credits Needed	
	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
English								0.5	0.5
**English I								0.5	0.5
**English II								0.5	0.5
**American Literature								0.5	0.5
**English Literature								0.5	0.5
Foreign Language	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Foreign Language I								0.5	0.5
Foreign Language II								0.5	0.5
Math	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Algebra I								0.5	0.5
Algebra II								0.5	0.5
Geometry								0.5	0.5
Pre Calculus / Consumer Math								0.5	0.5
Science	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Earth Science / Physical Science								0.5	0.5
**Biology								0.5	0.5
Chemistry								0.5	0.5
Physics								0.5	0.5
Health & Physical Education	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
**Health								0.5	
**PE								0.5	0.5
Applied Arts	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Microsoft Office								0.5	0.5
History	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
World History								0.5	0.5
**U.S. History								0.5	0.5
**American Gov't								0.5	0.5
Fine Art	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Music/Art								0.5	0.5
Elective	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
Elective								0.5	0.5
Elective								0.5	0.5
Elective								0.5	0.5
Elective								0.5	0.5
Elective								0.5	

Student name **0.00** credits

25.00 Credit(s) needed

TOTAL CREDITS: **25.00**

Required Documentation

- _____ Community Service
- _____ SAT Scores
- _____ Official Transfer Transcript

**Required courses



Target Setting Form

Information:

Name: _____ Semester: _____ Subject: _____

NOTE: Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two different types of diplomas in which to attain preparation for these life goals.

- **College Prep Diploma** provides the opportunity for students to broaden their educational foundation through the study of a foreign language and academic rigor in Math and Science courses in preparation for university-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 Carnegie Units in specific areas of study. Each Carnegie Unit equates to 120 hours of classroom teaching. **At least 6.0 units must be from GIA.**
- **Standard Diploma** provides comprehensive curricular foundation for students seeking to prepare for higher education and achieve career goals requiring at least 21 Carnegie Units in specific areas of study. **At least 5.0 units must be from GIA.**

Griggs will prepare a personalized plan of study that lists the units (courses) necessary to complete their College Preparatory or Standard diploma. To ensure that your student completes the requirements according to the Plan of Study, it is important that target setting takes place **each** semester. The progress of your student is a triune between the school, home and student. Please review your student's progress with each of his/her subject teachers to set a target in each class.

Last term I achieved grade _____. My Current GPA is _____.

During school break I did the following to improve: _____

This term I aim to achieve a _____ grade. My GPA aim is _____.

1. I will focus on these skills: _____

2. I find the following things difficult: _____

3. I will achieve my target this term doing the following: _____

ESL Level:

SAT/ACT Objective:

Below is a list of subjects which should be taken each academic year. The exact number or sequence of subjects may differ from those suggested below depending on the units (courses) which he/she has received from previous study. Each student will follow the Plan of Study as provided by GIA. If you have not received this plan, please contact the American Program Director.

Minimum of 25 Carnegie Units for College Preparatory Diploma (CP only)

Minimum of 21 Carnegie Units for Standard Diploma

Grade 9	Units	Grade 11	Units
English I	1	American Literature.....	1
Algebra I	1	US History.....	1
Applied Art – Computer Technology	1	Algebra II.....	1
Earth Science/Physical Science	1	Science Course.....	1
Physical Education (any year)	1/2	Modern Language (CP Only).....	1
Ethics I / Elective	1	Ethics III / Elective.....	1
Elective	1/2	Community Service (20 hours per year of attendance)	
Community Service (20 hours per year of attendance)			
Grade 10		Grade 12	
English II	1	British Literature	1
World History	1	American Government.....	1/2
Geometry	1	History Course	1/2
Biology	1	Consumer Math/Pre-Calculus (CP Only).....	1
Ethics II / Elective.....	1	Chemistry/Physics (CP Only).....	1
Health.....	1/2	Modern Language (CP Only).....	1
Physical Education (any year)	1/2	Fine Arts	1
Community Service (20 hours per year of attendance)		Ethics IV / Elective.....	1
		Community Service (20 hours per year of attendance)	
		SAT/ACT test scores	

Declaration

I have received the Target Setting Form with my student's Plan of Study attached. I realize that it is the responsibility of my student and I to follow the academic plan outlined in the Plan of Study. I acknowledge that advanced and remedial classes are available to ensure that my child completes his/her Plan of Study. Students who do not complete the outlined program will not be eligible for an American high school diploma and will not be permitted to graduate from the program. However, all students retain the right to receive an official transcript from Griggs International Academy for courses completed through the Griggs program.

_____ I agree with the Plan of Study and will work to achieve the goal of an American HS Diploma Program.

_____ I am unable to complete the Plan of Study and withdraw from the American HS Diploma Program.

Student's Signature: _____ **Date:** _____

Parent's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____



(Name & Address)



Student: [Redacted]
Date Prepared: November 13, 2018
ID Number: 124892
Date of Birth: October 9, 1999
Gender: Female
Student Address: [Redacted]

Entrance Date:
Entrance Grade: H.S. Sophomore
Withdrawal Date:
Diploma Type: College Prep
Graduation Date: June 18, 2018

Academic Transcript

English								Fine Art							
S1	Cr	Date	S2	Cr	Date	Note		S1	Cr	Date	S2	Cr	Date	Note	
English I			A-	1.00	12/26/14			Choir			A	0.50	12/26/14		
English II	A	1.00	06/26/15					Choir			A	0.50	12/24/15		
American Literature			A	1.00	12/24/15			Modern Languages							
British Literature	A	1.00	06/24/16					Chinese	A	0.50	06/24/16	A	0.50	12/23/16	
Mathematics								Chinese	A	0.50	07/10/17	A	0.50	12/31/17	
S1	Cr	Date	S2	Cr	Date	Note		Health/PE							
Algebra I			B+	1.00	12/26/14			Health	A	0.50	06/26/15				
Geometry	A	1.00	06/26/15					PE	A	0.50	06/26/15				
Algebra II			A-	1.00	12/24/15			Electives							
Advanced Statistics			A	1.00	12/23/16			Citizenship	B-	0.00	06/26/15	B	0.00	12/26/14	
Pre-Calculus	A	1.00	07/10/17					Relationships (Ethics)	A	0.50	06/26/15				
Contemporary Calculus I	A	1.00	2017-18			Tr 1		His Story			A	0.50	12/24/15		
Sciences								Citizenship	B	0.00	06/24/16	B	0.00	12/24/15	
S1	Cr	Date	S2	Cr	Date	Note		His Story in Our Time	A	0.50	06/24/16				
Earth Science			A	1.00	12/26/14			In the Beginning			A	0.50	12/23/16		
Chemistry			B+	1.00	12/24/15			Citizenship	B+	0.00	07/10/17	B+	0.00	12/23/16	
Advanced Biology	A	1.00	06/24/16					Life Philosophy & Choices	A	0.50	07/10/17				
History/Social Studies								Christian History			A	0.50	12/31/17		
S1	Cr	Date	S2	Cr	Date	Note		Citizenship			+	0.00	12/31/17		
Ethics			A	0.50	12/26/14			Business/Technology							
World History	A	1.00	06/24/16					S1	Cr	Date	S2	Cr	Date	Note	
Economics	AUD	0.00	07/10/17					Publications I			A-	0.50	12/23/16		
U.S. Government	A	0.50	07/10/17					Advanced Publications			A-	0.50	12/31/17		
U.S. History			A	1.00	12/31/17										

End Of Transcript

Grading Scale:

A	93 - 100	C	73 - 77
A-	90 - 92	C-	70 - 72
B+	88 - 89	D+	68 - 69
B	83 - 87	D	63 - 67
B-	80 - 82	D-	60 - 62
C+	78 - 79	F	0 - 59

Total Units:	24.0
GPA:	3.90

Note:

Tr - Transfer Credits from:
Tr 1 - Washington University

Accredited by:

Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools, www.middlestates.org;
Accrediting Association of Seventh-day Adventist Schools, Colleges & Universities and
the National Council for Private School Accreditation Web: adventistaccreditingassociation.org; Web: NCPSA.org;

Approved by:

Maryland State Board of Education as a non-public school, www.marylandpublicschools.org;

Attendance: 180 days

Senior High Students receive one-half (5) unit of credit per semester which represents five 40-to-50 minute class periods per week for an 18-week term

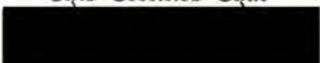
K-12 Registrar

Not valid as transcript without signature of Registrar and embossed seal. Signature and seal appear on last page of transcript.

Griggs International Academy



This Certifies That



on this Fourteenth day of August 2014

has satisfactorily completed the High School Curriculum as prescribed by the Board of Griggs International Academy located in Silver Spring, Maryland, U.S.A., and is awarded this

Diploma

In Testimony Whereof, we have hereunto affixed our signatures.



Chairman, Board of Trustees

President

Headquarters located in Berrien Springs, Michigan

COMMUNITY SERVICE REPORT

Information:

Name: _____ ID Number: _____
Last First M.I.

Dates Served: _____ to _____ Total Hours of Service: _____
mm/dd/yy mm/dd/yy

Description:

Description of project including duties performed: _____

Signatures:

With my signature I verify that I have completed the community service as recorded above.

Signature of Student Date

With my signature I verify this student has completed the community service as recorded above under my supervision.

Signature of Supervisor, Title Date

Organization: _____ Telephone: _____

Address: _____

Community Service Policy: Minimum of 20 hours of community service per year of enrollment in GIA program is required.



Challenge Exam Request Form

Please EMAIL completed form to iwasak@andrews.edu

Policy Note: Only school administrator or instructor should be allowed to proctor exams.

Student number: _____ Student Name: _____

CHALLENGE Examination Requested:

Course name: _____ Course no.: _____

Semester: _____

Policy Note: There is a \$100 fee per semester. It is the school's responsibility

PROCTOR Information:

Proctor Name: _____

Proctor Email: _____

REQUIRED Signatures

School Administrator/Registrar Date

Griggs Registrar Date

Date

Online Credit Recovery Enrollment Form



Owned and Operated by Andrews University

School Official - This section MUST be completed and signed by School Official in order to process application.																				
SCHOOL NAME		SCHOOL OFFICIAL'S NAME																		
SCHOOL ADDRESS		TITLE																		
CITY, STATE, ZIP		SCHOOL OFFICIAL'S EMAIL ADDRESS																		
PHONE	FAX	SCHOOL OFFICIAL'S SIGNATURE - verifies student's failure of selected course(s)																		
CREDIT RECOVERY COURSES	COURSE NO.	1 ST SEMESTER (0.5) (X)	2 ND SEMESTER (0.5) (X)	FULL CREDIT (1.0) (X)																
Consumer Math – Credit Recovery	927																			
English I – Credit Recovery	928																			
Biology – Credit Recovery	929																			
American Government – Credit Recovery	932																			
Earth Science – Credit Recovery	933																			
Algebra I – Credit Recovery	953																			
Send completed form along with full payment to Griggs International Academy, 8903 US Hwy 31, Berrien Springs, MI 49104 or enrollgia@andrews.edu . Completed applications with accompanying payments will be processed within 24 hours of receipt. Online access including passwords, instructions and deadline dates will be emailed within one business day of processing. Textbooks may be ordered through the online bookstore website at http://bookstore.mbsdirect.net/griggs.htm or acquired online. Courses must be completed in a maximum of 12 weeks. Please keep a copy of this for your records.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total # of 0.5 Credits</td> <td style="width: 10%; text-align: center;">X</td> <td style="width: 15%;">\$200 = \$</td> <td style="width: 15%; text-align: right;">.00</td> </tr> <tr> <td>Total # of 1.0 Credits</td> <td style="text-align: center;">X</td> <td>\$250 = \$</td> <td style="text-align: right;">.00</td> </tr> <tr> <td colspan="3" style="text-align: right;">Technology Fee</td> <td style="text-align: right;">\$ 30.00</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Payment Due</td> <td></td> </tr> </table>			Total # of 0.5 Credits	X	\$200 = \$.00	Total # of 1.0 Credits	X	\$250 = \$.00	Technology Fee			\$ 30.00	Total Payment Due			
Total # of 0.5 Credits	X	\$200 = \$.00																	
Total # of 1.0 Credits	X	\$250 = \$.00																	
Technology Fee			\$ 30.00																	
Total Payment Due																				
STUDENT/PARENT - All information MUST be completed and signed by a Parent/Guardian. Forms without proper signatures will be returned.																				
STUDENT NAME – FIRST/LAST		DATE OF BIRTH / /	Method of payment: Personal Check - \$35 Service charge on all returned checks Money Order or Certified Check Credit card (circle/highlight one) – payment by phone accepted Visa MasterCard Discover																	
PARENT NAME – FIRST/LAST																				
MAILING ADDRESS		Expiration Date MM/YY	Security Code																	
CITY/STATE/ZIP		Card Number																		
PHONE	EMAIL	Cardholder Name (please print)																		
STUDENT SIGNATURE		DATE	Cardholder Signature (required)																	
PARENT SIGNATURE - verifies student's failure of selected course(s)		DATE	Incomplete applications will be returned to sender. Applications must have School Official and Parent signatures in order to process.																	
OFFICE USE ONLY																				
ID Number _____ Authorization # _____ Receipt # _____ Enrollment Period: _____																				

BASIC PRINCIPLES

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline
- Discipline should lead to community responsibility and respect—for self and others
- Staff should apply rewards and discipline with consistency
- Parents should be involved wherever realistically possible in the discipline process
- The emphasis in disciplining should always be on the positive development of the pupil

LINE OF RESPONSIBILITY

1. Class teacher: the class teacher should take initial responsibility for any misdemeanors in his/her classroom. Unless the incident is very serious, punishment should take place first at this level.
2. Form teacher: wherever possible, class teachers should inform form teachers of problems they may be experiencing with individual pupils (this need only be verbal). As form teachers see patterns developing they should counsel with the pupils and discuss the issue more widely if it is deemed necessary. (Form teachers should also be informed of good work and behavior, so this can be noted.)
3. Senior teachers: a pupil should be referred to one of the senior teachers in the case of accumulation of problems with an individual teacher or because of a serious issue (e.g. truancy, theft, extreme rudeness, extreme bullying, fighting). They will also automatically be referred to the senior teachers through accumulation of demerits (see below).
4. Head Teacher: the Head Teacher should be kept informed of disciplinary problems at all stages: however, as far as possible the Head Teacher should not deal with problems on an everyday basis until they become very serious (accumulation of demerit points or referred by senior teachers). In the absence of the senior teachers, it may be necessary for the Head Teacher to intervene lower down the scale.

