

November 5, 2021

Dear Hiring Committee,

My name is Sam Gibbs and I am a 17-year Administrator in the states of Ohio and Utah. I am reaching out to apply for the position of Superintendent of Lake Wales Charter School District. I have spent the last six years in a similar position in a K-9 Charter in Southern Utah. I have experience working as an administrator at all levels grades pre-K to 16. I am a strong leader and a great communicator. I believe my diverse, highly successful background would make me a perfect fit for the position.

I bring a unique and diverse skill set which enables me to serve with excellence in virtually all areas of administrative work. In my 17 years of as an administrator, I have served as an assistant High School Principal at Oak Hills High School, Principal of Oakdale and Smith Elementary Schools (Pre-K to 6th), and Executive Director of Vista K-9 School. I have had experience with every age group, background and level of student. As Executive Director, I served as Principal, HR Director, Head of Finance and Director of Curriculum. I also serve briefly as the Director of Secondary and Special Education in Oak Hills. In each location I have served, I have created growth, breadth and understanding for children, parents, staff, and the community at large.

I am highly gifted at identifying and bringing together effective teams that build success. While at Vista, my hand-picked leadership team has been awarded: Treasurer of the Year Utah, Counselor of Year Utah, School Board of the Year Utah, Innovative Program of the Year Utah, Vex Robotics National Program of the Year, and I myself, was Utah Administrator of the Year in 2017. In addition, Vista School was identified as Best School in Southern Utah 2019, 2020, and 2021. Both Smith Elementary in Oakwood School District and Oakdale Elementary in Oak Hills School District were Ohio Top 100 Elementary Schools under my leadership. I work well with small and large faculties and communities and have served in semi-urban, suburban and rural areas. I have successfully helped schools of high poverty and high wealth improve equally.

I have a history of successfully unifying communities. I recently completed a 38-million-dollar construction bond from start to finish. We are about to finish construction on our new building-a 100,000 square foot, state of the art facility. I helped both Vista and Oak Hills High School obtain their national accreditations, Vista most recently with a score of 352. (National Average Score 282.3) I have done substantial work in curriculum development and alignment, innovative instructional practices and large group professional development. I have also worked extensively in strategic plan development. I am a highly qualified candidate and ask for your consideration. Please contact me at 435-879-9256 or gibbssamuel6@gmail.com to schedule an interview.



Sam Gibbs

Samuel J. Gibbs

Objective

A 17- year veteran administrator seeking to obtain a position which allows him to directly impact students, families and the school community in meaningful, long-lasting ways.

Profile

- **2017 Utah Administrator of the Year**
- Oversaw the construction of a 100,000 square foot building
- Conducted a 38-million-dollar bond campaign from start to completion
- Best School in Southern Utah Award 2019, 2020, 2021
- Vex Robotics Utah Program of the Year, 2019, 2020
- 26 years of experience in teaching, leading, supervising and evaluating
- Served as Special Education Director, Secondary Curriculum Director, Principal, Assistant Principal, HR Director and Teacher
- Worked at the building and district levels in high performing suburban, urban and rural school districts
- Provided humanitarian service for two years in Argentina
- Speaks fluent Spanish

Professional Experience

**2015 to Present—
Superintendent**

Vista School

- Enrollment 1100 students, grades K to 9—Increase by 25% in 6 years
- Supervised 105 staff, ensuring hiring, training, evaluating, managing benefits, and all other Human Resources Responsibilities
- Improved Reading and Science scores on state test by more than 10%
- Increased credit rating to Investment grade BBB-
- Collaborated with community, staff, school board in receiving National Accreditation score of 356.
- Served as Mentor for new principals in the Southern Utah Region
- Oversaw curriculum development, data meetings, curriculum alignment, and implementation of core curriculum standards.
- Implemented Strategic Plan and CORE Values Initiatives
- Ensured the effective delivery of in person, hybrid and virtual learning during Covid-19 closures.
- Oversaw 9 million dollar budget annually

2009 to 2015

Oakdale/Smith Elementary

Cincinnati/Dayton

Principal

- Ensure effective delivery of high quality, research-based instruction for grades pre-K to 6
- Coordinate and monitor services for 50 Special Education students
- Collect and analyze data to drive the decisions of building wide instructional practices
- Recruit, train and evaluate high quality teachers and support personnel
- Collaborate with families and community to further school-home connections
- Oversee daily operations including building utilization, facilities management, budget, transportation, discipline and student safety

