

KWAJALEIN JR/SR HIGH SCHOOL
PARENT-STUDENT HANDBOOK
2006-2007



KJSHS SPARTAN

August 2006

Dear Parents and Students

On behalf of all the staff at Kwajalein Jr/Sr High School, I want to welcome each of you. Considering the small size of the school and island, many course offerings and a wide selection of clubs and activities exist. Our hope is that you will become involved in several activities in addition to your classes.

This Parent-Student handbook is prepared to acquaint you with the policies and procedures of the school. As you read it, you may wish to seek further information. The staff will be happy to assist you in any way possible.

The Kwajalein School System was organized as a Navy Overseas Dependent School in 1956. Instruction was originally offered in grades one through eight. In 1959, the school was converted from a Navy Dependent School to the present contractor-operated school system. In 1961, the school system was expanded to provide for a kindergarten and high school program.

The North Central Association of Colleges and Schools has accredited the High School since 1963. We strive to provide a positive educational environment that will encourage all students to be academically successful.

The staff at Kwajalein Jr/Sr High School practices an open-door policy. Parents are always welcome to come discuss a concern either with the teacher or with the principal. Drop-ins are welcome. It is usually best to call ahead, making sure the person you wish to talk with will be available when you arrive.

Sincerely,

**Stephen D. Howell
Principal
Kwajalein Jr/Sr High School**

SDH/sc

KWAJALEIN JR/SR HIGH SCHOOL FACULTY

2006/2007

Dr. Cynthia Clary – Superintendent
Stephen D. Howell – Principal
James Bowers – Counselor

FACULTY

Atkinson, Julie
Beckler, Lynn
Bicanich, Barbara
Booth, Lynn
Bowers, Alison
Brewster, Brian
Christy, Jane
Davis, Christina
Farris, Ellis
Fritch, Veda
Fullerton, Ricardo
Goodwin, Debra
Hepler, Douglas
Irwin, Maureen
Jahnke, Jonathan
Nelson, Eric
Oyamot, Bonnie
Pait, Janice
Peterson, AnnElise
Shields, Cheryl
Shields, Dick
Singleton, Paige
Sinnott, Angela

SUBJECT

English
Speech Remediation
French
Library Science
English & Social Studies
Science
Art
Social Studies
Physical Education
Math
Social Studies & Psychology
Spanish
Industrial Technology & Social Studies
Resource
Computer Science & Social Studies
Science
Math
English & Reading
Consumer Science & Health
Vocal Music
Instrumental Music
Math
ESL

SUPPORT PERSONNEL

Susan Corrado
Denice Phillips
Byron Bajo

Secretary
Secretary
Custodian

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KWAJALEIN SCHOOL SYSTEM PHILOSOPHY AND GOALS

VISION

Kwajalein School System consists of active, involved learners. Through the support of school personnel, families, and the community, our students engage in appropriate and relevant learning, appreciate cultural differences, think critically and creatively, and make healthful decisions. Graduates will possess proficient literacy skills and technological competence which will prepare them for success in a rapidly changing world. They will be life-long learners, effective problem solvers, responsible citizens, and caring contributors.

MISSION

Students, parents, and staff will work as partners to provide a rigorous education in an environment that engages and empowers all children to become life-long learners. Students will be thinking, literate, productive, responsible, and ethical individuals who will be able to compete in and contribute to a diverse global society.

PHILOSOPHY

We believe in providing a school climate that maintains excellence in all facets of education, maximizes each child's potential, enhances each student's self image, promotes awareness of the importance of education, fosters a sense of belonging, and inspires in each student a sense of responsibility to the school, to the environment, to self, and to others.

We believe in providing an environment and experiences by which individuals can develop mentally, physically, emotionally, socially, creatively, and morally.

We believe in imparting transferable skills, knowledge, and values that will help our students surmount the challenges they will meet.

We believe in providing successful learning experiences for students of all ability levels, by using a variety of instructional materials, methods, technology, experiential opportunities, and teaching styles.

The educational community, as a reflection of society, should demonstrate concern and respect for others.

GRADUATES WILL BE

Self-Directed, Life Long Learners

- Use effective study skills and research methods.
- Set priorities and achievable goals.
- Monitor and evaluate their progress in meeting learning goals.
- Enjoy gaining new knowledge of the world, present, and past.
- Retain a healthy curiosity throughout life.
- Are comfortable with current and future technology.
- Recognize when they need help throughout life and have confidence to ask for guidance.

Critical and Creative Thinkers

- Can identify, access, and use available resources and information effectively.
- Can isolate problems and propose workable solutions.
- Can anticipate potential consequences of alternative strategies.
- Strive to use originality and vision.
- Can determine when criticism is constructive and respond appropriately.
- Distinguish fact from opinion.

Effective Communicators

- Can express themselves fluently in speech and writing.
- Listen carefully when others speak.
- Understand the powerful influence of media and use it wisely.
- Use good communication skills in one-on-one, small and large group situations at work, in the community, and within the family.
- Utilize technology to meet their communication goals.

Responsible Contributors to Society

- Understand and respect differences in cultures, beliefs, and knowledge.
- Strive to fulfill community, national, and international responsibilities.
- Exercise good stewardship of nonrenewable natural resources.