MERITS / DEMERIT SYSTEM

Staff members may award merits to pupils for work of a particularly high standard (this can be relative to the pupil's ability) or positive behavior. The pupils should be given one form (found in the staff room) and a duplicate form should be given to the Merits Coordinator via the tray in the staff room. Positive behavior which could be rewarded by a merit includes:

Improved behavior in a particular area

- Kindness or consideration of others
- On time to every registration for a half-term
- Service for others
- Positive leadership or initiative
- Responding well in a difficult situation
- Consistent exemplary behavior
- Discretionary judgment of teacher (details to be explained on merit sheet)

Merits will have the following value:

1. After receiving 5 merits, and for every ensuing 5 merits, pupils will receive a coupon. These can be used to buy goods or privileges as listed on a term/semester basis in the form rooms. When a coupon is cashed in it should be cancelled and returned by the relevant staff member.
2. Merits will also cumulate and result in pupils' names being added to the honors lists outside the Head Teacher's office. Those with the highest number of merits will also receive awards on Speech Night.
3. Every half term the merit cup will be awarded to the class who has received the greatest average number of merits during that period. Teachers should avoid giving merits to a large number of individuals in a class at the same time.

They can give “class merits” which would count towards the class totals, but not the total of individual pupils. The class merits will be totaled at the bottom of each form’s merit totals and where possible a class reward should be given for the most class merits.

BEHAVIOR DEMERITS

Misdemeanors are categorized as “serious” and “very serious”. For serious misdemeanors, behavior demerits are given. For misdemeanors classified as very serious the Discipline Committee will decide on punishments and will result in Report Forms or putting recorded details on a pupil’s file. A demerit normally should be given for the following serious offences:

- Rudeness/insolence to pupils
- Swearing
- Late to class twice (in the same subject)
- Late to school three times in two weeks (non-travelers), five times in two weeks (travelers)—must clear tardies with excuse by 4 p.m. same day
- Not bringing books or equipment to class twice
- Poor corridor behavior twice
- Eating in unauthorized areas twice
- Being out of class without permission (no corridor pass)
- Littering
- Consistent disruption in class
- Not attending a punishment or detention
- Chewing gum

This does not mean demerits cannot be given for other infractions of the rules.

Demerits will be totaled on a half-year basis. Within this half-term the following actions will take place:

Demerits Points	Actions
4	Year Tutor interview and half-hour detention. Letter to parents listing demerits. Warning of being placed on report at 6 demerits and informed of being assigned a personal tutor.
6	Pupils placed on report (academic or behavior demerits—however these will not be added together to reach the total). When on report pupils will be assigned the support of a personal tutor. Pupils should be kept on report for the period of one half-term. Pupils will be taken off report if they incur fewer than 6 demerits in the next on half-term.
8	Senior Teacher detention—one hour. Parent interview or notified in writing and warning of one-day suspension at 12 demerits.
12	One-day suspension and return on report. (A warning must be given before the one-week suspension on the basis of demerits. If the total is reached too quickly, pupils will need to be given a specific goal, i.e. three more demerits or less than 6 in the next half-term before suspension comes in force.)
16	Discipline Committee meets. A probable one-week suspension and probation.
20	Serious parent interview and personal arrangements/warnings.
24	Warning of expulsion and negotiate sensible arrangement or time off school with parents.
28	Expect permanent exclusion after Board action.

Punishment for 16 demerits is subject to discretionary review by the Head Teachers.

In addition to the half-year total and actions, a cumulative system will operate which includes academic demerits. This operates for demerits gained in the same or consecutive half-terms.

If in one period (half-term) a pupil scores 6–11 demerits, he/she goes on report and carries forward a ‘handicap’ of 4 demerit points for the next period. (The hour detention will not apply.)

A pupil scoring 12–15 would start the next period with a handicap of 6 (and be on Report). A pupil scoring 16 or more would start the next period with a handicap of 8 and would be on probation.

At the end of any period, handicaps are not counted in calculating status for the next period—only fresh demerits. But the handicap system will simplify moving pupils ‘up the scale’ of sanctions.

Score Last Period	Handicap
6–11	4
12–15	6
16 +	8

Demerits Points	Action
8, 8 / 12	Parents invited to meet with the Year Tutor. Pupil on extended report.
8, 8, 8, or 12, 12	Discipline Committee, probable probation. Parent called in and pupil signs a contract.

When a pupil is on probation, the following holds:

1. Totals of 6 and under for two half-terms in both areas—academic and behavior means removal from probation. Over these totals, probation remains.
2. Two more 8/12 marks consequently or simultaneously results in a further Discipline Committee—probable one-week suspension. Probation remains. In the case of the major problems being academic the suspension might mean internal for a shorter period.
3. A further mark of 16 or above in behavior would be taken particularly seriously and will probably lead to a minimum of a one-week suspension and could lead to permanent exclusion.
4. Probation is reconsidered on a half-year basis. The maximum length of time probation will be renewed is usually two terms. However, a pupil clearly not taking probation seriously may be asked to leave before that time has elapsed.

ALL OF THESE ARE UNDER CONTINUAL REVIEW AND ARE A GUIDE ONLY TO ACTIONS TAKEN BY THE SCHOOL.

VERY SERIOUS OFFENCES

- Willful disobedience to a teacher
- Any incidents relating to drugs, cigarettes, alcohol, offensive weapons
- Direct insolence/rudeness to staff
- Vandalism
- Truancy
- Sex Misdemeanors
- Bullying
- Assault
- Fighting
- Bringing school into disrepute
- Any act that puts at risk the health and safety of pupils and teachers

These misdemeanors are brought to the Senior Teacher or the Head Teacher and taken to the Discipline Committee. The Discipline Committee has the right to the following options:

- a. take no action but record the incident
- b. a detention and demerit
- c. suspension (period determined by the seriousness of the offence)
- d. recommendation for permanent exclusion

The parent will be informed in writing of the decision of the Discipline Committee with the relevant warning of further disciplinary action following a second very serious misdemeanor. If a subsequent very serious offence is brought to the Discipline Committee, it will take into account any previous decisions (including academic demerits) and it reserves the right to recommend permanent exclusion on consideration of the seriousness of those subsequent offences. All such decisions are recorded.

GENERAL GUIDELINES

Teachers should only give one demerit at a time. If the same teacher is giving the demerits for the same action to the pupil over a period of time, other methods of discipline should be explored. In the case of “larger” infractions and where pupils have been sent to the senior teachers, the senior teacher can give up to three demerits. No further action should then be taken by the original teacher.

OTHER PUNISHMENTS

Detentions: Detentions may be set for homework not done, time wasting, etc. Class teachers may set detentions for up to half an hour for bad behavior, and one hour for homework not done. Senior teachers may set one-hour detentions. This will be automatic in some cases such as truancy. **The Head Teacher’s PA will put a dated sheet in the staff room each week and staff are asked to note any upcoming detentions on the sheet. This will ensure that a record of pupils in detentions is maintained and will also allow staff to make arrangements for sharing detention duties. Twenty-four hours notice should be given to parents of an afternoon detention.**

Deficiency forms: These may be used to supplement academic demerits and may be sent home where a pattern of problems is emerging in a particular subject area.

Report forms: Two types of report forms are available. The daily report form should be used only over a short period of time, and should record specific concerns (e.g. lateness to class, not having equipment). These should be reviewed daily with the pupil by the form teacher and copies kept on file. The weekly reports are for longer term evaluation of a pupil’s progress. Forms should be returned to the form teacher weekly and the form teacher should discuss the reports with the pupil. **Copies should be sent to the parents and the originals kept on file.** Pupils are put on report by agreement of the members of the discipline committee.

Contract: Where particular and consistent problems emerge, a pupil may be asked by the discipline committee to agree to a contract of behavior. The agreement will be shared with the parents/guardians and progress monitored closely, in the first place by the form teacher. The method of monitoring will vary with the contract but should be clearly stated to the pupil, along with the consequences of the contract being broken.

RECORDS

It is important that accurate records are kept of disciplinary actions; therefore the reason for the demerit slips and for keeping report forms on file. There is also a punishment book in the Head Teacher’s office. Any major discipline issue not recorded on any other form, along with suspensions for any reason should be recorded in here by the senior teachers or the Head Teacher.

INTRODUCTION OF RULES AND DISCIPLINE PROCEDURES

All form teachers should spend the first form period discussing rules, expectations and the outline of the discipline policy. Major issues will also be discussed in assembly periods.

Class teachers should set up ground rules in their first classes so that each class understands expectations and what is likely to happen should these be contravened. It is important that any threats can and will be backed by action if necessary. It is recommended that teachers also introduce a system of recognizing good behavior and work in their classrooms. Class teachers should also be as consistent as possible in applying the rules.

In most situations, a warning should be given before action is taken. No physical force should be used at any time, and only in essential situations should a pupil be physically restrained (e.g. serious threat to himself/herself or another individual, with other warnings ignored).

DISCIPLINE AROUND THE SCHOOL

Discipline around the school is the responsibility of all staff. Any individual who sees a misdemeanor should act himself/herself. This includes any behavior in the corridors which contravenes Health and Safety policies. Incidents of bullying and fighting should be responded to immediately and referred as is appropriate. Courtesy and thoughtfulness should be commended.

DISCIPLINE COMMITTEE / SUSPENSION / EXCLUSION

The discipline committee consists of the Head Teacher, the senior teachers, the form teacher, the chaplain (advisory), and in the case of boarding pupils, the resident hall dean. A discipline committee should meet in the case of any action (or accumulation of actions) which could result in suspension or exclusion. When an action needs to be taken quickly and the discipline committee members are not available for consultation, the Principal may take an immediate decision to suspend, pending the meeting of the discipline committee which when meeting will agree the date suspension should end or recommend permanent exclusion. All exclusions must be ratified by the School Board and the parents may appeal the decision to the Board.

DISCIPLINE SANCTIONS

1. All staff must be consistent in following the school discipline policy in every area--e.g. rudeness, lateness, homework, littering and vandalism, bullying, uniform, demerits/ merits, corridor passes, lockers, corridor behavior. (See Teacher Handbook.)
2. Discipline must follow the lines of responsibility: (Teacher Handbook)
 - a. Class teacher
 - b. Form teacher
 - c. Senior teacher
 - d. Deputy Head/Head Teacher
3. Uniform infringements: Form teachers to implement a half-hour detention once a week for any of the following infringements if the pupil comes WITHOUT A NOTE:
 - a. Incorrect footwear
 - b. No tie
 - c. No blazer
 - d. Incorrect skirt or trousers
 - e. Incorrect skirt or blouse

If the pupil has a note, the form teacher signs the note for the pupil to carry all day OR form teachers issue a signed and dated badge for the pupil to wear. SLT to send letters out weekly. If problem is not solved within a week, the pupil will not be allowed back in school.

4. Shouting and running in the corridors or on stairways by pupils are strictly forbidden. Anyone caught in the act is booked by the teacher observing it or by the teacher on duty, by entering in the book in staffroom. Two infringements of this rule will incur a behavior demerit (and a detention).
5. Pupil entrance and corridor doors will be locked at 4:15 p.m. Pupils kept in for detention or for homework clubs, etc. will need to be let out of the front door. The front door will be locked after 5 p.m. (Note: Teachers are responsible for shutting windows and locking classroom doors before leaving.)
6. Lateness: Lateness to class twice—1 demerit and detention. (The detention must operate.)
Lateness to school
Non-travelers: 3–5 lates in two weeks
Traveler: 5–7 lates in two weeks

Incurs demerit and detention to be supervised once every two weeks by all staff—half hour at lunchtime on a Thursday. Pupils need warning if near the limit after one week. Excess of these lates will incur 2 demerits and a one-hour detention.

GIA works closely with all affiliate schools to serve international and multilingual students. Agreements have been developed that encourage and support the transition for students from English language study to matriculation into the diploma program. The policies and procedures for U.S. High School Diploma admissions are outlined below.

ESL Only

Students who score more than 50 points below the diploma program’s minimum language proficiency requirement on the TOEFL ITP (or the equivalent on the MELAB, TOEFL IBT, IELTS, or PTE) at time of enrollment, must be enrolled full-time in ESL courses. Students are permitted to enroll in all non-academic classes to obtain credit towards the diploma.

Language Bridge Program

The Language Bridge program is designed for academically eligible students who have not yet reached the diploma program-established threshold for English language proficiency at the time of application. This program combines English language courses with diploma academic courses and allows students to begin earning credits towards their diploma while they are still in the Intensive English program. Students enrolled in this program begin with more language instruction at the beginning and increase their enrollment in academic courses as their English proficiency progresses and grades improve.

Qualifications for Admission to the Language Bridge Program

Students who score within 50 points of the diploma program’s minimum language proficiency requirement (MLPR) at the time of enrollment may be eligible for the Language Bridge program. The Language Bridge program is not available for the Dual Credit or Twin Track programs.