2007— 2009

Oak Hills Local Schools

Cincinnati, OH

Director of Secondary Curriculum & Instruction/ Special Education Director

- Supervised and coordinated Gifted and Advanced Placement programs
- Developed and implemented a variety of professional development for 150 participants
- Facilitated new high school coursework in music, art, social studies, and science
- Executed a program of horizontal and vertical curriculum mapping for each department
- Initiated systemic improvements to district Special Education practices to meet AYP
- Directed the creation of Dual Enrollment opportunities for 200 high school students
- Established College and Career Readiness Pathways for 3000 high school students
- Designed programs which significantly improved district performance on national metrics such as ACT and SAT. National Testing Service Award winner 2010
- Oversaw implementation of IDEA for all students grades 6 to 12. Six Thousand Students
- Served as LEA representative for development of IEPs and student service programs
- Managed budgets for all Title and IDEA funds. Six million annually

2005— 2007

Oak Hills High School

Cincinnati, OH

House Principal

- Updated multiple courses in a variety of subjects through increased rigor
- Supported the management of registration, attendance, testing, graduation, and intervention programs
- Coordinated all non-athletic student activities, clubs, and organizations, including budgets, advisor selection, compensation, travel, and building usage
- Supervised 750 students in their daily activities
- Helped develop a school-wide plan for alternate placement programs, in-school suspension, truancy, suspension and expulsion
- Recruited, trained and evaluated high-quality teachers and support staff

Licensure:

Ohio	2020/25 Superintendent/Principal	OH1369380
Ohio	2020/25 Young Adult Social Studies	Grades 7 to 12

October 23, 2021

RE: Letter of Recommendation for Sam Gibbs

Sam is an extremely qualified Executive Director, Leader, Mentor and Education Professional.

I have known Sam since July of 2015. At the time, I was the Board Chair at Vista School of Performing Arts and Technology in Ivins, Utah and the Board hired Sam to be the Executive Director supervising 900 students in grades k-8. Sam oversaw the expansion into 9th grade and the facilitated the financing of the facility expansion to grow the school to 1,200 students and add a state of the art theater. More importantly, Sam was instrumental in improving academic outcomes and expanding the arts and technology offerings while fostering an environment where the students could thrive.

As the Executive Director, Sam was the only employee of the Board of Directors and had direct responsibility for the administrative team and all faculty and staff at the school. He, with the support of his admin team, was responsible for staffing, curriculum, budgets and finance, compliance and reporting, public relations, technology, and program development.

Sam is thorough, trustworthy, capable, and is willing to learn and take guidance. I was impressed with his ability and willingness to grow in the role as the school's needs changed.

I am pleased to recommend Sam and would be willing answer any questions.

Sincerely,



R. Neil Walter, CFA
CEO
Brokers Holdings, NAI Excel, ERA Brokers Consolidated, Brokers Technology



585 East Center Street
Ivins, Utah 84738
435.673.4110
Fax 435.673.9638

July 5, 2021

To Whom It May Concern:

For the past six years Sam Gibbs has served as the Director at Vista School. He came at a time when the school desperately needed a leader with vision, enthusiasm, and determination. When hiring a director, it's difficult to know exactly what you are going to get once this person arrives to stand at the helm and direct the ship. When a school is loved as much as Vista is loved, a big leap of faith is required when a new director is needed. Vista Administrators and School Board members took that leap of faith with Sam Gibbs and it was the best decision they've made as a school.