Collaborative, Productive Workers

- Attend class regularly and arrive on time.
- Are prepared to perform.
- Put forth their best effort to create high quality products and services.
- Understand and use effective leadership and team member skills to enhance collaborative efforts in the workplace, classroom, community and world.
- Recognize diversity of abilities, talents, and needs in the workplace and seek to maximize areas of their own and others' strengths.
- Are resourceful, adaptable, creative, responsive, and responsible.
- Seek cohesiveness and equity.

Ethical Persons

- Know right from wrong and consistently strive to do the right thing.
- Are honest with others and themselves.
- Treat others with respect.
- Are compassionate and empathetic.

ABOUT THE NCA COMMISSION ON ACCREDITATION AND SCHOOL IMPROVEMENT

Overview

Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) is a non-governmental, voluntary organization that accredits more than 9,000 public and private schools in 19 states, the Navajo Nation, and the

Department of Defense Dependents' Schools worldwide. For over 100 years, our focus has been to advance the quality of education. Our Vision, Mission, and Values are available online.

You may remember us as having been called the NCA Commission on Schools. In 2001 we changed our name to the Commission on Accreditation and School Improvement. A document about the reasoning behind the change and the meaning of the new name is online.

Schools

NCA CASI accredits a range of schools from pre-kindergarten through post-secondary, including: early childhood, elementary, middle, secondary, adult/vocational, college preparatory, special purpose, unit (K-12), and non-degree granting post-secondary schools.

NCA CASI Performance Accreditation

To earn NCA CASI accreditation, schools must:

1. Meet NCA CASI's quality standard and criteria. The standard and criteria require a broad and rigorous curriculum, highly qualified staff, appropriate pupil-teacher ratios, safe and secure facilities, and other components necessary to provide a quality education. The complete standard and criteria is online.
2. Implement a school improvement plan focused on increasing student performance.
3. Host at least two peer review/evaluation visits during the school improvement cycle.
4. Document the results of their school improvement efforts.

Because the NCA CASI accreditation process is geared to helping schools document increased student performance, it is called the Performance Accreditation framework.

Benefits of NCA CASI Accreditation

NCA CASI accreditation provides:

- A Mark of Excellence
NCA CASI accreditation assures the public that the school is meeting high quality standards and implementing a school improvement plan focused on increasing student performance.
- A Proven Process for Increasing Student Performance
NCA CASI helps schools increase performance for all students. A six-year study of schools actively involved in the NCA CASI school improvement process revealed that 79% achieved verifiable gains in student achievement.
- Transfer of Credits
NCA CASI accreditation provides students with the assurance that credits earned in one NCA school will be accepted by another regionally accredited school if the student moves to another state.
- Access to Programs and Scholarships
Accreditation can also benefit students as they participate in specific sports programs, apply for federal grants or scholarships, or pursue admission to colleges, technical schools, or military programs that require students to come from regionally accredited schools.
- Peer Review and Support
NCA CASI coordinates peer review visits to every accredited school. This process offers teachers and administrators an opportunity to gain valuable input from their peers as well

as visit, review and analyze the practices and plans of other schools. This process also protects the public trust, as all schools are examined by an outside team and have had their improvement plans reviewed by experts.

- **Professional Development**
NCA CASI provides a range of professional development opportunities, including: state school improvement workshops, regional training sessions, and our annual meeting which has over 100 practitioner-led sessions focused on helping schools raise student achievement. Our catalog of events and staff development opportunities is online.
- **Publications**
NCA CASI publishes a variety of tools, materials, handbooks, and documents designed to assist schools with the school improvement process. These include: the NCA CASI School Improvement Handbooks, NCA CASI School Improvement Software Suite, Journal of School Improvement, e-News, Raising Student Achievement Success Story Series, and others. Our directory of publications is online.

Kwajalein Jr/Sr High School has been accredited by NCA CASI since 1963. Every five years the school begins a new accreditation cycle. School improvement goals are selected by the teachers at both the elementary and high school level.

At the high school the goal for school improvement for the next two years is: “Students will improve their use of sources of information across the curriculum.”

One way the school is helping to implement this goal is to subscribe to one online periodical database. This database is comparable to those that students will use in their college libraries. It allows the students to use reliable and authoritative sources on the internet when they are researching.

Another strategy the teachers are using to achieve this goal is to teach the students a research process called Big6. The steps of this process lead students from defining the task to be done to evaluating the process and product when finished. The students know that there are many methods of problem solving and that the Big6 process is one that will be helpful for both academic and real-world tasks.

The accreditation process involves all stakeholders in the school; the teachers, students, parents, and community. Kwajalein schools welcomes support and feedback from all stakeholders in the accreditation process. Please contact the office with ideas.

Big6™ - A GOOD WAY TO GET STARTED

by: Barbara A. Jansen © 2001-2005 Big6 Associated, LLC. All Rights Reserved

Big6™ 1: Task Definition

1.1 Define the information problem

What does your teacher want you to do? Make sure you **understand** the requirements of the assignment. **Ask your teacher** to explain if the assignment seems vague or confusing. Restate the assignment in your own words and ask if you are correct.