Bridge 1

Students with a TOEFL ITP score 26–50 points (or equivalent) below the diploma program’s minimum language proficiency requirement at the time of enrollment with all component scores of at least 47 (or equivalent for other language proficiency exams) may be eligible for Bridge 1 status. Students will enroll in three ESL classes and may, with the permission of the diploma program, enroll in up to four(4) credits of academic coursework.

Bridge 2

Students with a TOEFL ITP score 1–24 points (or equivalent) below the diploma program’s minimum language proficiency requirement at the time of enrollment with all component scores of at least 50 (or equivalent for other language proficiency exams) may be eligible for Bridge 2 status. Students will enroll in two ESL courses and may, with the permission of the diploma program, enroll in up to eight(8) credits of academic coursework.

Path from ESL to Full-Time Academic Study			
ESL Only	Language Bridge Program		Full-Time Academics
More than 50 points below the minimum	26–50 points below the program minimum	1–15 points below the program minimum	Meets program minimum
Full-Time ESL Courses	3 ESL Courses	2 ESL Courses	Full-time academic coursework
	Up to 4 credits of academic coursework	Up to 8 credits of academic coursework	

Course Selections for Language Bridge Program Students

The ESL courses required for students in the Language Bridge program will be determined on an individual basis according to component scores for individual language skills. Language skill areas with the lowest scores will be given priority in course selection. ESL courses will take precedence over academic courses in the event of a scheduling conflict. Academic courses will be selected from a list of approved courses with assistance from an advisor and must not conflict with scheduling for ESL courses. Advising for Language Bridge program students will be a collaborative effort between the affiliate school administrators and the student's academic advisor.

Progression and Completion

Students can enter the Language Bridge program at either of the two levels depending on their English language proficiency, and they can move at any rate through these levels, or even skip levels, depending on how their English proficiency develops. Serious and hard-working students who participate fully in class work and extracurricular language development options can improve their English language proficiency more quickly.

Placement in the Language Bridge program is not automatic, nor is it irrevocable; students must continue to meet requirements for grades and attendance to be able to continue in the program. After the first semester of enrollment, placement for students continuing in ESL is determined by a combination of test scores, grades and teacher recommendations. Final decisions regarding placement and advancement within ESL are made by teachers and administrators.

The number of semesters a student is in the Language Bridge program will be determined on an individual basis. A student may be in either Bridge 1 or Bridge 2 for more than one semester if necessary in order to be able to demonstrate an adequate level of language proficiency.

The Language Bridge program requires that students have a grade point average of 2.5 in their academic courses and 3.0 in non-academic subjects. In addition, students must have a minimum grade of B and 85 percent attendance in all ESL courses in which they are enrolled each semester.

Upon successful completion of the highest level in ESL or the Language Bridge program, a language proficiency certificate will be granted to the student for the purposes of demonstrating language proficiency. This certificate can be used to demonstrate the student's language proficiency and will grant the student regular admission to the diploma program. The student will need to take supplementary academic classes and/or spend semesters abroad for ESL and/or academic advancement.

Time Limit for the ESL and Language Bridge Program

Full-time ESL students and students who do not initially have sufficient language proficiency to qualify for the Language Bridge program may be enrolled in ESL courses for up to six semesters (summer term included).

Students participating in the Language Bridge program must successfully complete the program or demonstrate minimum English language proficiency within three semesters (summer terms included). If a student has not demonstrated minimum English proficiency within this time period, he/she will not be admitted to the full diploma program.

2019–2020

Griggs International Academy

Catalog/ Handbook For Direct Enrollments

The following pages are taken from the current handbook for students that are directly enrolled with Griggs. This is an option for affiliate students that need to make up a class, retake a class, or just want to get ahead. Enrollment packets are on the website at griggs.edu. Fill out the packet and email it to enrollgia@andrews.edu.

Prior approval must be granted by the affiliate school and GIA registrars.

Academic Policies

ADMISSIONS

The Seventh-day Adventist Church, in all of its church schools, including Griggs International Academy, admits students of any race to all the rights, privileges, programs and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, color, ethnic background, country of origin, or gender in the administration of education policies, applications for admission, scholarship or loan programs, and extracurricular programs.

Submission of the application and enrollment forms gives consent to Griggs International Academy to:

- Process the personal information that is entered on the application and enrollment forms. It is understood that this data is collected for enrollment and academic purposes and will be stored no longer than necessary for legitimate business and academic purposes.
- Contact you by telephone, email, or other means with information relevant to the enrollment and/or academic process.

Admission Policies

- For Grades K–12 a copy of the student's birth certificate is required at the time of enrollment.
- Kindergarten students must be at least 5 years of age at the time of enrollment. Parents are responsible for being informed of state laws where they reside.
- Grade 1 students must be 6 years of age at the time of enrollment.
- Students who enroll in four or more courses in Grades 2–12 must submit with their enrollment a current report card/transcript that indicates grade placement (Grades 2–8) or courses taken (Grades 9–12).
- If a report card or transcript is not available, one or more of the following will be required:
 - » A letter indicating grade placement from an approved school on school letterhead and signed by the student's teacher/principal or registrar.
 - » Scores from standardized tests taken within the last 12 months and administered appropriately under third-party supervision.
 - » Portfolio detailing homeschooling experience. Review fees apply.

- » If these items are not available, students entering Grades 2–9 may be required to take a placement test for which there is a fee.

For more information on how to create the portfolio or to request the standardized test, please contact the elementary or high school advisor.

Age Out Policy

One of the advantages that homeschool/distance education provides, is that families can determine appropriate pacing of their child through the academic grade levels. It is in the best interest of most students, however, to be presented with curriculum that is developmentally appropriate for their age level. Applying students whose ages fall outside of the normal age range will be tested to determine grade placement and the appropriate nature of the Griggs curriculum.

ATTENDANCE POLICY

All courses are organized on a schedule of 180 teaching days and are structured according to a traditional school year. Students may adjust their schedule to suit circumstances such as illness, travel, mastery of material, learning style or need for remediation.

Attendance records for grades K–8 are **mandatory** for accreditation purposes. Receipt of attendance is required for grade report processing.

COURSE COMPLETION POLICY

All students must be enrolled for at least six (6) weeks and complete their coursework within 12 months from the date of enrollment in order to move to the next grade level (K–8) or to receive credit (9–12). Students attending an APLE school or in the A-PASS program should refer to that program's guidelines. Students in high school Credit Recovery courses will have 12 weeks to complete the coursework.

Griggs understands that there are certain circumstances in which students (not enrolled in Credit Recovery courses) are not able to complete their coursework within the one-year timeframe. In order to avoid penalties, a student must request an extension in writing to the registrar (registrargia@andrews.edu) to be reviewed by the K–12 Curriculum and Standards Committee to be considered on an individual basis (see miscellaneous fees table for extension fees). Students who have not made deadline extension arrangements will lose access to their coursework six (6) weeks after the deadline date. At this point it will be determined if the student should complete the course or cancel and re-enroll, and may be subject to deadline extension fees and/or cancellation fees.

If a course is not completed and an extension is not requested, the course will be finalized with a letter grade of W (withdrawn) after 18 months from date of enrollment.

MATERIALS AND SERVICES

Instructional guides (paper-only)

The elementary instructional guide acts as a teacher’s manual, providing directions for the use of the assigned textbooks and additional instruction.

It furnishes daily lesson plans, suggests teaching methods and activities, provides answer keys for daily assignments, and offers other information needed to guide students through their courses.

GIA recognizes that parents and students may have questions or problems that might not be answered by the instructional guide or the textbook. We encourage students or parents to contact the assigned course teacher.

Students, with parental supervision, are encouraged to create and maintain a regular study schedule. Interaction between GIA faculty and students is key for both paper-based and online course delivery modes.

Special Needs & Accommodations

We are committed to providing a great learning experience to our students. We strive to make appropriate accommoda-

tions for documented learning challenges. Please contact Student Services if accommodations are needed, and be prepared to provide any appropriate documentation.

GRIGGS ONLINE BOOKSTORE

Full descriptions of each required and optional course material for each GIA course are available through the Griggs online bookstore at griggs.edu.

The Griggs online bookstore provides competitive pricing on used, new and digital textbooks, as well as book rental and buyback services. If you choose to purchase elsewhere, please pay close attention to the ISBN, year of publication and edition details for each textbook. International versions differ greatly, and used textbooks through other suppliers are not always accurately listed.

REQUIREMENTS FOR ONLINE COURSES

Student needs access to a computer with:

- High-speed uninterrupted internet access
- Software: Adobe Acrobat Reader, word processor (e.g. MS Word), current browser version with JavaScript and Cookies enabled, Adobe Flash Player 10.1 or greater
- Hardware: 2GB+ RAM, 1.6Ghz+ processor, 10GB hard drive space, 1024 × 768 or higher screen resolution, audio speakers, webcam and microphone (headset highly recommended), access to a scanner is strongly suggested
- Operating system: PC Windows 8 or newer; MAC OSX or newer
- Supported browsers are the latest or most recent browser versions: Mozilla Firefox, Google Chrome, Microsoft Edge or Apple Safari
- Tablet and mobile support most recent versions of: Android, Apple or Microsoft Surface
- Use of Chromebooks is not endorsed due to low performance capacity of some Chromebooks. Many are not able to support Griggs Online.

Transfer of Credit

Credits for distance education courses may be transferred to other educational institutions. However, students should realize that decisions on acceptability of credit rest with the receiving institution. It is always a good idea for

Academic Policies

students to contact the school they plan to attend in the future to make certain that Griggs credits will be accepted. Credits transferring in to be recorded on GIA transcript will be recorded upon completion of three (3) GIA credits.

TESTING PROCESS

Grades K–8

Tests may come at the end of chapters, units or a specified number of assignments. A parent or responsible adult should proctor the tests. Teachers will grade tests and return them with comments for encouragement or improvement.

High School

In order to maintain the integrity of the examination process and adhere to accreditation standards, an exam supervisor must be selected to proctor exams at the time of enrollment. Failure to follow proctor selection guidelines may result in failure of exam or course. A proctor must be:

- a. A teacher or school administrator, testing center staff, guidance counselor, librarian or pastor not related to or in residence with the student.
- b. Verifiable and approved by GIA Testing Department.

High School testing process is as follows:

- Local students must use GIA Testing Center to proctor exams.
- Students attending a school are encouraged to use school administrator.
- Submit completed Proctor Information Form at time of enrollment.
- When prompted, request exam through Griggs Online—*recommended*, Griggs website griggs.edu, by email at examgriggs@andrews.edu or griggsadvisor@andrews.edu.
- Examination date, time and place arrangements are made between student and proctor.
- GIA sends password information to proctor. The proctor should NEVER give the exam password to the student.
- Proctor completes the Proctor Procedures and Exam Instructions.
- Proctor directly supervises throughout the entire examination with student's computer screen in sight.

K-12 GRADING SYSTEM & REPORTING

Once a student completes a class the final grade is recorded using the grading scale below. All grades are final and will not be changed without teacher permission and Curriculum and Standards Committee action. Grades from retaken courses will not replace the previous course grade on the transcript; however, the highest score will replace the effect on the GPA. Incomplete courses will receive a W grade six (6) months past the deadline.

Grading Scale	Grading Scale by GPA
A = 93–100	A = 4.0
A- = 90–92	A- = 3.67
B+ = 88–89	B+ = 3.33
B = 83–87	B = 3.00
B- = 80–82	B- = 2.67
C+ = 78–79	C+ = 2.33
C = 73–77	C = 2.00
C- = 70–72	C- = 1.67
D+ = 68–69	D+ = 1.33
D = 63–67	D = 1.00
D- = 60–62	D- = 0.67
F = 59 and below	F = 0.00
W = Withdrawn	

K–12 grades can be viewed for each course, both online and paper-based, when logged in to Griggs Online.

Griggs Honor Roll System

Griggs celebrates the achievements of all students. However, the College Preparatory diploma candidates who accomplish the following criteria will receive special recognition upon completion:

GPA 3.50–3.79 = *Burgundy cords*

GPA 3.80–3.99 = *Gold cords*

GPA 4.0 = *Gold cords & Medallion*

GPA 4.0 and attended Griggs Jr. & Sr. years = *Griggs Scholar Certificate, Medallion and Gold cords*

Grade Report/Transcript Requests

Upon completion of a course the student, parents of a minor or a school may request a grade report/transcript. Transcripts can be requested by going to the website griggs.edu and select “Academic” then “Transcript Request.” See miscellaneous fees for high school transcript cost.

K–5 report cards will be issued at course completion and receipt of attendance records. Grades 6–8 report cards can be requested through the K–8 director. High school transcripts can be requested via website at griggs.edu and selecting “Transcript Request.” See Miscellaneous Fees for high school transcript cost.

Student Privacy

Student information and records at Griggs International Academy are protected by a Federal privacy

law known as the Family Educational Rights and Privacy Act (FERPA). Except under limited exceptions specified in FERPA, school officials can only share student education records or discuss information from these records with third parties when “prior written consent” has been established. Parents or others who do not have guardian rights to underage students do not have access to student records without the parent/guardian's signed consent. Students who are 18 or older can maintain their privacy or must sign consent for someone (a parent/guardian) to have access to their records. There is a FERPA Consent to Release Form on the Griggs website (griggs.edu) that must be used if there should be someone other than a parent/guardian who can have access to a student's GIA academic information. Only after this signed form has been received can GIA release specified records or information to the designated individual/s. FERPA consent may be revoked at any time by providing written notice of such revocation to the GIA office. The revocation will apply only to prospective requests for records.



ACADEMIC INTEGRITY POLICY

Griggs works hard to provide its students with the best education possible, and maintains that students should hold themselves to a high level of accountability and self-government. In doing so, students will:

- Take responsibility to protect academic integrity in their own work by avoiding the practice of plagiarism, the use of another's work in place of their own.
- Avoid both dishonest practices and the appearance of dishonesty.
- Make the necessary effort to ensure that others do not use their work.
- Be prepared to offer verification of work and demonstrate abilities in a monitored setting.