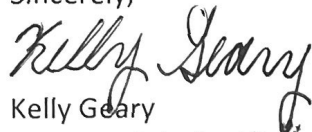
Having worked at Vista School since it opened 12 years ago, I've had the pleasure of watching the vision of this school come to fruition. I worked as a teacher the first seven years and I've been the assistant principal for the past five years. Prior to Mr. Gibbs joining the Vista team, we had a good school. Our teachers and programs made Vista a school families were proud to have their children attend. When Mr. Gibbs was hired, he was the final piece to Vista School's successful puzzle. He brought with him direction and leadership with a vision for our future that turned us into a great school. We are now in the process of building our expansion, which is a 15 million dollar project. This expansion was needed because Mr. Gibbs has helped create a school which is sought after in our community. Even when Vista opens its doors to the new portion of the building, it will still not be able to accommodate all the students who wish to attend. In large part, this is due to Mr. Gibbs and his constant efforts to help Vista get better academically, artistically, and technologically. Our course offerings rival the high school offerings in our area though we are a K-9 school. Most of our students who leave after ninth grade are performing at such a high level they can't find a place to attend that will continue to grow the talents they gained at Vista. Mr. Gibbs has supported each of the areas of Vista's charter with equal vigor, so all areas have grown tremendously. Teachers feel free to create and explore within their area of expertise which has led to incredible opportunities for students in math, science, robotics, coding, dance, choir and more. The support from Mr. Gibbs has directly impacted these outcomes.

Mr. Gibbs sees his employees as individuals and because of this he is able to mentor and guide each person in exactly the ways they need. As a teacher, Mr. Gibbs came to me and asked if I

had ever thought about becoming an administrator. I hadn't even considered this at that time. He went on to list all the qualities I possessed that would make me a great administrator. Without his encouragement, his mentoring and his belief in my abilities, I would have missed the opportunity to grow as an educator and find true professional fulfillment. Stephen Covey said it best when he stated, "Leadership is communicating a person's worth and potential so clearly that they are inspired to see it in themselves." This is what Mr. Gibbs did for me and this is what he does for all who are privileged to work for him. He helps his employees become who they were meant to be as educators. No one could ask for more from a leader.

It is my pleasure to provide my highest recommendation for Mr. Gibbs. I would choose him to stand at the helm of any school and I would gladly work for him. Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Geary". The signature is written in dark ink and is positioned above the printed name and title.

Kelly Geary

Assistant Principal/Learning Coach

July 2, 2021

To Whom It May Concern:

It is my privilege to write this letter of recommendation for Samuel Gibbs. I have worked under the leadership of Mr. Gibbs for the past six years. My career as an educator has spanned over two decades and I can say unequivocally that Mr. Gibbs is the most outstanding principal I have ever had the opportunity to work with. He is an exceptional leader and over his past six years at Vista School he has elevated our school to new levels. Under his leadership, our programs have grown tremendously in our three focus areas of academics, technology and performing arts.

School climate and high morale amongst staff and students are of utmost importance to Mr. Gibbs. He always operates on the premise of doing what's best for students. He feels we have a responsibility to develop more than good students, we need to also develop good citizens. In addition to teaching our students, he feels our purpose is to help them become happy, successful, contributing members of society. He coined the term "The Vista Way" to describe the ways that we teach students to behave and interact as we strive to develop the whole child throughout their years at Vista School.

Mr. Gibbs has had an incredibly positive impact on Vista's educational environment and students over the past six years. Every student at Vista School feels that Mr. Gibbs knows them. Mr. Gibbs greets each student at the front doors as they come into school each morning, and you can see the smiles on their faces as they give him a high five or fist bump. This is such a positive way for each student to start their day, being welcomed into the building by their principal. At the first bell, as classes are settling in, Mr. Gibbs then pops into every classroom door and gives a wave and says hello to each teacher and their class. This is a reassuring gesture to our teachers who appreciate their principal welcoming them each morning and checking in to make sure all is well. It gets every school day off to a great start.

Mr. Gibbs has also had tremendous positive impact on our school in regards to student enrollment and parent satisfaction. Before Mr. Gibbs was our principal and director, Vista School had never experienced full enrollment. The past six years Vista has had full enrollment each year, along with a healthy waiting list. Mr. Gibbs personally gives tours to many families who come to investigate Vista as an educational option for their children. Prospective students' families who meet him are impressed with the educational leadership that is in place and look forward to having their students be a part of it. Mr. Gibbs stays in close communication with our current students' families by sending out a message weekly to keep families abreast of things going on in their student's school, and to keep families involved in their child's education. He also engages with parents throughout the year at parent/teacher conferences, by holding Q & A's, and at new parent orientation meetings. His door is always open to parents who would like to meet with him.