1.2 Identify the information you need in order to complete the task (to solve the information problem)

What information do you need in order to do the assignment? Your teacher will often tell you what **information you need**. If he or she does not, it will help you to write a list of questions that you need to “look up.”

Example: Let’s say the assignment is to write a paper and make a product about a notable African American. You choose Scott Joplin from the list that was provided by your teacher. She may or may not have told you why this person is notable. You need to figure out what information you need to find out about Scott Joplin. Here are some questions you may ask about him if you don’t know why he is notable.

- Why was Scott Joplin notable?
- When was he born and when did he die?
- Where was he born?
- Was his birthplace or childhood home any influence on his career?
- How did his childhood influence his adult life and his career choice?
- Who in his life were his influences or his role models?
- Why do we remember him now?
- What did he do that is an influence on my life or that of Americans today?

If your teacher told you that Scott Joplin is most noted for developing ragtime music, then you may add the questions:

- What is ragtime music?
- How did he develop ragtime music?
- What instruments did he play?
- Did he sing?

Of course, as you find information on Scott Joplin, you will use some that is not included in your original questions. Use these questions as a place to get started. You won’t waste as much time if you have a place to start.

Big6™ 2: Information Seeking Strategies

2.1 Determine the range of possible sources (brainstorm)

This means that you need to make a list of all the **possible sources** of information that will help you answer the questions you wrote in Task Definition above. Consider library books, encyclopedias, and web sites to which your library subscribes (ask your librarian!), people who are experts in your subject, observation of your subject, free web sites and survey.

2.2 Evaluate the different possible sources to determine priorities (select the best sources)

Now, look carefully at your list. Which ones are actually **available** to you and are **easy** for you to use? Circle these. If there are some that you need help using, ask your teacher, librarian, mom or dad.

Big6™ 3: Location & Access

3.1 Locate sources

Figure out **where** you will get these sources. Beside each source, write its location. If it is a website, list its web address. Try to use those that your teacher or librarian have linked or bookmarked. This will save you time. If your source is a person, figure out how you will contact him or her and make a note of this.

Now, you will actually **get the sources**. You may have to get and use them one at a time. If so, come back to this step to locate each source.

3.2 Find information within sources

Now that you have the source in hand, how will you **get to the information** that you need? (Remember the questions you wrote in Task Definition?) This all depends on the source.

A. First make a list of words that will help you find information in all of your sources. These are called **keywords**. They are like synonyms and related words to your topic. You can find many of these in the questions you wrote in Big6 Task Definition.

B. Now make a **list of the sources** of information you will use. Beside each, note how you will access the information you need.

- **Book:** Look at the **index** or **table of contents** for your topic and keywords
- **Encyclopedia:** Use the **index volume** (usually the last volume in the set) for the topic and keywords.
- **Web sites** that are subscribed to by your library (such as EBSCO, Newsbank, etc.): type **topic and keywords** in the search box. Try them separately and some together. Ask your librarian for help if needed.
- **Free web sites:** use **topic and keywords** in subject directories.

Big6™ 4: Use of Information

4.1 Engage in the source (read, listen, view, touch)

Most likely you will need to **read, listen or view** your source. If you can't understand any of it, be sure to ask an adult to help you. **It's OK not to understand, it's not OK not to ask for help.** You are looking for the information you need. You may not need to read, listen to, or view all of your source. You may be able to skip around, finding subheadings and topic sentences (read the first sentences in each paragraph) that will take you to your information.

4.2 Take out the relevant information from a source

It's time to take some notes.

Note taking tips:

1. **Paraphrase:** Don't copy and paste huge blocks of text. If you need the information from a large amount of text, paraphrase it. Paraphrasing is appropriate for supporting information, biographical information, predictions, hypothesis, and drawing conclusions. You will put the information into your own words. This type of note taking must be cited (giving credit to its source).

2. **Summarize** (read a large section for overall meaning and summarize it into one or two sentences): Summarizing is typically used for beginning research, i.e., general explanatory knowledge. It must be cited unless the information contains common facts and knowledge.
3. **Copy and paste** small portions of text such as specific details, facts, definitions, and statistics. Typically you don't need to cite this kind of information if it is common knowledge, unless it is a new or unique perspective on the knowledge.
4. **Direct quotes:** Quotations are reserved for one or two sentence statements that prove a point or reveal an attitude. Don't use quotations to make your point, just to back it up. They are especially appropriate for primary sources such as diaries, journals, speeches, interviews, letters, memos, manuscripts, memoirs, and autobiographies. You need to use quotation marks and footnotes. (Stripling and Pitts, 1988)

Tip to avoid plagiarism: Add quotation marks around text that is extracted directly from the source, and add brackets or some other notation to information that you summarize or paraphrase as soon as you write, type or paste the notes in the note taking form (see below). Do this so you won't forget whether or not it is a direct quote or paraphrased when you are using the information in a paper. You will include the quotation marks around a direct quote in your final paper. You do not need to put quotation marks around a paraphrase or summary, but you do need to cite either.