Academic Dishonesty

Academic dishonesty comes in many shapes and forms such as, but not limited to, the following:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic activity. Examples of cheating may include, but are not limited to:
 - Sharing answers or collaborating with another student on any academic activity unless specifically authorized by the instructor
 - Possessing unauthorized notes, study sheets or other materials during an examination or other academic activity
 - Obtaining or attempting to obtain an assignment or answer key
 - Submitting substantial portions of the same work for credit in more than one course without the knowledge and approval of all instructors involved
2. **Plagiarism:** Intentionally representing the words or ideas of another as one's own in any academic activity. Examples of plagiarism may include, but are not limited to:
 - Copying from another source without quotation marks and appropriate citation

- Paraphrasing words, ideas or sequence of ideas, from another source without appropriate citation
- Using material from the internet or other online service without proper citation
- Buying or using the whole or any part of a paper from a current or graduated student, research or term paper service, or any other source not representing your own efforts

3. **Fabrication:** Intentional falsification or invention of any information or citation in an academic activity. Examples of fabrication include, but are not limited to:
 - Changing or attempting to change academic records without proper authority
 - Altering documents after signatures have been obtained
 - Forging of signatures on any document
 - Obtaining unauthorized files or accounts

Facilitating academic dishonesty: Intentionally helping or attempting to help another to violate any provision of this policy.

Inaccurate information: Provision of inaccurate information, misleading information or omission of information on a GIA application shall constitute a violation of the Academic Integrity Policy.

Other: Any other instance that undermines or has the potential to undermine academic integrity, such as cyberbullying (see GIA Online Services Agreement).

Process and Consequences: Upon instructor suspicion of academic dishonesty, the instructor shall, within ten (10) days after discovery, hold an informal discussion with the student about the incident, try to reach resolution and, if appropriate, recommend a consequence to the student. This meeting should be promptly documented with an email from the instructor to the student with a copy to the principal. Consequences may include:

- Reduction in or failing assignment grade
- Reduction in course grade

- Academic monitoring or probation
- Academic dismissal from school

Academic Monitoring/Probation Policy

Students may be placed on academic monitoring status based on current or previous academic performance. This may be due to grades, rate of course completion or academic integrity issues. Students who do not make satisfactory progress during an academic monitoring period, may be placed on academic probation at the discretion of the K–12 committee. Academic probation is to include a performance contract appropriate to the circumstances and signed by the student, parent/guardian and a representative of the K–12 Committee.

Academic Grievance Procedures:

1. If a student elects to appeal an instructor's decision on academic matters, they should email their grievance to the instructor.
2. If the grievance is not satisfactorily resolved with the instructor, the student shall email the principal's office and request consideration for his or her case within 10 days of emailing instructor. The principal will present the case to the K-12 Curriculum and Standards Committee.
3. The K–12 Curriculum and Standards Committee shall promptly investigate the facts of the situation and hear formally from the student and the instructor via teleconference, written testimony or physical presence. If the committee agrees with the fact-findings of the teacher, it will affirm the original decision. If the committee disagrees, in whole or in part, with the fact-findings, the committee will collaborate with the instructor and student to find a resolution.
4. Until a final decision has been reached, the student shall remain an active member of the class. In the event the student elects to drop or withdraw from the course, the alleged act of academic dishonesty will be pursued to its conclusion and any final consequence shall be unaffected by dropping or withdrawing from the course.

Ways to avoid academic dishonesty

- Always cite the author and source if the idea did not originate with you
- Do not copy and paste
- When you take the main points from a source (spoken or written), cite the author and source
- Cite the author and source even when paraphrasing
- Use quotation marks when including the exact wording of an article, then cite the author and source
- In fact, the ONLY time you do not cite the author and source is when the idea originated with you! Otherwise, cite the author and source
- Direct citations should be limited
- Learn proper citing guidelines. GIA uses MLA formatting in the coursework. Students may access bibliography generator websites such as the following to help with the formatting:
<https://owl.english.purdue.edu/owl/resource/747/02/>
<http://www.bibme.org/citation-guide/mla/>

And finally, if in doubt, ask. Your teacher is your greatest resource. They can answer questions, provide recommendations for resources and help as you strive to maintain your academic integrity.

Academic Appeal of Final Grade

Parents/legal guardians must submit, in writing, appeals for reconsideration of a final grade to the GIA registrar within four (4) months following the date of completion shown on the grade report/transcript. Teachers are permitted to notify the registrar to change a grade if there was an error in recording or calculation.

ONLINE USE POLICY

In order to create a warm, safe environment for our students to learn appropriate internet usage while keeping in mind the risks, GIA has adopted Digital Media Guidelines. We define Digital Media as any online tools and services that allow any internet user to create and publish content such as Facebook, Snapchat, Instagram, Twitter, Flickr and YouTube, to name a few.

Academic Policies

To ensure understanding of standards of behavior and usage from a Christian worldview, GIA students and parents agree to abide by the following guidelines:

- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information. Post images and thoughts with care. Remember your digital footprint is a permanently accessible record of your digital life.
- Be confidential, protecting private and personal information. To ensure your safety, be careful about the type and amount of personal information you provide. Do not publish, post or release information that is considered confidential or private. Keep in mind that online “conversations” are never private. Use caution if asked to share your birth date, address and cell phone number on any website.
- Never agree to meet face-to-face with someone you meet online without your parent's approval.
- Do not post details (exact time and exact locations) of travel itineraries. Post about the day's activities after the fact and avoid saying what you “will be” doing the next day.
- Character is shown through writing. Sending harassing, obscene and/or other threatening email to another user is prohibited. Be courteous, respectful and considerate of others
- Share and interact in ways that will enhance your reputation, the reputation of others and the reputation of the school, rather than damage them.
- Be a good listener and be responsive to others when conversing online. Provide answers, thank people for their comments, and sign all emails.
- A significant part of the interaction on blogs, Facebook, Instagram, Twitter and other social networks involves passing on interesting content or sharing links to helpful resources; however, never blindly repost a link without first reviewing the content.
- And if you do not get it right, correct any mistake you make immediately, and make it clear what you've done to correct the mistake.

- Apologize for any mistakes if the situation warrants it. If it's a major mistake (e.g., exposing private or confidential information) please let your principal/ teacher and parent know immediately so the school can take proper steps to help minimize possible negative impact.
- Sending unsolicited junk mail, "for profit" messages or chain letters is not permitted.
- Refrain from attempting to harm or destroy the data of another user, including uploading or creating computer viruses.
- Do not allow others access to your course.

Any violation may result in dismissal from an online course and/or other disciplinary actions.

Cyberbullying Policy

Cyberbullying is not tolerated. It includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings which have the effect of:

- Physically, emotionally or mentally harming a student
- Placing a student in reasonable fear of physical, emotional or mental harm
- Placing a student in reasonable fear of damage to or loss of personal property, **or**
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable. Offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

Parent/Guardian Responsibility

- Make certain both you and your student understand and complete the Online Services Agreement found in the Content or Assessments/Quizzes areas of each course. The policy must be reviewed by both parent and student, signed by student before advancing to the Introduction and must be completed for each semester of the course. The Online Services Agreement rules apply to all use of Griggs Online for communication, whether a student is taking an online course or using the student services available.
- Help your student abide by the Online Services Agreement by actively monitoring how they interact with classmates while using Griggs Online.
- Promptly discuss any behavior that violates the Online Services Agreement and Cyberbullying Policies. Set consequences and continue to monitor online activity.
- Report concerns if your child experiences cyberbullying to the GIA principal.



School Calendar and Office Closure Schedule

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Independence Day
Closed: All Day - July 4

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Labor Day
Closed: All Day - Sept. 2

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Thanksgiving Break
Closed: Noon Nov. 27 - Dec. 1
Christmas Break
Closed: Noon Dec. 24 - Jan. 1

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Martin Luther King Jr Day
Closed: All Day Jan. 20
President's Day
Closed: All Day Feb. 17

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Memorial Day
Closed: All Day May 25

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Griggs International Academy is an open enrollment distance education school. Students can enroll at any point of time during the calendar year. Upon enrollment the student has one (1) year in which to complete their coursework. Each 1.0 unit course represents 180+ days of instruction.

= Holiday closures
 = Offices closed
 = School days

GIA FINANCIAL INFORMATION 2019–2020

Students who enroll in GIA’s courses enjoy full educational services with GIA’s qualified educational team. Lessons and exams are graded by certified teachers who interact with students while parents serve as learning coaches in the home learning environment. Academic records are kept with grade reports, transcripts and supporting services.

Required textbooks may be purchased through GIA’s online bookstore at griggs.edu.

TUITION AND FEES

The following tuition rates apply to accredited services for the period July 1, 2019 through June 30, 2020. GIA reserves the right to change tuition rates and policies without notice. Tuition may be refunded per refund policy.

Tuition and fees must be paid in U.S. dollars only. Fees are to be paid in full as services are provided. Enrollment fees are non-refundable and cannot be included in a payment schedule. A full list of fees follows and is available at griggs.edu.

LEVEL	ENROLLMENT FEE
Kindergarten through Grade 5, per enrollment	\$50
Grades 6–8, per enrollment	\$90
Grades 9–12, per enrollment	\$110

LEVEL	TUITION PER SEMESTER
K–5, per subject	\$52
Grades 6–8, per course	\$87
Grades 9–12, per course	\$275

Financial Information

MISCELLANEOUS FEES	AMOUNT
Alternate Exam: <i>Grades 6–8</i> , per chapter exam retake (\$30 per unit)	\$10
Alternate Exam (test retake): <i>Grades 9–12</i> , per exam	\$50
Attestation/authentication fee, per document	\$125
Cancellation/Withdraw/Change: <i>Kindergarten</i> , per course, per semester to \$60 maximum	\$10
Cancellation/Withdraw/Change: <i>Grades 1–5</i> , per course, per semester to \$160 maximum	\$10
Cancellation/Withdraw/Change: <i>Grades 6–8</i> , per course, per semester to \$160 maximum	\$20
Cancellation/Withdraw/Change: <i>Grades 9–12</i> , per course, per semester to \$200 maximum	\$40
Challenge Exam: <i>Grades 9–12</i> , per semester	\$100
Diploma: High School, per copy	\$110
E-book fee for Precalculus	\$50
Expedited delivery of diploma or transcript in USA, per mailing	\$40
Expedited delivery of diploma or transcript outside USA, per mailing	\$70
Extension Fee: <i>K–5</i> , per semester, per course	\$20
Extension Fee: <i>Grades 6–8</i> , per semester, per course	\$30
Extension Fee: <i>Grades 9–12</i> , per semester, per course	\$50
High school transcript fee	\$5
Independent study evaluation fee: per semester, per course	\$50
Late Payment, per month until account is made current	\$20
Online lab fee for Physical & Earth Science	\$20
Paper course fee: <i>Grades 6–8</i> , per semester, per course	\$5
Placement Tests, off-site	\$50
Placement Tests, on-site	\$200
Returned Check, all services suspended until account is made current	\$35
Stanford 10 Achievement Tests, off-year testing	\$25
Stanford 10 Achievement Tests, partner school rate per individual	\$25

PAYMENT METHODS

Tuition may be paid in full at time of enrollment or by installments. Payments on account, as well as any miscellaneous fees, may be paid in cash (paid in person), credit, debit, checks or money orders payable to Andrews University.

Pay by Phone

You may call 269-471-3326 to make payments by credit or debit card. Be ready to give the student number, student name, and indicate you are paying on a Griggs International Academy account.

Mail Checks (Include student name and ID)

Office of Student Financial Services
Andrews University
4150 Administration Drive
Berrien Springs MI 49104-0750, USA

We reserve the right to verify availability of funds for any check received. A fee of \$35 will be charged for any check returned by the bank. All services, including access to the online system, may be suspended until the account is made current or paid off by credit card or money order.

Third-Party Billing

Andrews University is able to bill organizations offering educational subsidies to their employees, in accordance with the policy of the employing organization. Authorization from the organization's financial officer must accompany the registration. Payment in full is due within 30 days from billing. The monthly payment plan is not available to organizations.

If the sponsoring organization requires proof of completion or other evidence of enrollment, it is the student or parent/guardian's responsibility to pay and claim the subsidy once they complete the course.

Payment of a student's account is the sole responsibility of the student or parent/guardian if student is under the age of 18. When an Adventist school has a contract for services with GIA, the school is responsible for their contract.

Refund of Small Balance

Families using USA bank accounts, any credit balance less than \$5 will not be refunded unless specifically requested. Families with non-USA bank accounts, any credit balance will only be refunded through a valid credit card. International students who use Flywire (flywire.com) or pay by credit card will be refunded through the same method. Refunds will be made to the original payee, unless the original payee instructs Student Financial Services otherwise.



PAYMENT PLAN POLICY

Monthly Tuition Payment Plan

Tuition may be paid on a monthly plan. Automated payment plans are **not** available. The monthly payment plan is not available to sponsoring organizations. Fees cannot be included in the monthly payment plan, and are nonrefundable.

Credit Approval

The monthly payment plan is subject to prior credit approval, which may be based on information obtained from a credit reporting agency. Andrews University reserves the right to deny credit on the basis of one's credit history.

Monthly Tuition Payment Plan Agreement

The person responsible for the student's finances must be 18 years of age or older. By completing and signing the agreement on the Course Payment Form, the financier and the student (if older than 18) agree to abide by the stated terms. The amount financed cannot exceed the amount due for tuition. In case of an error or miscalculation, GIA reserves the right to adjust without notice the amount financed, provided the amount in question does not exceed \$100.