Mr. Gibbs is held in high regard amongst our staff. Staff members feel that Mr. Gibbs is genuinely interested in their wellbeing. He has an open door policy and employees are encouraged to come talk with him anytime. Each employee feels his care and concern for them, not just as employees but as individuals. He is always willing and available to offer support.

Not only are relationships with staff one of his strengths, Mr. Gibbs has also brought about positive change for our school by developing relationships with surrounding schools and the local school district. Mr. Gibbs has visited many area schools, meeting with their principals and learning about their schools. He invites local district leaders to our school for meetings and events. As a result, Vista School has a very positive working relationship with surrounding schools, even allowing us to work together on projects. It's exciting to see the collaboration that is now taking place due to his leadership in this area.

Mr. Gibbs is a creative and innovative leader who is always thinking of new ways to improve our programs and benefit our school community. Mr. Gibbs has organized a foundation for our school that uses financial donations to bring about positive changes in the school community. Among other things, Vista's Foundation awards college scholarships to former Vista students as well as provides teacher excellence awards each year.

Mr. Gibbs is always striving to improve Vista's education programs and student achievement by working individually with teachers and in group meetings. He attends teachers' team meetings, department meetings and MTSS meetings to review data, discuss student needs and organize plans of action. He has implemented a comprehensive professional development plan that includes both training and coaching and has greatly increased our teachers' level of student engagement in the classroom. Under his leadership our school has seen academic gains like we had never seen before as Mr. Gibbs has ensured that we have highly qualified and trained teachers in every position. Mr. Gibbs watches our school data and uses that information to determine where interventions are needed.

Mr. Gibbs has taken Vista School to new heights through his strategic planning process. The strategy Mr. Gibbs uses to ensure the effective implementation of the goals and objectives of the school is a multi-layer approach that involves all the stakeholders. Mr. Gibbs holds visioning meetings with his administrative team, faculty and staff. As school goals are developed and refined Mr. Gibbs holds community meetings in which the public are invited to give input. Professionals with background in the target area being discussed are invited to attend. He then breaks the goals and objectives into target areas and puts them in the hands of committees that consist of administrators, teachers, parents and board members to implement and monitor particular goals. These strategic planning committees have been very effective at overseeing the implementation of the goals and objectives of the school under Mr. Gibbs' supervision and leadership. His strategy creates buy in as everyone feels a part of the process from visioning to implementation of school goals and objectives.

There is an energy that exists in Mr. Gibbs's school. He treats all staff members as an important part of the team and we all share his passion for our school's mission. He takes the responsibility we have to educate our students very seriously and because of him we understand and share a deep commitment to the importance of the work we do at Vista School. He inspires us and is an example to all of us who work for him. He is a man of great character who truly exemplifies the principles of great leadership. It is an honor and a privilege to work under his leadership.

Sincerely,

Marie Ehlers

School Counselor

STATE OF OHIO DEPARTMENT OF EDUCATION

5 Year Professional Superintendent License

SAMUEL JUSTIN GIBBS

THIS LICENSE AWARDED TO

OH1368380

11/17/2020

07/01/2020 to 06/30/2025

EDUCATOR STATE ID

ISSUE DATE

EFFECTIVE DATES

The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified.
The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential.



Superintendent of Public Instruction


This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.

Credential # 21931232

Employers may verify this credential by going to Educator Profile on education.ohio.gov and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.

Official Statement of Status of Eligibility

SAMUEL GIBBS
2082 THOMAS TRAIL
SANTA CLARA, UT 84765

Florida DOE Number: 1455043
Applicant ID Number: ###-##-
Processing Date: 10/26/2021
Expiration Date: 10/26/2024

DO NOT DESTROY. PLEASE RETAIN UNTIL ALL REQUIREMENTS ARE COMPLETE

This Official Statement of Status of Eligibility outlines requirements for issuance of a Florida Educator's Certificate. Florida school district personnel will advise you of any additional requirements for employment in the school district and including compliance with applicable federal laws and regulations.

For Florida educator certification purposes, college degrees and credits must be earned at institutions that are either accredited by an agency recognized by the U.S. Department of Education or approved by the Florida Department of Education. College level credits recommended by the American Council on Education (ACE) are also acceptable.