Big6™ 5: Synthesis

5.1 Organize information from multiple sources

Decide how you will put together the notes you took and ideas that you will add. You may:

- Write a rough draft
- Create an outline
- Create a storyboard
- Make a sketch
- _____

5.2 Present the information

If your teacher assigns the product:

- Make sure that you follow your teacher's guidelines.
- Add value to the product by including your ideas along with the information you found in books, web sites, and other sources. Make sure that your final product or paper is more than just summary of what you found in the other sources.
- Make a product or write a paper that you would be proud for anyone to read.
- Include a bibliography. This is an alphabetized list of your sources. See the citation page for help.

If you get to choose your final product:

- Make sure that you follow your teacher's guidelines.
- Decide which product will best suit your subject. You may give an oral presentation using *PowerPoint* or write a paper. You may make a video or audio tape. Use technology if it is the best way to show the results of your information finding.

- Add value to the product by including your ideas along with the information you found in books, web sites, and other sources. Make sure that your final product or paper is more than just a summary of what you found in the other sources.
- Make a product or write a paper that you would be proud to have anyone read.
- Include a bibliography. This is an alphabetized list of your sources. See the citation page for help.

Big6™ 6: Evaluation

6.1 Judge your product (how effective were you)

Before turning in your assignment, compare it to the requirements that your teacher gave you.

- Did you do everything and include all that was required for the assignment?
- Did you give credit to all of your sources, written in the way your teacher requested?
- Is your work neat?
- Is your work complete and does it include heading information (name, date, etc.)?
- Would you be proud for anyone to view this work?

6.2 Judge your information problem-solving process (how efficient were you)

Think about the actions that you perform as you are working on this assignment. Did you learn some things that you can use again?

- What did you learn that you can use again?
- How will you use the skill(s) again?
- What did you do well this time?
- What would you do differently next time?
- What information sources did you find useful? You may be able to use them again.
- What information sources did you need but did not have? Be sure to talk to your librarian about getting them.

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CONCERNS AND SUGGESTIONS

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a student has a suggestion that would improve the school, he/she should feel free to offer it. Verbal or written suggestions may be presented directly to the principal.

When concerns arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need to fear reprisal for proper expression of a legitimate concern.

Steps to Take if You Have a Concern

- Step one: Teacher and student discuss the problem and attempt to resolve it.
- Step two: Teacher and parent discuss the problem and attempt to resolve it.
- Step three: Parent, principal and teacher discuss the problem and attempt to resolve it.
- Step four: Parent will take request to the superintendent.
- Step five: Parent writes a letter to the School Advisory Council stating the specific

problem and asks to be put on the agenda.

Conferences with Teachers

All teachers have one planning period a day. Parents are strongly encouraged, when a concern arises, to call and make an appointment with the teacher to resolve problems using the process stated above in, “Steps to Take If You Have a Concern.”

Hints That Help

Get organized! Write down exactly what the concern is and what your feelings are about it. Gather the facts from the teacher by being a good listener and asking good questions.

Have some constructive ideas and express what you feel are solutions to the concerns. Stay positive and remember we are all concerned about the same thing: our kids and their education!

DIRECTORY INFORMATION

Directory information is information related to the student which is legally disclosed to the public such as awards received, earning a spot on the honor roll, etc. If any parent does not want his child’s name appearing on such lists, notify the school within 30 days of enrollment.

STUDENT RIGHTS

1. It is the student’s right to attend school in an environment that is conducive to learning and free from physical, sexual or verbal harassment or assault from students or staff.
2. It is the student’s right to appeal to a higher level of authority.

STUDENT RESPONSIBILITIES

1. It is the responsibility of the student to report to the administration any physical, sexual, verbal harassment or assault that occurs in the school environment.
2. It is the student’s responsibility to attend all assigned classes on time and to follow correct procedures when absent from a class or classes.
3. It is the student’s responsibility to be familiar with all items listed in the Student Handbook.
4. It is the student’s responsibility to be in class on time, prepared for the lesson, and to follow classroom rules and procedures.
5. It is the student’s responsibility to work up to his/her potential.
6. It is the student’s responsibility to show respect for all students and school staff.

PARENT RESPONSIBILITIES

1. It is the responsibility of the parent to ensure that their child(ren) attend all classes and be prepared for those classes.
2. It is the parent’s responsibility to inform the school by phone or in writing any time a student is absent and the reason for the absence.
3. It is the parent’s responsibility to work cooperatively with the school in order that the students receive an optimal education.
4. It is the parent’s responsibility to inform the school of the dates they plan to be off-island and who will be assuming responsibility for their children.

PERSONAL CONDUCT

Treat other people as you expect to be treated and you will get along well.

RULES OF CONDUCT

The following acts are unacceptable behavior subject to disciplinary action if done on school property or at school activities.

Major Violations

1. Use or Possession of Alcohol and/or Controlled Substances

School consequences for alcohol or controlled substances violations may result in a review by the advisory council and an immediate request to the USAKA Commander, for expulsion and/or administrative bar off-island. Violations are filed for the entire career of a student at Kwajalein Jr/Sr High School.

a. First Violation

Is an automatic parent/student conference with the principal and counselor, a three-day suspension from school, a bar from all extra-curricular activities, clubs, and school functions for at least one full semester. A strong recommendation will be an appointment with a health official to discuss the effects of alcohol and drugs on the body, mind, and the student's future life plans. Also a strong recommendation will be an appointment with the Provost Marshal to discuss the consequences of the student's actions if another violation should occur. The incident may be reported to law enforcement officials at the discretion of the principal.

b. Second Violation

Is an automatic parent/student conference with the principal and counselor. The incident will be reported to law enforcement officials. A recommendation for expulsion will be presented to the superintendent of schools and the School Advisory Council. Additional referrals will be made to the Juvenile Review Board and the USAKA Command.