Monthly Payments Applied to Multiple Courses

When enrolled in multiple courses, the monthly payment amount is automatically applied proportionately to each course being financed. To complete a course ahead of its payment schedule (number of months chosen for the payment plan), the course must be paid in advance of requesting the final exam, and the account as a whole must be current. If a final exam is needed right away, payment must be made by credit card or money order.

Finance Charge Disclosure

Annual Percentage Rate (APR) is 0%.

Maximum Number of Payments

Up to eight monthly payments of no less than \$25 may be made on any enrollment.

Financial Information

Payment Due Date

If an enrollment is made before the 15th day of the month, the initial tuition payment is due on the first day of the next month. If an enrollment is made on or after the 15th day of the month, initial tuition payment will be due on the first day of the second month following the enrollment month. Thereafter, all payments are due on the first of each month. Exams, grades, report cards and transcripts are held if payment is not received by the 10th of the month. If payment is not received by the due date, the account becomes past due, and exams will not be issued.

Delinquent/Written Off Accounts

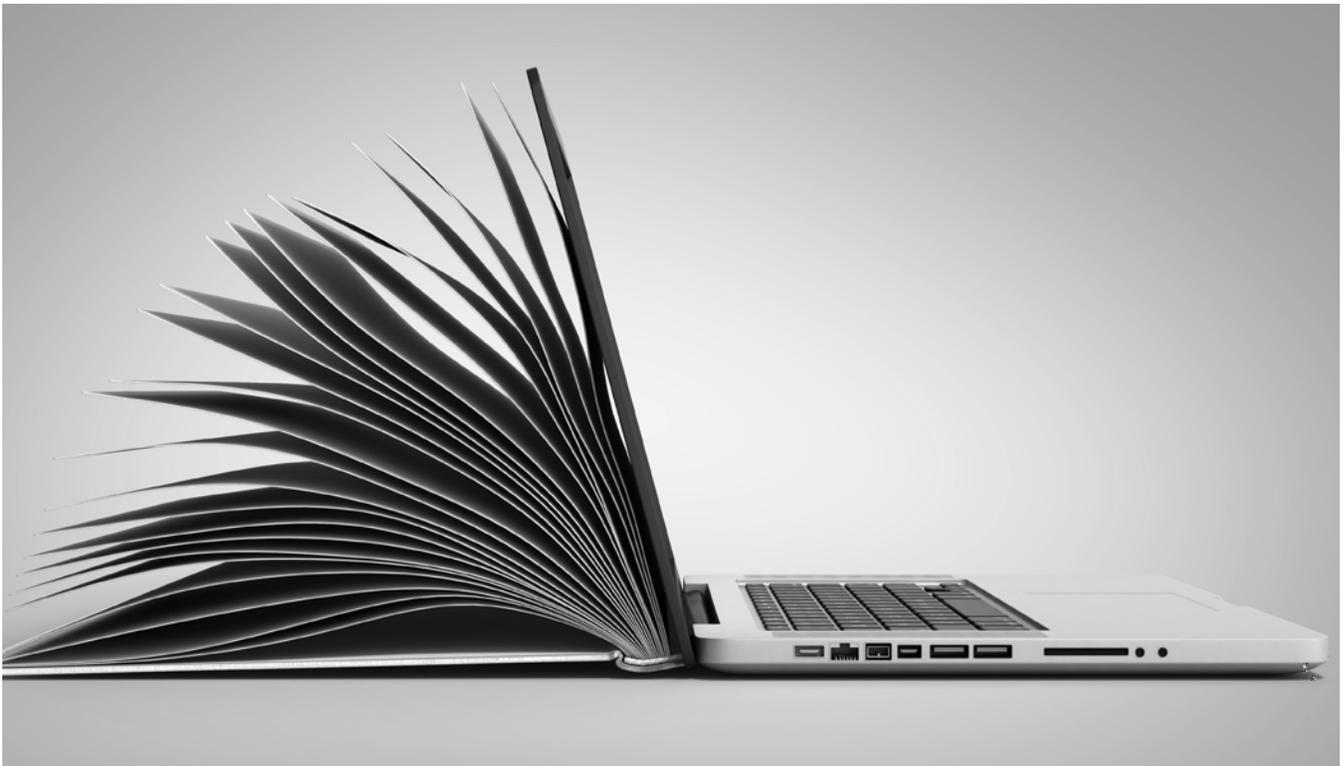
Accounts that are 30 days or more past due will be considered delinquent. When an account is delinquent, all services, including access to Griggs Online, will be suspended until the account is made current or paid off. GIA or its assignee may, without notice (unless such notice is required by law), require immediate payment in full of the remaining balance. A late payment fee of \$20 per month will be charged until the account is made current, paid

off or written off for nonpayment. Accounts brought current may take up to two (2) business days to gain course access.

Delinquent accounts will be written off 45 days prior to deadline if no payment has been received. Accounts that have been written off must be paid in full before accessing current enrollment or processing new enrollments. GIA may report delinquent accounts to a credit bureau. All costs of collection will be added to delinquent accounts.

Services Suspended

Items held for accounts in which services have been suspended, whether because of finances or academics, will not be processed until the hold has been removed. This includes period tests, submissions, exam requests, exams, grade reports, transcripts, etc. After the last day for withdrawal, the course will be closed and a grade of W given.





TUITION REFUND POLICY

The tuition refund policy for GIA is summarized as follows:

- A full tuition refund will be granted up to 21 days after enrollment date
- Refunds will be made to original payee, unless the original payee instructs GIA otherwise, in writing
- Day 22 through the end of 7 months: students are eligible for refunds upon request
- Refund is granted based on whichever is higher: months enrolled or percentage of coursework completed. After the withdrawal fee is deducted, a refund of tuition will be made according to the following schedule:

MONTHS ENROLLED	COMPLETED COURSEWORK	PERCENTAGE REFUNDED
Day 22—2nd month	0–10%	75%
Day 22—2nd month	11–25%	50%
Day 22—2nd month	26–50%	25%
Day 22—2nd month	51% and up	None
Months 3–5	0–10%	50%
Months 3–5	11–25%	50%
Months 3–5	26–50%	25%
Months 3–5	51% and up	None
Months 6–7	0–10%	25%
Months 6–7	11–25%	25%
Months 6–7	26–50%	25%
Months 6–7	51% and up	None

No refunds after 7 months and/or 51% of coursework is completed

CANCELLATION, WITHDRAWAL AND COURSE CHANGES

Cancellation occurs when a student terminates a course of study before beginning it. A full tuition refund is given for cancellations within 21 calendar days of the enrollment approval date. Cancellation fees apply after 21 days. Enrollment and miscellaneous fees are non-refundable.

Withdrawal occurs when a student terminates or drops a course of study after GIA begins providing educational services. A withdrawal fee will be charged if withdrawing after 21 days of enrollment.

Changes involving withdrawing from one course and enrolling in another can be requested for courses where less than 20% of the work has been completed. Changes may be requested within two months of the date of enrollment. Change fees apply.

CANCELLATION/WITHDRAW/CHANGE FEES	AMOUNT
Kindergarten, per course, per semester to \$60 maximum	\$10
Grades 1–5, per course, per semester to \$160 maximum	\$10
Grades 6–8, per course, per semester to \$160 maximum	\$20
Grades 9–12, per course, per semester to \$200 maximum	\$40

Cancellation/Withdrawal/Change Procedures

- Email enrollgia@andrews.edu with any enrollment changes. Include the specific course number and name, student number and full name, and any instructions on returning a refund (if any).
- Email fingia@andrews.edu if withdrawing or cancelling courses without adding others. Student Financial Services will email confirmation of your withdrawal and the amount of any refund due.

Security Interest on Refunds

GIA holds a security interest in any refund that may be due from GIA if there is an outstanding account. Any monies sent to GIA will first be applied to past due amounts.

Griggs International Academy

High School Handbook

PROGRAM ADVISOR

HIGH SCHOOL



Lamar Nangle

Phone: 301-680-6585

Email: griggsadvisor@andrews.edu

Mr. Nangle, vice principal, director of NAD Services and APASS, has an MS in psychology. He has worked at Griggs since 2002, giving him a broad and rich background that helps him advise and guide students with unique challenges.

“I really enjoy forming friendships with the students and seeing their successes.”

High School Requirements

DIPLOMA ELIGIBILITY

Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two types of diplomas in which to attain preparation for these life goals.

College Prep diploma. Provides the opportunity for students to broaden their educational foundation through the study of a Modern Language—a requirement for most four-year degree colleges—and increase academic rigor in math and science courses in preparation for college-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 units of credit in specific areas of study. At least 6.0 credits must be completed with GIA, three (3) classes of which must be within the senior year. Griggs uses the Carnegie Unit which is equal to 45–50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

Standard diploma. Provides comprehensive curricular foundation for students seeking to prepare for higher education and achieve career goals requiring at least 21.0 units of credit in specific areas of study. At least 5.0 credits must be completed with GIA, two (2) classes of which must be within the senior year.

Each diploma is in alignment with the Adventist Accreditation Association and Middle States Accreditation standards as well as approved by the Maryland Board of Education as a non-public high school. GIA will prepare a personalized plan of study that lists the units (courses) necessary to complete a College Prep or Standard diploma. A fee (\$110) is charged for each diploma issued.

College Preparatory Diploma

Requirements: 25 units

- 4 units of English (must include one unit of American Literature)
- 4 units of math (must include Algebra I, Geometry, Algebra II or higher level math course; if Pre-Algebra is completed, an additional math credit is required).
- 4 units of science (must include Biology and one higher level science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of history and social sciences (must include U.S. History and U.S. Government)
- 1 unit Computer Literacy
- 1 unit of fine arts
- 2 units of modern languages (same language)
- 4 units of religion (1 unit of religion required for each 5 units taken with GIA, or may be petitioned)
- ½ unit of elective
- Minimum 20 hours per year of community service
- ACT/SAT test scores (required)

Standard High School Diploma

Requirements: 21 units

- 4 units of English (must include one unit of American Literature)
- 3 units of math (must include Algebra I; if Pre-Algebra is completed, an additional math credit is required)
- 3 units of science (must include Biology)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of history and social sciences (must include U.S. History and U.S. Government)
- 1 unit Computer Literacy
- 1 unit of fine arts
- 4 units of religion (1 unit of religion required for each 5 units taken with GIA, may be petitioned)
- ½ unit of elective
- Minimum 20 hours per year of community service
- ACT/SAT test scores (recommended)

Recommended High School Course Schedule

The charts on the next page represent a recommended pattern of study for the high school diploma program. The order in which these courses are studied will vary from student to student. High school graduation requirements are listed to the left (see Diploma Eligibility). If taking GIA religion courses conflicts with your personal convictions, please discuss with the GIA advisor.

GIA diploma-seeking students may earn up to a full credit for an approved program by submitting a portfolio for evaluation. Fees apply. Contact Griggs for more information.

Transferring of GIA Credits

Students may enroll with GIA at any time. GIA will not be responsible for non-acceptance of credit by any other institution. Students are responsible for obtaining proper authorization prior to enrolling in GIA courses.

College courses are available to pre-approved, qualifying high school students.

High School Diploma Program

College Preparatory Diploma

Minimum of 25 Carnegie Units*

Grade 9	UNITS
Bible I	1
English I.....	1
Algebra I.....	1
Computer Literacy	1
Science	1
Physical Education (any year)	1/2
Elective	1/2
Community Service ¹	0
Grade 10	
Bible II	1
English II	1
World History/Geography	1
Geometry ³	1
Biology	1
Health	1/2
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0
Grade 11	
Bible III	1
American Literature.....	1
U.S. History.....	1
Algebra II ³	1
Chemistry/Physics/A&P.....	1
Modern Language.....	1
Community Service ¹	0
Grade 12	
Bible IV	1
British Literature	1
U.S. Government.....	1/2
History & Social Science course.....	1/2
Math course	1
Science course	1
Modern language	1
Fine Arts (any year)	1
Community Service ¹	0
SAT/ACT test scores	0

Standard Diploma

Minimum of 21 Carnegie Units*

Grade 9	UNITS
Bible I	1
English I.....	1
Algebra I.....	1
Computer Literacy	1
Science	1
Physical Education (any year)	1/2
Community Service ¹	0
Grade 10	
Bible II	1
English II	1
World History/Geography	1
Algebra I/Geometry ³	1
Biology	1
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0
Grade 11	
Bible III.....	1
American Literature.....	1
U.S. History.....	1
Algebra II/Geometry ³ /Math course	1
Science course	1
Health.....	1/2
Community Service ¹	0
Grade 12	
Bible IV	1
British Literature	1
U.S. Government.....	1/2
History & Social Science course.....	1/2
Fine Arts	1
Elective	1/2
Community Service ¹	0

Electives for Both Diplomas

Business and Technology (Applied Art) UNITS

Entrepreneurship.....	1/2
Keyboarding ²	1/2

Fine Arts

Art in World Cultures	1/2
Culinary Arts	1/2
Digital Photography I.....	1/2
Fashion and Interior Design	1/2
Music Appreciation.....	1/2

Health and Physical Education

Physical Fitness (Independent Study).....	1/2
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History and Social Sciences

Criminology	1/2
Geography	1
Holocaust History	1/2
World History.....	1

Mathematics

Consumer Math.....	1
Integrated Math	1
PreCalculus	1

Modern Languages

Spanish I.....	1
Spanish II	1

Sciences

Anatomy and Physiology (A&P)	1
Earth Science	1
Forensic Science I.	1/2
Forensic Science II.....	1/2
Physical Science	1

¹ A minimum of 20 hours of community service each year with Griggs.

² University/Dual credit—approval of qualifications and educational site by GIA High School advisor prior to enrollment.

³ Algebra I or its equivalent must be completed before Geometry or Algebra II may be taken.