YOU ARE ELIGIBLE FOR A FLORIDA EDUCATOR'S CERTIFICATE AS SHOWN BELOW.

Temporary Certificate: For issuance of a three-year non-renewable Temporary Certificate covering Educational Leadership (All Levels), the following requirements must be completed, and official documentation must be submitted to the Bureau of Educator Certification:

- verification of employment and request for issuance of certificate on the appropriate certification form from a Florida public, state supported, or non-public school which has an approved Professional Education Competence Program
- results of your fingerprint processing from the Florida Department of Law Enforcement and the FBI. Your employer will assist you in completing the fingerprint process. If your application or fingerprint report reflects a criminal offense or suspension/revocation record, your file will be referred to Professional Practices Services for further review. Issuance of your certificate will be contingent upon the results of this review.

Professional Certificate: For issuance of a Professional Educator's Certificate valid for five years covering Educational Leadership (All Levels), the above requirements for a Temporary Certificate must be completed, and a CG-10 Application Form, appropriate non-refundable application fee, and official documentation of the following requirements must be submitted to the Bureau of Educator Certification:

Subject area mastery content requirements for Educational Leadership (All Levels) as documented by the following:

- passing score on all 4 parts of the Florida state approved examination earned no more than ten (10) years prior to the date of application

Additional Comments:

• Please be advised that your out-of-state teaching certificate is not acceptable for certification requirements because the subject listed on your certificate is not comparable to any subject area in Florida. It has been used to satisfy some of the requirements for the Professional Educator Certificate.

This evaluation outlines one educator preparation route and pathway to certification. For other options, please select 'Alternative & Traditional Certification' from our home page (<http://www.fldoe.org/teaching/certification>).



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If none of these symbols appear, reject the document.

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- This official transcript has the university seal as well as the signature of the Registrar and therefore contains special security features.
- Watermarks on the front and back are viewable when held at a 45 degree angle.
- Parchment official document seal will appear when rubbed with a coin.

Other notes:

- The Key to the Transcript is the last page of this document.
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- If you require further information regarding the authenticity of this transcript, you may email or call the Registrar's Office at Brigham Young University at records@byu.edu or 801-422-2631.

Brigham Young University

Provo, Utah 84602

October 14, 2021

Page 1

STUDENT INFORMATION

NAME : Gibbs, Samuel J
BYU ID :
SSN :
BIRTHDATE : May 17

DEGREES AWARDED - BRIGHAM YOUNG UNIVERSITY

DEGREE : BS

DATE RECEIVED : Apr 1998

MAJOR : Teaching Social Science

AWARDS AND CERTIFICATES

TCHNG MAJOR : Teaching Social Science

BYU COURSE WORK

TEACH CRS AREA NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
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Fall Semester 1991

MATH 110	023		College Algebra	3.00	W
MUSIC 260R	012		Trombone	2.00	A
MUSIC 323R	001		Marching Band	1.00	A
MUSIC 333R	001		Jazz Ensemble	1.00	A
MUSIC 341R	002		Brass Chamber Musc	1.00	UW
PSYCH 111	003		General Psychology	3.00	B+
REL A 121	026		Intro to the Book of Mormon	2.00	A
RUSS 101	001		1st Yr Russ Part 1	5.00	B
SEM HR ERN	14.00	HR GRD	15.00 GPA 3.28		

Fall Semester 1994

BIOL 100	001		Principles of Biology	3.00	B+
DANCE 181	001		Chnry Wstn Soc Dnc	0.50	A
HLTH 129	013		HLth&Lifestyle Mgt	1.00	A-
MUSIC 260R	007		Trombone	2.00	A-
MUSIC 333R	001		Jazz Ensemble	1.00	A
PE 191	013		Weight Training, Beginning	0.50	A
PHY S 100	001		Physical Science	3.00	B
REL A 422	008		Tchgs of Book Morm	2.00	A-
SPAN 302	406		Adv Gram Read Cult	3.00	A-
SEM HR ERN	16.00	HR GRD	16.00 GPA 3.55		