2. Vandalism

Damage to or destruction of school property or property of others.

3. Theft

Is the act of taking, using, transferring, concealing or retaining possession of movable property of another without his/her consent.

4. Physical Assault

Is an act that intentionally inflicts or attempts to inflict bodily harm upon another.

5. Oral/Written Assault

Abusive, threatening, profane or obscene language by a student toward a staff member or another student. This act may include conduct that degrades people because of their race, religion, sex, ethnic background, physical or mental handicap.

6. Threats, Intimidation, Extortion and Disruptions

These are disturbance or serious interruption of the peace, normal functioning and good order of school or school-sponsored activities.

7. Dangerous Threats

Threats to normal school operations or school activities including but not limited to the reporting of dangerous or hazardous situations that do not exist such as false fire alarms or discharging of fire extinguishers, unlawful entry into a building or breaking and entering. These violations will be reported directly to police.

8. Weapons
A student shall not possess any object that can reasonably be used as a weapon on school grounds at any time or off school grounds at any school activity.
9. Sexual Harassment/Assault
Is deliberate or repeated offensive comments, gestures or physical contact of a sexual nature.
10. Use of Tobacco Products
Use of tobacco products on school property or at school events is prohibited.

School Consequences for Major Violations Excluding Use and Possession of Alcohol and/or Controlled Substances

EXTREMELY SERIOUS CASES, SUCH AS SELLING DRUGS AND VIOLENT PHYSICAL OR VERBAL ACTIONS, MAY RESULT IN A REVIEW BY THE ADVISORY COUNCIL AND AN IMMEDIATE REQUEST TO THE USAKA COMMANDER FOR EXPULSION AND/OR ADMINISTRATIVE BAR OFF- ISLAND.

1. First Violation
Is an automatic parent/student conference with the principal and the counselor. The incident may result in suspension or detention, and may be reported to KPD.
2. Second Violation
Is an automatic suspension from school and all school activities pending face-to-face parent/student conference with the principal and/or the superintendent. The incident will be reported to KPD. Detention or additional suspension will result.
3. Subsequent Violations
Is an automatic suspension from school and all school activities. A recommendation for expulsion will be presented to the superintendent and the School Advisory Council. Additional referrals may be made to the Juvenile Review Board and the USAKA Command for possible bar from the island.

Other Violations

1. Insubordination
Is the failure to comply with a reasonable request by any staff member.
2. Improper Use of Bicycles
No riding on sidewalks on the school campus. Bicycles should be parked in a designated area. NO parking in the yellow striped area or under the stairs.
3. Forgery
Any note, pass, or telephone call or the attempted use of any forged note, pass or telephone call.
4. Personal Music Devices
Individual personal music devices are not permitted on school property. Violation will result in the confiscation of such items. Teachers will give items to the principal on the first offense. The student may pick up the item in the school office after school. For the second offense, the parents need to pick up the item from the school office.
5. Dress
Student dress should promote a standard of appearance that complements the learning environment. Footwear is required at all times. Students are not permitted to wear lewd or suggestive clothing or clothing with unacceptable messages. Students cannot

wear clothing that creates a health hazard or creates a disruption of the educational process. Hats are not to be worn in the classroom, library or office areas.

6. Closed Campus

Students are reminded that there is a school policy in regard to leaving school property during a normal school day. By definition, we have closed campus. With the exception of lunchtime and free periods for juniors and seniors, students are expected to stay on school property at all times unless permission is given to leave by the principal's office.

It is a violation of the closed campus policy to walk across the street during passing periods or directly before or after the regular school day. Students are also reminded that riding a bike to and from a class offered off campus such as Woodshop or Physical Education (students going to bowling, swimming etc.) is considered to be a school activity and part of the regular school day. School rules must still be followed. Violations will be investigated and violators will be punished. Violations include but are not limited to smoking and unauthorized stops instead of going directly to and from the place of instruction.

Consequences for Other Violations

1. First Violation

Teachers will counsel with the student and shall inform the parents.

2. Second Violation

The teacher will review the student's file and conference with the guidance counselor, principal, and the special needs staff for possible modifications in the student's program or class expectations. The teacher will also counsel with the student, assign detention, and shall inform the parents of the infraction and disciplinary action.

3. Third Violation

The teacher will refer student to the principal's office and complete a student referral form. The principal will do some or all of the following: counsel with the student, inform parents, assign detention and/or suspend the student.

4. Additional Violations

The student shall be suspended pending an in-person conference with the parents. Other possible action may include a referral to the superintendent's office, the School Advisory Council, the Juvenile Review Board, or a recommendation to the USAKA Commander for action.

CHEATING AND ITS CONSEQUENCES

Cheating is considered very serious. Plagiarism is considered a form of cheating. An offense may result in loss of credit, suspension or recommendation for action to the USAKA Commander. Violations are filed for the entire career of a student at Kwajalein Jr/Sr High School.