* Carnegie Unit = five 45–50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

High School Course Descriptions

All courses are available online through your computer or mobile app. Chromebooks are not supported by Griggs Online. Please refer to the enrollment packet online at griggs.edu/enrollment to choose the courses that are right for you.

Business and Technology (Applied Art)

1 Unit—Standard and College Prep
(must include 1 unit Computer Literacy)

Computer Literacy (1 Unit—required)**

1048

Virtually every aspect of daily life requires some level of computer usage. You will research important issues such as developing your own code of ethics and apply them to real-world problems, computer security, cyberbullying and appropriate computer usage. Computer Literacy combines problem-solving skills while encouraging creativity and attention to detail throughout the course via assignments and projects using Microsoft Office Suite programs. You will gain experience in creating charts, letters, presentations and spreadsheets that rely on research and mastery of computer skills. Upon successful completion of Computer Literacy students will be equipped to handle the requirements of computer usage in higher education.

Computer software requirements (software is not available through GIA). Most recent versions of the following:

- Student needs access to a computer with high-speed Internet access
- Adobe Flash Player 10.1 or newer (free download)
- Microsoft Office 2016 or Office 365. If software is needed, contact GIA for **free** subscription. Office Online is not supported by this class.
- Adobe Acrobat Reader (free download)
- Cannot use Chromebook for this course

Note for MAC users: *Students using a MAC computer should notify the instructor immediately upon enrollment.*

Dropbox/Printer: Projects are submitted via the Griggs Online Dropbox, therefore a printer is not necessary for completion of the course.

Entrepreneurship (½ Unit)**

1095

Do you dream of owning your own business? This course can give you a head start in learning about what you will need to own and operate a successful business of your own. You will explore creating a business plan, financing a business, and pricing products and services. You will also learn more about the regulations that apply to businesses, marketing products and services, and the legal and ethical guidelines that govern businesses.

Keyboarding (½ Unit)

1101

Note: For students without previous keyboarding experience; upon GIA advisor approval. Credit applies as elective credit only.

This is a skill-building course that emphasizes proper keyboarding technique. You will work toward goals that develop speed and accuracy. This is a pass/fail course based on a competency exam at the end of the course.

English

4 Units—Standard and College Prep
(must include 1 unit American Literature)

Note: Please consult with the high school advisor to decide which sequence of English courses will best meet your needs.

English I (1 Unit)**

682—textbooks required

This course provides an opportunity for you to examine many different authors, observing how they construct stories, essays and speeches to achieve varied goals. You will be equipped with tools for understanding the writing process and given opportunity to grow as an author. Vocabulary will be emphasized since words are the tools of writers and any good writer needs a diverse tool box. You will learn to craft sentences and paragraphs into well-planned essays as well as illustrate the basic components of narrative and persuasive essays. Overall this course will help you become a better thinker, reader, writer and speaker.

English II (1 Unit)

683—textbooks required

Prerequisite: English I or equivalent.

You will review the principles of writing effectively and reading with understanding. A study of the elements of literature and literary forms such as the short story, essay, play and poem are discussed. You will also develop language skills by studying grammar topics, conducting literary analysis, and writing short compositions.

American Literature (1 Unit—required)

572—textbooks required

Prerequisites: English I and English II

This study covers the birth of the North American continent up through the present. You will be introduced to early North American cultures—Native American myths and legends, and the writings of early English and Spanish explorers. You will study the settlement along the East Coast by reading several narratives of the Puritans' experiences including the 20th-century play, "The Crucible." As the nation takes shape, you will explore various speeches and writings of various authors and poets including the Fireside poets, who celebrated American themes. The works of Emerson and Thoreau and the innovative poetry of Walt Whitman and Emily Dickinson will complete your course of study.

British Literature (1 Unit)

686—textbooks required

Prerequisites: English I and English II

In this course you will encounter many of the heroes of British Literature, from Beowulf, the hero of the ancient Anglo-Saxons, to William Shakespeare's King Henry V, one of England's most beloved kings. You will learn about dreaded diseases and murdered martyrs. You will travel through the Renaissance and Enlightenment, meet William Wordsworth, an ancient mariner, and the Lilliputians. You will watch Britain's success through the Victorian Age and its anguish through World War I—all through the voice of literature.

Fine Arts

1 Unit—Standard and College Prep

Art in World Cultures (½ Unit)**

1087

Who is the greatest artist of all time? Is it Leonardo da Vinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Culinary Arts (½ Unit)**

1094

Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions. In this course, you will learn all about food including food culture, food history, food safety and current food trends. You will also learn about the food service industry and try your hand at preparing some culinary delights. Through hands-on activities and in-depth study of the culinary arts field, this course will help you hone your cooking skills and give you the opportunity to explore careers in this exciting industry.

Fashion and Interior Design (½ Unit)**

1086

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you will explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you will develop the essential communication skills that build success in any business. By the end of the course, you will be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

High School Course Descriptions

Fine Arts Independent Study (½ Unit)

1085

Note: *Must have prior approval by GIA academic advisor before enrollment*

Participating in Fine Arts is a skill or talent that helps you become a well-rounded, great student. If you are a motivated, self-directed student, who wants to hone your music or art abilities under the direction of a qualified local teacher, then this course is for you. You will set and achieve a personal goal during a semester through practice, performance, and event attendance. Completion of this course requires dedicated practice and self-reporting in a timely manner.

Music Appreciation (½ Unit)**

1093

Music is part of everyday lives and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide you with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. You will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

Photography I (½ Unit)**

1089

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment that you saw with your eyes? This Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting and composition. You will be introduced to the history of photography and basic camera functions. You will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up and action photographs.

Health and Physical Education

*1½ Units—Standard and College Prep
(must include 1 Unit Physical Education and
½ Unit Health)*

Health (½ Unit)

987—*textbooks required*

CREATION Health is a lifestyle philosophy developed by AdventHealth to promote healthy, balanced, spiritually-fulfilled living that encourages individuals to reach their personal goals and positively influence others to do the same. CREATION Health is an acronym with eight principles: Choice, Rest, Environment, Activity, Trust, Interpersonal relationships, Outlook and Nutrition. By encouraging and empowering positive actions in these areas, the CREATION Health initiative can help participants achieve a life that is vibrant and satisfying.

Physical Education (½ Unit)

1044

This course is designed to provide you with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. In this course you will participate in pre- and post-fitness assessments in which you will measure and analyze your own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility and body composition. Since all areas of health are connected and affect our overall well-being, other areas of health, such as nutrition, stress management, and mental health, are also covered. This course requires 18 weeks of work but can be condensed to no fewer than 16 weeks.

Physical Fitness-Independent Study (½ Unit)

1032

Prerequisite: Physical Education

This course is designed for full-time homeschool students who are committed to regular physical activity as part of a healthy lifestyle. If you already participate in extracurricular sports (e.g. swimming), or choose to do regular aerobic activity (e.g. biking, jogging) this course offers academic credit for that activity. The course requires 18 weeks of work but can be condensed to no fewer than 16 weeks.

You will participate in planning, executing and reporting weekly workouts, and learn about healthy lifestyle topics along the way. This is self-directed, but does require weekly check-ins, and you will show an improvement between a pre-test and post-test assessment.

History and Social Sciences

*3 Units—Standard and College Prep
(must include 1 Unit U.S. History and
½ Unit U.S. Government)*

Criminology (½ Unit)**

1091

In today's world, crime and deviant behavior rank at or near the top of many people's concerns. In this course, you will study the field of criminology—the study of crime. You will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes while others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

Geography (1 Unit)

106—*textbooks required*

When Noah and his family left the ark, they had a whole new world in front of them; what else would they do but explore this enchanting land. You will learn that this is where the pursuit to explore, map and understand Earth began. As you begin this journey of studying our captivating world, you will learn how different each part of the world can be, from the bitter cold of Antarctica to the blistering heat of Death Valley in North America. You will not only learn about the diverse physical features of Latin America, North America, Europe, Russia, Africa, Asia, Australia, Antarctica and Oceania, but also their distinct and different cultures. Geology, the interesting study of our planet's physical makeup, will be discovered in this class as well.

Holocaust History (½ Unit)**

1092

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, you will study the history of anti-Semitism, the rise of the Nazi party, and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history and civics. Through this in-depth, semester-long study of the Holocaust, you will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and will get glimpses of kindness and humanity in the worst of times.

U.S. Government (½ Unit—required)**

1099

The American system of government cannot and will not exist unless its citizens are able to understand and put to practice basic democratic principles such as separation of powers, majority rule with minority rights, individual liberty, and individual and community responsibility. These are the principles that make the foundation upon which the United States of America rests. This course covers the origins and foundations of the U.S. Government, the Legislative, Executive, and Judicial branches, rights and freedoms, political parties, the electoral process, state and local governments, and how its citizens participate in its process.

U.S. History (1 Unit—required)**

1028

How did the United States become one of the world's most powerful nations? You will learn that it all started from a handful of colonies who endured many hardships such as the freezing cold winters of New England. In this U.S. history course you will study which people and events were key to the foundation of today's U.S. society. Who wrote the Declaration of Independence? Was it one or many authors? Why is the Battle of Gettysburg considered the most significant battle in the Civil War? Who memorized the details for a water-powered machine that

High School Course Descriptions

helped cause the Industrial Revolution? Throughout this intriguing course you will delve into the topics from early American exploration all the way to the present events that are currently shaping U.S. history.

World History (1 Unit)**

1022

Most people go about life without worrying about what happened in the past. Why worry about something that isn't in the present? No matter where in the world you live, your life has been shaped by issues, inventions, figures and ideas that have happened in the past. As you look deeper into World History, you will learn about the ancient world and how the major religions developed. You will walk through the Renaissance and Reformation and see how new ideas and culture were brought to this world. You will look at what issues caused the World Wars to begin and how new inventions changed warfare. Exploration of what has happened in the past can explain how that has shaped our lives and how we live today.

Mathematics

3 Units—Standard

4 Units—College Prep

(must include 1 unit Algebra)

Note: Students need to consult with the high school advisor before deciding which sequence of Mathematics courses best meets their needs.

Pre-Algebra available only upon recommendation of high school advisor. Course description available upon request.

Consumer Math (Advanced Algebra with Financial Applications) (1 Unit)**

1023

Money. Have you ever heard that money is the root of all evil? It can be if we are careless and don't know how to handle it. This class will teach you how to be good stewards of your money and let it become a blessing and not a curse. You will learn how to make informed decisions about budgeting, spending and investing. "We don't get to keep all the money we earn?" Surprise! You will learn

about taxes and the importance of filing and keeping track of how much is spent and on what. You will take a look at various ways to buy things, how to take out loans, and the processes of buying and renting houses and cars.

Algebra I (1 Unit—required)**

989—textbooks required

In this course you will learn the basics of algebra. You will begin with how variables are used in forming algebraic expressions and how expressions are used in forming equations and inequalities. After reviewing the properties of real numbers and the operations that can be performed on them, you will focus on writing, solving and graphing linear equations in one and two variables. You will then extend these skills to solving and graphing linear inequalities. You will explore exponents and their functions, work with polynomials and their equations and solving quadratic equations. The course concludes with solving and graphing square root equations. Upon successful completion, you should have a solid foundation and preparation to tackle higher level math courses.

Geometry (1 Unit)**

1013

Prerequisite: Algebra I

Did you know that Geometry comes from the desire to measure the earth? Geo- means earth and -metry means measurement. Geometry is the study of how things are measured and the properties of objects with regards to these measurements. In this class, vocabulary is very important. There will be theorems and proofs that will need to be learned and memorized. You will learn about planes, not the kind that fly in the sky, but flat, two-dimensional surfaces. You will also take what you learned in Kindergarten about triangles and circles and investigate further. You will also learn how to measure solid figures using the theorems.

Algebra II (1 Unit)**

1020

Prerequisite: Algebra I

Remember all the techniques and concepts learned and used in Algebra I? Now you will get to use them in this class. After a brief basic review, you will dive into the study of quadratic polynomials and formulas, then look

at their functions and uses. We will once again look at polynomial equations but take it a step further to higher-degree. The geometry of lines and conic sections will also be studied in this class. Instead of just one or two variable quadratics, you will learn how to solve three variable quadratics, as well as vectors and the polar coordinate system. Finally, you will learn how logarithmic, exponential and trigonometric functions are applied to real world situations.

Integrated Math (1 Unit)**

1024

This foundational course provides the basic knowledge needed for all future high school math courses. The material covered in this course is important, and everyone can do it. You will have a good time solving the real-world problems algebra can help answer. Course activities make the numbers, graphs and equations more real. The content in this course is tied to real-world applications like sports, travel, business and health. This course is designed to give you the skills and strategies to solve all kinds of mathematical problems. You will also acquire the confidence needed to handle everything high school math has in store for you. Assessments are designed to ensure that your understanding goes beyond rote memorization of steps and procedures. Upon successful course completion, you will have a strong foundation for higher level math courses.

PreCalculus (1 Unit)**

1025—*eBook fee: \$50*

Prerequisite: Algebra II and Geometry

You, a mathematic analyst, investigate how advanced mathematics concepts are used to solve problems encountered in operating national parks. As you venture from algebra to trigonometry, you analyze and articulate the real-world application of these concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry and trigonometry.

Modern Languages

2 Units—*College Prep*

Spanish I (1 Unit)**

1081

¡Bienvenidos! Welcome! Take a virtual tour and explore the cultures of Spain, Cuba, Colombia, and Argentina as you learn how to greet people, introduce yourself and speak about your home, family, school, and community. As you learn basic vocabulary and grammar skills, you will expand your knowledge and learn to speak about more complex topics such as shopping, weather, sports, entertainment, and leisure activities. You will even learn how to order your own food at a restaurant—that alone would make it worth it! The course introduces new words and phrases with pictures, audio clips, and examples. There are many opportunities to practice through interactive activities in the form of games, written practice, and listening and speaking exercises. “¡Aprende español con nosotros!”