Winter Semester 1995

ENGL 251	001		Fund Literary Interpretation	3.00	B
HIST 201	400		World Civilization to 1500	3.00	B-
MATH 110	012		College Algebra	3.00	B
MUSIC 311R	001		University Chorale	1.00	A
REL A 211	002		The New Testament	2.00	A
REL C 324	010		The Doctrine & Covenants	2.00	A-
SEM HR ERN	14.00	HR GRD	14.00 GPA 3.25		

BYU COURSE WORK TEACH CRS AREA NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
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Spring Term 1995					
PSYCH 342	001		Abnormal Psychology	3.00	B
SEM HR ERN	3.00	HR GRD	3.00 GPA 3.00		

Summer Term 1995					
MUSIC 117	400		Basic Guitar Skill	2.00	A
SEM HR ERN	2.00	HR GRD	2.00 GPA 4.00		

Fall Semester 1995

DANCE 281	001		Ctry Wstn Soc Int	1.00	A
HIST 202	006		World Civilization from 1500	3.00	B
MUSIC 312R	001		Men's Chorus	1.00	A
PHSCS 127	001		Descriptive Astronomy	3.00	C
REL C 370	001		Intro to Teaching Seminary	2.00	B+
SEM HR ERN	10.00	HR GRD	10.00 GPA 2.98		

Winter Semester 1996

ENGL 315	001		Writing in the Social Sciences	3.00	B-
HIST 121	001		U S Since 1877	3.00	B
MUSIC 312R	001		Men's Chorus	1.00	A
SC ED 276R	082		Exploration of Tchng-Soc Sci	4.00	A
SEM HR ERN	11.00	HR GRD	11.00 GPA 3.37		

Fall Semester 1996

ECON 110	003		Econ Principles & Problems	3.00	B-
GEOG 101	004		Intro to Phys Geog	3.00	B
IS 286	001		Inst Tech in Teach	1.00	A
PL SC 101	400		Freshman Seminar	1.00	P
PL SC 110H	200	H	Honors Am Government&Politics	3.00	B
SOC 111	004		Introductory Sociology	3.00	A-
SEM HR ERN	14.00	HR GRD	13.00 GPA 3.17		

Winter Semester 1997

HIST 120	002		U S Through 1877	3.00	B
HIST 366	001		Utah	3.00	B
PL SC 150	002		Comparative Government&Politics	3.00	B+
SC ED 351	636		Multicultural&Exceptional Ed	2.00	A
SEM HR ERN	11.00	HR GRD	11.00 GPA 3.29		

Spring Term 1997

SC ED 376R	002		Sc Ed Field & Spclty Exper	1.00	A
SEM HR ERN	1.00	HR GRD	1.00 GPA 4.00		

Summer Term 1997

GEOG 301	001		Cultural Geography	3.00	D+
SEM HR ERN	3.00	HR GRD	3.00 GPA 1.40		

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*** Continued on Page 2 ***



Barry K. Allred, Registrar

Brigham Young University

Provo, Utah 84602

October 14, 2021

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TOT HR ERN 166.00 HR GRD 130.00
***** End of Transcript *****

STUDENT INFORMATION

NAME : Gibbs, Samuel J
BYU ID :
SSN :
BIRTHDATE : May 17

BYU COURSE WORK	TEACH CRS	SEC	H	COURSE DESCRIPTION	SEM HRS	SEM GRD
AREA NO.	NO.					

Fall Semester 1997

ECON	257	001		Intrnl Trade & Fin	3.00	C
GEOG	450	001		U.S. and Canada	3.00	B
HIST	352	001		Modern Latin Amer	3.00	B
REL C	471	002		Mthds of Teach Sem	2.00	A-
SC ED	326	007		Foundations of Teaching	2.00	A
SC ED	375	005		Theory & Methods of Educ	3.00	B+
SEM HR ERN	16.00		HR GRD	16.00	GPA	3.10

Winter Semester 1998

SC ED	377	080		Tchnng Meth & Inst.	3.00	A
SC ED	476R	080		Sc Tch-Rdg-Soc Sci	12.00	P
SEM HR ERN	15.00		HR GRD	3.00	GPA	4.00

BYU DEPARTMENTAL EXAMS

SPAN	101	19951		First-Year Spanish	4.00	A
SPAN	102	19951		First-Year Spanish	4.00	A-
SPAN	211R	19951		1st Sem Span Conversation	2.00	A
SPAN	212	19951		2nd Sem Span Conv	2.00	A
SEM HR ERN	12.00		HR GRD	12.00	GPA	3.90