Definition of Plagiarism:

- "To steal and use (the ideas or writings of another) as one's own."
- "To appropriate passages or ideas from (another) and use them as one's own."
- "To take and use as one's own the writing or ideas of another."

Source: New College Edition "The American Heritage Dictionary of the English Language"

1. First Violation

The student will receive a zero for the assignment, quiz or test. The teacher will counsel with the student and inform the parents and the principal.

2. Second Violation

The student will receive a zero for the assignment, quiz or test. The teacher will assign detentions and inform the parents and the principal.

3. Third Violation

The teacher shall refer the student to the principal's office and complete a student referral form. The principal shall inform the parents, counsel with the student, and suspend the student.

ATTENDANCE PHILOSOPHY FOR KWAJALEIN JR/SR HIGH SCHOOL

Research shows that there is a high correlation between good attendance and academic achievement. To foster positive work and study habits, the Kwajalein Schools believe students must be in class in order to fully maximize their educational opportunities.

Students are expected to be on time for school and in class every day. Students and parents should be fully aware that, in most cases, what goes on in the classroom (daily teaching, interactions of students with teachers and with other students, discussions, lectures, experiments, audio-visuals, reports) cannot be duplicated and constitutes a valid and crucial part of course work. Each student is expected to contribute to the daily academic activities in class. When a student is absent, the educational experience of that student and other students in the class can be diminished. What is missed is really that...missed. It cannot be totally made up. Most learning is a sequential process that begins with the simple and builds to the complex---from the alphabet sounds to reading, from counting to multiplying, from families to countries or from molecules to minnows. When a student is absent, this sequence is interrupted. Frequent absences cause numerous voids in this continuum of learning. The class, as a whole, does not move along as quickly. Performance of the whole class suffers. The frequently-absent student struggles to catch up and the teacher struggles to help him/her catch up.

Many social and personal patterns for living are modeled and learned in school. Responsibility, punctuality, and reliability are strong character traits emphasized in school and reinforced at home. Encouraging a student to have consistent, punctual attendance in school teaches important attitudes and work ethics necessary for successful employment in the future. Arriving late undermines the purpose of school and develops poor attendance habits for the student. It causes a disruption in the classroom as other students and the teacher are interrupted by late arrivals.

School handbooks outline procedures for attendance and reasons for excused absences and tardiness. It is understood that students should not be in school when they are ill. It is also understood that there are medical and dental appointments that might cause a student to be absent, arrive late or leave early. Family emergencies are also understood. While the school will not tell a parent that children cannot be taken out of school for family vacation, extended

absences of this type are discouraged by the school. A student's education is disrupted and the learning that goes on in school cannot be duplicated by homework alone.

Consistent attendance and punctuality are inherent in the education of every child, not only as a means to uninterrupted learning, but also as a way to teach the importance of punctuality, good attendance, and responsibility. It is the shared responsibility of the student and the parent to work with the school to assure consistent attendance and punctuality.

ATTENDANCE AND CLASSROOM BEHAVIOR

(For uniformity, the following definitions will be used).

Tardiness

Not present when the bell rings. If a student is not present in the classroom 15 minutes after the bell rings, it will be considered an absence.

Excused absences

Defined as an absence-due-to-illness, dental, orthodontist or doctor appointment; school-arranged field trips, school-enforced medical reasons (head lice as an example), religious holidays, or the death and/or funeral of a family member or members. It is also excused to go to the airport to greet a family member arriving or departing as long as the legal guardians approve of that absence from school.

The school recognizes illness and doctor or dental appointments as excusable. The school does not recognize as excusable babysitting, hair appointments, terminal visits for non-family members, boat license exams, and similar reasons.

Students will be given reasonable time to make up work missed due to an excused absence.

Pre-Arranged Absence

Any student who is not in school for at least the last half of the school day will not be allowed to attend or participate in any school-sponsored activities for that day. Examples are, but not limited to the following: dances, clubs, athletic events, meetings, plays, and concerts. Exceptions are, but not limited to the following: dental and medical appointments, court appearances, and other pre-arranged absences or with approval of the principal.

1. Any student who has been absent unexcused or suspended (including in-school suspension) will not be allowed to participate in any activities the school sponsors during the period of the suspension. Examples are, but not limited to the following: dances, clubs, athletic events, meetings, plays, and concerts.
2. **The responsibility for clearing of absences belongs to the student. Absences will be considered unexcused unless excused by the student's parent or guardian within one day after return from the absence. It is important to clear absences, because grades will be affected by unexcused absences.**
3. There is no such thing as a legal skip day.

Extended Absences

Rationale

In an effort to develop a set of guidelines to assist students, parents, and teachers when an extended absence from school is planned, Kwajalein Jr/Sr High School has developed the following procedures. These procedures are designed to assist the student in staying current with class work.

Definition of Extended Absences

An extended absence is defined as any absence from school that is planned in advance and the student will miss more than one full day of school.

There are two types of extended absences: Medical/ emergency and non-traditional.

- Medical/Emergency: For example, death or sickness in family, medical, and visiting parents who are on active duty status.
- Non-Traditional: Absences that are not emergencies in nature and occur off-island, outside published vacation dates, such as R & R to Honolulu or recreational activities.