Spanish II (1 Unit)**

1082

Prerequisite: Spanish I

“¡Vamos a ir de vacaciones!” Travel virtually through Central America and the Caribbean, spending time in museums, traffic jams, and even the hospital! Meet people from many different countries and cultures. While waiting for the plane ride home, you will also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen Spanish listening, speaking, reading, and writing skills. You will experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world! “¡Aprende español con nosotros!”

High School Course Descriptions

Religion

4 units—Standard and College Prep

Bible I Encounter (1 Unit)

1073

Have you ever wondered what God is like, or if He even exists? Many people, even ones who are raised Christian ask these big questions at some point in their lives. As you take this course you will explore these big questions that are foundational to encountering God and building a relationship with Him. You will also meet God in the flesh through His Son Jesus, who God sent to save humanity. You will cover the first months of Jesus' life as well as His last week. It may not sound like a lot of time, but these short weeks make up most of what the Bible tells us about Jesus in the Gospels. Last you will be looking at some of God's greatest gifts to you. You will study the most precious gift anyone has ever received—the gift of grace! Grace allows us to fully experience another one of God's gifts—the gift of identity. Finally, you will look at God's first gifts to us, creation and the Sabbath. If you have ever felt like Sabbath is a burden rather than a gift for us to enjoy this course will change the way you see the Sabbath and Jesus who is the Lord of the Sabbath.

Bible II (1 Unit)

108— eBook provided/textbook available

So how did the church get here anyway? It definitely didn't just appear out of nowhere. You might think that it began with the disciples and the early Christian church. You will learn that they were a part of the formation of the church today but God's church actually started all the way back in the Old Testament. God gave Moses specific instructions on how the first sanctuary should be, based off of the heavenly sanctuary. As you journey through the Old Testament to the early Christian believers to modern times, you will see God's plan and purpose carried out by many prophets, people and nations. Through expeditions across the desert to wars, from shipwrecks to persecution, God's church has remained. You will learn about God's remnant church and how you are involved in keeping the faith going.

Bible III (1 Unit)

1045—eBook provided/textbook available

1st Semester: Daniel & Revelation and Beliefs

- What is the Great Controversy? In this course you will gain an understanding of how God offers His perspective of the past, provides hope and forgiveness for today, and gives insight and assurance for things yet to come. Also, you will learn about the beliefs of the Seventh-day Adventist Church and how each belief leads to a deeper, personal relationship with Jesus, how to experience victory in Jesus and finally how He plans to rescue His faithful friends in the end!

2nd Semester: Romans and Friendships

- What do I have to do to be saved? Through a study of the book of Romans you will learn how the Gospel is available to all who will believe and Jesus' desire to change your life forever. You will see how He has solved the sin issue once and for all, and wants to cover you with His righteousness if you will but surrender your heart to Him. You will also learn that by allowing Jesus in your heart and spending time with Him you can experience true friendships on earth. Not only will you learn the mechanics behind friendships, the test of true love, and self-worth in a relationship, but how through Jesus it is truly possible to love our neighbors as we love ourselves.

Bible IV (1 Unit)

1046—eBook provided/textbook available

1st Semester: Hebrews and Marriage & Family

- Is the sanctuary really relevant to us in the 21st Century? This course explores the meaning and comparison of the Old Testament sanctuary services to what Jesus is doing for us, today, in the heavenly sanctuary. You will learn of His great sacrifice and love for you and His desire to be with you. Many times in the Bible Jesus' relationship with His people is likened to a marriage. Also in this course, you will learn God's design for love and how to support each other in the marriage and family realm. You will gain practical advice on how to manage your finances, to teach your children to love and serve Jesus, and to love others as yourself.

2nd Semester: Worldviews & Religion and Life
Philosophy & Moral Issues

- What is the foundation for your morals and philosophy of life? In this course you will tackle the foundational issues of morality, examining why we do the things we do and for what purpose. Knowing what and why you believe the way you do provides a foundation on which to build your worldview. Major religions are discussed to bring about empathy and respect for another's point of view while solidifying your own belief system. This course also provides an understanding of cults and alternative religions and the Christian's response to them.

Sciences

3 units—*Standard (must include 1 unit Biology)*

4 units—*College Prep (must include 1 unit Biology;
1 unit higher-level science)*

Anatomy and Physiology (1 Unit)**

1026

Prerequisite: Biology

Explore the organization of the human body and how it works. Acquire knowledge necessary to understand what the body is doing and how you can help the body cope with many different situations. Body systems will be studied in order to understand how their structure, location and function allow for interaction with other parts of the body.

Biology (1 Unit—required)

178—*textbooks required*

Life is beautiful! Learn to see the amazing world that God created for us to enjoy in new and different ways. Study the interwovenness and order of the biological world from the tiniest cell to the largest of ecosystems as they shout the evidences of an intelligent Designer. In this virtual lab-based course you will study firsthand the creative genius of God's design in different organisms and the environments in which they live. If the study of plants, animals and the human physiology are your thing, or you just want to fulfill the mandatory life science credit, you will want to take this class.

Chemistry (1 Unit)**

1027

What happens when you mix vinegar and baking soda? Why does water boil when it gets hot? Who discovered the first atom? At its very core this course explains how chemistry makes life possible. No matter where you work, play or sleep, chemistry is always there it's just labeled in many different ways. This virtual lab-based course will explore cool topics such as electrons in atoms, chemical reactions, electrochemistry, thermochemistry and nuclear chemistry—to name just a few. But most importantly, it portrays the intricate details that God has created to make our world special and at the same time hopefully enhance your interest in the many forms of chemistry as it affects everything you do!

Earth Science (1 Unit)

1054

Online lab fee \$20

Asteroids, granite rock, fossils, rain, the sun and the Grand Canyon... what do all of these have in common? These are just some of the everyday evidences of a Creator God that you will study in this class. You will explore the biblical origin of the earth and learn to interpret the evidences and information that surround the debate of creation vs. evolution. This virtual lab-based course also provides evidences and understanding of God in the areas of astronomy, meteorology, geology, oceanography, and environmental science as well. Although you may not agree with everything you read in the textbook, it will allow you to discuss what others believe and hopefully bring you into a better understanding of the One who created it all!

Forensic Science I (½ Unit)**

1083—*not supported internationally*

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the

High School Course Descriptions

criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, you will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Forensic Science II (½ Unit)**

1084

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. You will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy and spectroscopy will be examined.

Physical Science (1 Unit)

1053

Online lab fee \$20

Have you ever been intrigued by lightning and want to know what it really is and what causes it? Or maybe

you are fascinated with the speed of light? Physical Science helps you to understand the physical environment in which you live and apply scientific principles to these everyday observations you encounter. It will also expand your knowledge in areas such as different forms of energy, interactions of force and motion, the fundamental structure and properties of matter, things that lay and wait for investigation in the amazing creation God has provided for us!

Physics (1 Unit)**

1014

If you find gazing at the stars like Galileo or dodging apples falling from a tree like Newton interesting, this is the class for you! In each module of Physics, you will discover the contributions of scientific geniuses like Galileo, Newton and Einstein. Through their work, you will learn the concepts, theories and laws that govern the interaction of matter, energy and forces. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Using laboratory activities, simulations, images and interactive elements, you will follow in the footsteps of some of the world's greatest thinkers.

****UNIVERSITY OF CALIFORNIA A–G LIST APPROVED COURSES**

Advanced Algebra w/ Financial Applications	Culinary Arts	Music Appreciation
Algebra I	English I	Photography I
Algebra II	Entrepreneurship	Physics
Anatomy and Physiology	Fashion and Interior Design	PreCalculus
Art in World Cultures	Forensic Science I	Spanish I
Chemistry	Forensic Science II	Spanish II
Computer Literacy	Geometry	U.S. Government
Criminology	Holocaust History	U.S. History
	Integrated Math	World History

University Credit/ Advanced Placement Credit

University credit for high school students (formerly Dual Credit) is an initiative developed by Andrews University to provide an amazing opportunity for students enrolled in Grades 10, 11 or 12 to earn Andrews University credit during their high school experience. Students who meet admission criteria can enrich their education with Andrews University courses.

Griggs encourages enrollment of qualified students, so go online and find the latest information about courses available during high school on the Andrews website: andrews.edu/services/precollege/ and then talk with the GIA academic advisor to figure out which class will be the right one for your plan of study. Courses must be approved by the GIA academic advisor BEFORE enrollment.

You're eligible to take Andrews classes if you meet the following criteria:

- You are enrolled in grade 10, 11, 12 or equivalent education levels.
- You have a minimum cumulative GPA of 3.00 from an accredited high school. If a transcript from an accredited high school cannot be submitted, Andrews requires standardized test scores.
- If your first language isn't English, you must provide evidence of English proficiency.
- Andrews requires signed approval from a parent and high school registrar.

There are a few financial requirements:

- \$135 per credit tuition rate, you must register for and start the course(s) **before** you graduate from high school.
- You can take a maximum of two courses per semester. You must meet any prerequisites.
- If you decide to attend college full-time at Andrews, you can request that up to 30 of your undergraduate credits taken as a high school guest student apply toward your proposed degree. You must have earned at least a C in each course for said course to be accepted for degree credit. See Andrews website for details—andrews.edu/services/precollege/.

Student's responsibilities:

- GIA students must receive clearance from the GIA academic advisor and registrar BEFORE enrollment.
- As a guest student taking Andrews University classes, you are held to the same academic policies, procedures and deadlines as University students.
- Commit eight (8) hours per week to college level learning.

Courses Available for 2019–2020 School Year:

Fall Semester: August 26–December 12, 2019

- ANTH 200 950 Cultural Anthropology [3 credits]
- BIOL 208 905 Environmental Science [4 credits]
- ENGL 115 950 College Writing I [3 credits, Grade 12 students only]
- HIST 117 950 Civilizations & Ideas I [3 credits]
- MATH 168 950 Precalculus* [4 credits]
- MATH 191 950 Calculus [4 credits]
- PSYC 101 950 Introduction to Psychology [3 credits]
- RELT 225 950 Doctrines of the Adventist Faith [3 credits]

Spring Semester: January 6–April 30, 2020

- ENGL 115 950 College Writing I [3 credits, in Grade 12 only]
- ENGL 215 950 College Writing II [3 credits, in Grade 12 only]
- FDNT 230 950 Nutrition [3 credits]
- MLSC 100 Medical Terminology [1 credit]
- HIST 118 950 Civilizations and Ideas II [3 credits]
- MATH 191 950 Calculus [4 credits, sample syllabus]
- PSYC 101 950 Introduction to Psychology [3 credits]

**Submit recent qualifying ACT or SAT math scores or take the Math Placement Exam at least one month before class starts to meet the prerequisite skill level for MATH 168 and MATH 191. Email sde-exams@andrews.edu to request the MPE Form. Course continues through both semesters with required weekly meetings.*

High School Course Descriptions

Weighted GPA vs. Unweighted

University credit and AP courses are weighted differently than traditional courses. See the following chart:

Grade	(Regular)	(University Credit/AP course)
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0

*Students must attain a grade of C or higher

*GIA transcripts will record weighted and unweighted GPAs

Credit Recovery Courses

Credit recovery is a way for students to get back on the educational track after failure of a course without restructuring the school schedule or loss of time waiting for the next school year. Students take a condensed version of the course which covers general subject area requirements within a 12-week period of time. All courses are online only.

Courses offered:

Algebra I—953
American Government—932
Biology—929
Consumer Math—927
Earth Science—933
English I—928

Course Length: Courses must be completed within a 12-week period.

Cost and Payment:

No enrollment fee
\$30 Technology fee
\$200 Single semester only (½ Unit)
\$250 Full year (1 Unit)
Payment in full can be made by check, money order or credit card.

Procedure:

1. Download/print the enrollment form
2. Fill out enrollment form
3. Get required signatures on the form
4. Send enrollment form and payment to:

Griggs International Academy
8903 U.S. Hwy 31
Berrien Springs MI 49104

Or call 269-471-6529 to make payment and email enrollment form to: enrollgia@andrews.edu

5. Order book(s) from online bookstore
6. Receive email with password
7. ***READ THE DIRECTIONS in the course content***
8. Begin doing the coursework
9. Complete the course within 12 weeks
10. Move on toward your educational goals

Enrollment Form: Use one enrollment form for all courses in which the student is enrolling. Signatures must be obtained before the enrollment form can be processed. These signatures verify the student's failure of selected courses.

Textbooks: Textbooks can be purchased online through the Griggs online bookstore on the Griggs website at griggs.edu or books can be acquired online. If purchased online, be sure to match the ISBN.

Recordkeeping: Each school has a different policy regarding the recording of a grade for a recovery course, so please refer to your school's policy. Griggs will assign a percentage grade.

Deadline Extension: Students should complete the recovery course within the allotted 12-week time period. However, extensions requested BEFORE the deadline will be granted a one (1) week extension. Deadline extensions made AFTER the deadline will only be accepted if requested by a school official and upon receipt of the \$50 deadline extension fee.

GIA HIGH SCHOOL TEACHERS

GIA administration is careful to hire qualified teachers for each course. Every course has a homepage with information about the teacher, contact information, announcements and helpful links. Teacher and student connection is important and will take a little bit of extra effort since you are not sitting in the same classroom. Navigating through the Griggs Online platform will become natural after the first few days and utilizing the email system makes it convenient for students and teachers to keep in regular contact. Just like in a physical school, each teacher has been given guidelines for communicating with students. Make sure to read all the notes and directions for each course. Teachers will leave feedback within the assignments and through email.