BYU GPA SUMMARY

BYU HR ERN	142.00	HR GRD	130.00	GPA	3.30
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TRANSFER CREDITS ACCEPTED

ADVANCED PLACEMENT	UNITED STATES HISTORY	07	Score = 4
AP 100R	AP Credit		5.00
A HTG 100	American Heritage		3.00
ENGLISH LITERATURE/COMPOSITION	37	Score = 3	
AP 100R	AP Credit		5.00
ENGL 115	College Writing & Reading		3.00
EUROPEAN HISTORY	43	Score = 3	
G E 231R	Social & Behavioral Science		8.00
AP HR ERN	24.00	HR GRD	0.00
TEN HR ERN	24.00	HR GRD	0.00

*** Continued on Next Column ***



Barry K. Allred, Registrar

KEY TO THE TRANSCRIPT

1. Grading and Credit Point System Grade Points

Letter Grade	Description	Grade Points per Unit
A	Excellent	4.0
A-		3.7
B+		3.4
B	Good	3.0
B-		2.7
C+		2.4
C	Satisfactory	2.0
C-		1.7
D+		1.4
D		1.0
D-		0.7
E	Minimum Passing	0.0
W	Failure	*
WE	Official Withdrawal	0.0
UW	Withdrawal Failing	0.0
I	Unofficial Withdrawal	*
IE	Incomplete	0.0
T	Delinquent Incomplete	*
P	Course Work in Progress	*
NG	Pass	*
NS	Not Graded	*
V	Grade Not Submitted	*
WV	Audit	*
	Class Waived	*

*Not calculated in GPA

Numeric Grades	Description	Numeric Grades
80-90	Superior	3.7 - 4.0
75-79	Excellent	3.4 - 3.6
71-74	High Pass	3.0 - 3.3
66-70	Pass	2.7 - 2.9
59-65	Low Pass	2.2 - 2.6
50-58	Failing	1.6 - 2.1

NOTE: Grade point average is calculated separately for letter and numeric grades.

2. RPT by a class

Indicates the class was repeated in a subsequent semester/term and that the class was taken out of the GPA calculation.

3. Credit Hours

All credit hours on the BYU transcript are computed in semester hours. All transfer or BYU courses taken on the quarter system are converted to semester hours. A semester hour represents one recitation each week for a period of 16 weeks (or its equivalent).

4. Earned vs. Graded Credits

Earned credits = credits that count toward graduation

Graded credits = credits for which grades are calculated into the GPA

5. Course Numbering System

Years	Preparatory & Remedial	Lower Div.	Upper Div.	Grad/Adv Undergrad.	Grad.
Prior to 1948/49					
1948/49		1 - 49	50 - 99		100+
to Summer 1957		1 - 99	100 - 199		200+
1957/58					
to Present	1 - 99	100 - 299	300 - 499	500 - 599	600+

6. Class Standing

Students are classified on the basis of hours completed. The classification is as follows:

Credit Hours Earned	Classification
1 - 29.9	Freshman
30.0 - 59.9	Sophomore
60.0 - 89.9	Junior
90 and over	Senior

7. Honors courses, indicated with an "H", are smaller, intensive classes focusing on writing and discussion taught by some of the university's finest faculty. Most of these courses fulfill university core requirements.

8. Approximate Semester Start and End Dates

Semester/Term	Date
Winter	Jan - Apr
Spring	Apr - Jun
Summer	Jun - Aug
Fall	Sept - Dec

9. For enrollment policies refer to <http://catalog.byu.edu>.

10. Transfer Credit

The name of transfer institutions the student has attended are noted on the BYU transcript. A summary line indicates the number of credit hours accepted from each institution. Transfer classes, grades, and GPA are not listed.

11. Accreditation

BYU is accredited by the Northwest Commission on Colleges and Universities. This accreditation covers all programs and courses offered by Brigham Young University. See BYU General Catalog for a list of other specialized accreditations.

12. Confidentiality of Records

This transcript must not be released to a third party without written authorization of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. Alteration of this transcript may be a criminal offense.