Notification of Leave

Notification in writing to the school office of the absence from school should be received at least one week in advance of the first missed day of school and should include the dates the student will be absent and the reason for the absence.

Responsibility of Parents

The parent assumes responsibility for notifying the school of the upcoming absences and assures that the school is aware of any changes of plans affecting the dates of the student's absence.

If a student has an individual education plan (IEP) for speech or resource services, the parent will need to consult with the speech and/or resource teacher for their input.

Responsibility of Students

The student will collect work from the teacher and complete the assigned work during the extended absence. Upon return to school, the student will make arrangements to make up test/quizzes.

Responsibility of Teachers

The teacher will prepare work planned for the time of the absence. Each teacher will decide individual makeup work. The guidelines regarding said makeup work, i.e., what can and cannot be made up, will be clearly stated in each class syllabus. Some credit may be irretrievably lost as a result of a non-traditional absence. The specific classroom policies should augment the general policies in the KJSHS student handbook.

Acknowledgements

It is understood that during bereavement leave or student medical leave, the student and his/her family may be unable to notify the school of an extended absence. (Absences of this kind are addressed in other sections of the parent/student handbook.)

Make-up Work

After being absent, students must contact teachers regarding making up work, tests or quizzes as soon as possible. A reasonable time will be given to students to complete this work. Make-up work for all extended absences should be completed before leaving or the day of return to school.

If a student will be absent from school for an extended period of time, the student can contact the school and obtain homework assignments in advance. An extended absence form should be completed at least one week prior to the absence. (See Extended Absence Policy)

Consequences

Work that is not completed upon the student's return to school will result in a zero.

Agreement

The student will complete work in order to keep pace with peers. Parents acknowledge that it is the student's responsibility to complete their schoolwork. Teachers will provide assignments and opportunity to complete quizzes and tests upon the student's return.

CONSEQUENCES FOR ATTENDANCE AND CLASSROOM BEHAVIOR VIOLATIONS

1. Any work missed during a suspension cannot be made up with the exception of major grades. A major grade is defined as semester examinations, nine-week test or any test or project that counts more than one week's worth of credit.
2. Violations of classroom/attendance rules will be handled in the following manner:
 - a. The classroom teacher will attempt to modify the student's behavior through counseling, parent contact or detention. If the problem continues, the classroom teacher will consult with the counselor and special needs teacher to recommend program change or modification of program.
 - b. Violations may result in referral to the principal's office, parent conferences, suspension or referral to the School Advisory Council for recommendation of expulsion.
 - c. Students with repeated violations of the attendance or classroom behavior policies and/or who fail to appear for detentions may lose the privilege to participate in school sponsored activities, including but not limited to, athletics, dances, field trips or serving as a class officer.

STUDENT INFORMATION

Registration

Students who arrive during the summer may arrange registration appointments by calling the high school at 5-2011.

High School Office Hours

The Kwajalein High School Office is open from 7:30 a.m. to 4:30 p.m., Tuesday through Saturday throughout the school year for registration, room reservations, and all other pertinent needs of students, parents, community, and staff.

Student Schedules

All class assignments and schedule changes are handled by the counselor and/or the principal. Course changes will be allowed only with sufficient reason. Written parental

approval is needed for any changes. Seniors, juniors, and sophomores must carry at least six classes.

If a student drops a class after the sixth week of a semester, a failing grade will be recorded with the exception of a medical withdrawal.

Drops and adds will be honored during the first two weeks of each semester. Students and parents are encouraged to confer with the teacher prior to dropping a course.

Withdrawal from School

Students who withdraw from school during the school year must obtain a withdrawal form from the office one week before leaving island, have it signed by all teachers and administrative personnel, and return it to the office. Textbooks and other school materials must be returned and lockers cleaned out.

After a parent or legal guardian has signed a release form, official transcripts and records are sent to the student's new school upon the request of the new school. An unofficial copy of the transcript may be issued to a parent to take to the new school if a release form is signed in the office.

Textbooks

Each student is furnished with textbooks and workbooks without charge, however, proper care of the books is expected. Lost or damaged books will be charged to the student through KRS Finance.

Lockers

Lockers are made available to students for storage of books, musical instruments, and other school materials. If students want to place locks on their lockers, they must provide their own.

Students must keep the lockers assigned to them unless changed by the office. For reasonable cause, the principal retains the right to inspect lockers. **PLEASE LOCK YOUR LOCKERS!** Damaging lockers, including marking lockers, is considered vandalism and will be treated accordingly.

Other people and organizations use the school and halls during evening and weekend hours. Students should not keep money or other valuables in their lockers.

Guidelines for Locker Decorations

Register in the office by identifying who you are, which locker number(s) you are going to decorate, and the date it will be done.

Decorations may remain on the locker for one week. These decorations should abide by the same guidelines stated for dress code and freedom of expression (that means no profanity, no off-color innuendoes, no promotion of illegal activities/substances, etc.)

Bicycle Parking

Bicycles should be parked in designated areas. They should not be parked in the housing area near the school, in the yellow-striped areas in front of the school or near fire hydrants. Skateboards, in-line skates, and scooters are not to be on school property.