Make sure you read and respond to emails when a teacher needs you to provide information. These emails usually relate to helping you earn a better grade.

Hint: Several teachers utilize videoconferencing using Zoom or Skype. Download these free videoconferencing options on your computer or as an app on your tablet/phone. Reach out to teachers and always respond promptly to their messages.

GRIGGS ONLINE (LEARNING MANAGEMENT SYSTEM)

Once enrollment is complete, an email with login information will automatically be sent. It is important to learn as much as possible about how to use Griggs Online. There are several tutorial links and even videos to assist students. At first it will feel like “the first day of school,” but that will soon change, and doing assignments will become second nature. Do not skip reading the directions, the content and all other assigned reading. Some courses have physical textbooks and some courses have the textbook information embedded, so expect slight adjustments from course to course. Courses are constantly reviewed and revised for improvements. Keep a notebook (paper or digital) to take notes, create schedules, and keep track of information for each course.

Hint: Do not submit an assignment until every question is complete.

FEEDBACK FROM TEACHERS

Once an assignment is submitted, it will instantly show up for the teacher to see. The teacher has approximately 48 business hours to grade the assignment and give feedback on your work. This feedback is very important to successfully completing the course. Learn the following process:

- **Step 1:** Go to the homepage for the course
- **Step 2:** On the navigation bar click the dropdown arrow for “Assessment”
- **Step 3:** Click “Quizzes” from the dropdown list
- **Step 4:** From the list of assignments click the dropdown arrow on the one you want to review
- **Step 5:** Of the two available options, click on “Submissions”
- **Step 6:** Click on “attempt 1”
- **Step 7:** Read the teacher comment at the top of the assignment and then scroll down to see additional comments and answers on individual questions

Hint: Some questions are auto-graded, so the teacher will review those questions along with the long answers. The teacher can override the automated grading if the student has given an answer that is correct. You can tell when that occurs by checking the point value of the answer, even if your answer has a red X by it.

DISCUSSION-BASED ASSESSMENT (DBA)

Discussion-Based Assessments are an important part of being a successful online student. This is when students connect “live” with the teacher of the course. Usually, these videoconferencing sessions take about 10–15 minutes total. It is important to read the information for each course in the Content area. Teachers will use Zoom or Skype to connect and you will need to know a meeting code. In most cases, there is some preparation work that should be done before the DBA. Find directions in the Content of the course to see what needs to be done. This is considered an assignment and contributes to the final grade. DBAs could vary from course to course, so reading the directions is key.

Here are a few guidelines to keep in mind to help the DBA go smoothly:

- Download Zoom (or Skype) ahead of time
- Make sure the camera and mic are working
- Be familiar with content for this meeting
- Complete questions or project ahead of time
- Be sure to sit in a well-lit, quiet room
- Use Ethernet to get maximum connection
- Connect with a computer (not phone) if possible
- Be on time (keep teacher informed if you need to cancel)

DBAs will add a classroom teacher/student connection to your online learning. Use this as a time to build a relationship with teachers that want to coach and mentor your success.

EXAMS/TESTING

Most exams require the presence of a proctor. Academic standards are an important part of education, so we strictly enforce the policies for taking an exam. In order to maintain the integrity of the examination process and adhere to accreditation standards, an exam supervisor must be selected to proctor exams at the time of enrollment. Failure to follow proctor selection guidelines may result in failure of exam or course. A proctor must be:

1. Teacher or school administrator, testing center staff, guidance counselor, librarian or pastor not related to, or in residence with, the student
2. Verifiable and approved by GIA testing department

The testing process is as follows:

- **Step 1:** Complete Proctor Information & Request at time of enrollment.
- **Step 2:** Complete and submit all coursework and DBAs leading up to the exam.
- **Step 3:** If on a monthly payment plan, ensure your student is not completing ahead of schedule.

- **Step 4:** Request exam from Griggs Online either through selecting the link in the course Content or from your course homepage by clicking the dropdown menu "Requests" on the navigation bar. Please allow 3–4 business days prior to testing day for processing.
- **Step 5:** Examination date, time and location arrangements are made between student and proctor.
- **Step 6:** GIA sends login and password information to proctor. Exam is then released for a three-week window of time.
- **Step 7:** The proctor should NEVER give the exam password to the student.

Hint: Once the coursework leading up to the exam has been submitted, you can request your exam. Please request at least a week prior to your testing date to ensure availability.

MATH TUTORING

GIA teachers realize that math courses are often the most difficult for some students to do independently. Use the link from the side column on Griggs Online to request math tutoring. Fees for this service may apply. The tutor will set up an appointment that will last approximately 15–20 minutes.

Choosing distance education gives students flexibility along with a certain amount of self motivation. Students are expected to study independently by reading the assignments, researching information online, watching related media presentations linked to the course, and doing assignments (homework) on their own. All GIA courses are facilitated by certified teachers who are willing to answer questions. The first step is to email the teacher and find out if your questions require a Zoom meeting or just a few emails going back and forth.

Hint: If you come across something that you cannot figure out, do not just skip it and go on. Those are lost points that are nearly impossible to compensate for later.

TEXTBOOKS

Some courses require buying textbooks which are not included in the course tuition. The online bookstore will help you know the exact edition of the book required for the course. Find the link to the bookstore at griggs.edu.

Hint: The online bookstore has a section called "THE MARKET PLACE." This is where you can find used textbooks for reduced prices, so shop around. Make sure to check the ISBN to match it to the required textbook for your class.

PARENT/GUARDIAN INVOLVEMENT

Parents are encouraged to get involved in the Griggs experience and contact GIA if there is a concern or if anything is not clear. It is important for students, parents/guardians, teachers and GIA administration to work as a team to get the best possible educational outcome. Parents/guardians are often the best tutors for students, so we encourage them to get involved and remain aware of how things are going with their own student.

Hint: Parents can use the student login to regularly check on student progress.



Staff/Faculty Directory

Lori Abbott, MA

Consumer Math—CR

Mickey Abbott, MS

American Government—CR

Geography

Holocaust History

Dana Audain, MA

G7 English

G8 English

Martha Ban, MEd

G6–8 Basic Keyboarding

Keyboarding

Wendy Baldwin, MEd

K-5 Head Teacher

G6-8 Science/Health

Carla Belyea, MA

Pre-Calculus

Karlee Braun, MA

Physical Education

*Physical Fitness—
Independent Study*

Cindy Cancel, MA

G6-8 Bible

Jennifer Clough, MA

Physical Science

Jennifer Currier, BA

Music Appreciation

Deborah Daniel, BA

World History

Denise DeWitt, BA

G7 English

Deborah Digel, MFA

Art & World Cultures

La Ronda Curtis Forsey, MS

Bible I Encounter

English I—CR

Clifton Gadsden, MA

U.S. History

Stephanie Goddard, MA

Fashion & Interior Design

Vanessa Hairston, BA

G6 Social Studies

G6-8 Art, Music, PE

G6-8 Vocabulary Enrichment

Kathy Iwasa, MEd

Bible II

Computer Literacy

Entrepreneurship

Fine Arts—Independent Study

Jennifer Jakobsons

American Literature

British Literature

English 1

English 2

Ben Kreiter, MEd

Bible III

Bible IV

Kate Lewis, EdS

Biology

Gabriela Melgar, BA

Spanish I

Spanish II

Algebra I—CR

Lamar Nangle, MS

Criminology

Photography I

U.S. Government

Harley Peterson, MA

Chemistry

Consumer Math

Geometry

Integrated Math

Physics

Susan Singer, MPH

Anatomy & Physiology

Amanda Umlauf, MAT

Algebra I

Algebra II

G6–8 Mathematics

Alyssa Valenzuela, MA

G6 Reading

G6 Writing

G7 Social Studies

G7 Spanish

G8 History

G8 Spanish

Deirdre Wilkens, MA

Biology—CR

Culinary Arts

Earth Science

Earth Science—CR

Forensic Science I & II

Health

Student/Teacher Ratio: 20:1

Staff/Faculty Directory



Alayne Thorpe
GIA President
Dean, College of Education
& International Services
alayne@andrews.edu
269-471-6581



La Ronda Curtis Forsey
GIA Principal
Associate Dean, College of Education
& International Services
laronda@andrews.edu
269-471-6548



Juan Alvarez
Student Accounts Manager
fingia@andrews.edu
269-471-3754



Carolina Gomez-Jones
Assistant Dean,
College of Education &
International Services
gomezjones@andrews.edu
269-471-6586



Wendy Baldwin
Director, K-8
griggsk-8@andrews.edu
269-471-6549



Kathy Iwasa
Associate Principal/Registrar
iwesak@andrews.edu
269-471-6559



Millie DeAngel
Enrollment Counselor
enrollgia@andrews.edu
269-471-6529



Ethan Jones
Director of Compliance
ethanj@andrews.edu
269-471-6515
269-471-6549



Steven Fox
Testing Coordinator
foxs@andrews.edu
269-471-6566



Ben Kreiter
Bible Curriculum Design Specialist
kreiter@andrews.edu
269-471-6588

Staff/Faculty Directory



Gabriela Melgar
Director of Student Services
griggsk12services@andrews.edu
269-471-6497



Rebecca Tedeschi
Educational Technologist, D2L
d2lgriggs@andrews.edu
269-471-6619



Lamar Nangle
*Director of NAD Services/HS
Academic Advisor, Maryland Office*
griggsadvisor@andrews.edu
269-471-6638



Rose Warner
Office Manager
griggs@andrews.edu
269-471-6570



Sumeeta Raj
Marketing Manager, Maryland Office
sraj@andrews.edu
301-680-5176



Deirdré Wilkens
*Curriculum Specialist/
Course Manager*
wilkens@andrews.edu
269-471-6637



Katrina Wright-Rayhill
Financial Services Manager
kjlwright@andrews.edu
269-471-6519



Stephen Rivers
Affiliate Director
riverss@andrews.edu
269-471-6582

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& International Services
Andrews University
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Jonathan Sumner

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Donavan Ross

Vice President of Education
Columbia Union Conference of SDA

INVITEES:

Ethan Jones

Compliance Officer, College of
Education & International Services
Andrews University

Katrina Wright-Rayhill

Financial Services Manager, College of
Education & International Services
Andrews University

Carolina Gomez-Jones

Associate Dean, College of Education
& International Services
Andrews University

Kathy Iwasa

Associate Principal
Griggs International Academy

At the beginning of the 20th century, an educator by the name of Frederick Griggs envisioned making Christian education available to people around the world. His vision took shape in 1909 with the establishment of The Fireside Correspondence School. Within two years, The Fireside Correspondence School offered 11 secondary and nine college courses. By 1916 its students represented nearly every state and province in the U.S. and Canada, as well as 10 other countries. The Fireside Correspondence School was later renamed Home Study Institute (HSI); the name was subsequently changed to Home Study International.

In 1990, the HSI Board of Directors assigned names to its three academic divisions; thus, Home Study Elementary School, Home Study High School, and Griggs University became part of HSI's terminology. In 1991, Griggs University began offering college degrees.

In recent years, the homeschool movement has exploded, but the term "homeschool" has taken on special meaning for school districts and families who design their own school programs. Pressure from students, parents and other institutional partners drove the HSI Board of Directors to re-examine the school's name in order to better reflect the mission and operation of HSI. In 2005, the Board voted to change the name of the organization to Griggs University (GU) and Griggs International Academy (GIA).

Since 1909, more than 200,000 people have studied with Griggs. Griggs plays a unique and vital role in the educational development of students of all ages in all parts of the world. People from all walks of life have discovered that distance education helps develop self-reliance, independent thinking and responsibility. From its humble beginnings in a one-room office, Griggs has grown into a worldwide school that maintains high scholastic standards and utilizes the services of qualified professionals in all aspects of its operation. Yet Griggs combines the convenience of a portable education with the personal touch provided by faculty and advisors who care about students.

In 2009, Griggs celebrated its 100th birthday. Our administration, faculty and staff remain committed to the vision of Frederick Griggs, who believed that every student has the right to a Christian education. All of us

at Griggs recognize that we share with parents a sacred responsibility to help students develop the skills, knowledge and judgment necessary to build a community better than the one they inherited.

During the summer of 2010, a committee was established to study the feasibility of Andrews University owning and operating Griggs International Academy. This committee recommended that the University assume ownership of the Academy.

In November 2010, the Andrews University board voted to accept ownership of both Griggs University and Griggs International Academy, thus enabling the institution to remain intact and then relocate Griggs to Berrien Springs, Michigan, on the campus of the University. In order to administer its new acquisitions, Andrews University established a School of Distance Education under the direction of a dean.

The move to Andrews University has resulted in more than a simple relocation for the Academy. It has meant a complete restructuring of the organization and rebuilding of staff. During this transition, the institution's commitment to the basic intent of its mission statement has remained firm. We have restructured in such a way as to provide the staff resources necessary to improve curriculum, faculty effectiveness and student support. We are in the process of developing a new institutional infrastructure that will support our vision and better utilize technology to serve students, parents and faculty.

Griggs International Academy also shares with Andrews University a student body that is not limited to one place. Griggs is literally an international academy. Griggs International Academy continues to provide Christian education to a diverse student body located in most of the countries of the world. We have new groups of students in Asia and Africa.

With one man's vision and God's blessings, Griggs International Academy continues to meet the educational needs of students and families around the world.



Griggs International Academy

Michigan Office:

8903 U.S. Highway 31
Berrien Springs MI 49104-1950

Maryland Office:

12501 Old Columbia Pike
Silver Spring MD 20904

Phone: 800-782-4769

Email: enrollgia@andrews.edu

Web: griggs.edu

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Michigan Office:

8903 U.S. Highway 31
Berrien Springs MI 49104-1950

Phone: 800-782-4769

Email: enrollgia@andrews.edu

Web: griggs.edu