Lost and Found

Lost and found is located in the office. If any item is not claimed after two weeks, it will be donated to the Bargain Bazaar or thrown out. If any item is found, please turn it in to the school secretary.

School Hours

The schedule for the 2006/2007 school year will be:

1 st period	8:00 – 8:47
2 nd period	8:52 – 9:39
3 rd period	9:44 – 10:33
4 th period	10:38 – 11:25
LUNCH	11:25 – 12:25
5 th period	12:25 – 1:13
6 th period	1:18 – 2:06
7 th period	2:11 – 3:00

AM Assembly Schedule

1 st period	8:00 – 8:35 (35 minutes)
2 nd period	8:40 – 9:15 (35 minutes)
3 rd period	9:20 - 9:55 (35 minutes + 2 minutes for announcements)
4 th period	10:00 – 10:35 (35 min.)
Assembly	10:40 – 11:25 (45 min.)

PM Assembly Schedule

5 th period	12:25 – 12:55 (30 min.)
6 th period	1:00 – 1:30 (30 min.)
7 th period	1:35 – 2:10 (35 min.)
Assembly	2:15 – 3:00 (45 min.)

School Service Hours Requirement

1. To promote participation in school activities, each student in grades seven and eight is required to annually complete a minimum of five service hours for our school; each student in grades nine through twelve is required to annually complete a minimum of ten service hours.
2. The class and/or club advisors will validate these service hours. See service hour's verification form in the back of this handbook. It is understood that a class/club advisor is present at each committee meeting and each class/club event. Prior to the annual Bigej trip, class advisors must confirm with the principal the number of service hours each student has completed. **(If a student has not fulfilled the minimum service hour requirement, the student will not be allowed to go to Bigej and will be required to attend school.)** Students not going to Bigej will be supervised and assignments will be given. If a student arrives any time during first

semester, he/she will be required to fulfill the stated service hours. Exception will be made for new students who arrive during second semester. No service hours for that one school year will be required.

Note: Students who attended George Seitz Elementary School for any part of the sixth grade year are not considered “new” students.

Study Periods

Students in grades 11 and 12, who do not have a class scheduled during a specific period, are assigned a “study period.” Students are encouraged to use the library. Students have the privilege of leaving the campus during the study period. A parent or the administration may withdraw this privilege. Seventh through tenth grade students do not have “free periods.” If they are not assigned to a class, they are assigned to a study hall. Classes and study halls must total seven periods.

The Principal may re-assign a student to the study hall at any time if the student is not performing satisfactorily, not completing assignments or has an unexcused absence.

Telephones

Telephones for student use are located on each floor of the main classroom building hallways (Bldg. 361). The phone in the office should be used only in an emergency situation.

Morning Announcements

Announcements pertaining to students are read over the public address system each morning. Notices of activities by school organizations must be approved and signed by a faculty advisor and/or the principal before they will be read.

Davey Davis Multi-Purpose Room

The school and the community both have use of the multi-purpose room with the school having first choice on long-range planning. Any group that would like to use the facility must schedule it through the office. School activities have priority over all other activities.

School Sponsored Activities for Home-schooled Students

Home-schooled students in grades seven through twelve may participate in school sponsored activities such as dances, clubs, athletics and any other school activities approved by the principal on a space available, non-interference basis. It is expected that home-schooled students will meet all requirements and regulations for such activities. An example of this is required school service hours for the Bigej trip.

Food or Drink in the Classroom

Students are not to consume food, candy or drinks in the classroom. Eating or drinking is limited to outside the school building. Each teacher will determine his or her own policy for the chewing of gum within the individual classroom.

Library

The library at the junior/senior high school is reserved for use by the student body. Elementary school students may use the junior/ senior high school library under special circumstances. Only high school junior/senior students and staff are allowed to check out library materials.

Students may check out books for two weeks and renew them if there is no standing request. Overdue notices will be sent after two weeks. Students are encouraged to use the library for study, research, and general reading. The library is open from 7:45 to 4:00. Students may ask the office staff to open the library for student use if it is 7:45 or later and the library is not yet open.

Guidance Library

The Guidance Library is located in the high school office. Resources there include college catalogs, bulletins, and videos from across the United States and some foreign countries. Also available are standardized test resource materials, career opportunity handbooks and guides, as well as a few books on how to study and/or reduce stress levels, what to expect at college, and financial aid information. The guidance library is available for students as well as their parents to browse and check out materials. It is open during regular office hours.

School Dance Rules

1. All dances sponsored by the school will end at 11:30 pm. The prom will end at twelve midnight.
2. No one will be admitted to a dance, INCLUDING THE PROM, after 9:30 pm.
3. Students or dates leaving the dance at any time will not be allowed to return to the dance.
4. Use of alcohol, tobacco or drugs will not be allowed at the dance.
5. No one under 7th grade may attend dances sponsored by KHS classes or clubs.
6. The Prom and the Winter Ball will be limited to grades 9-12. No one below 9th grade may attend Prom and Winter Ball. Dances for grade 7 and 8 may be held at the same time as Prom and Winter Ball. All other dances will be grades 7-12.
7. All clean up must be completed by the sponsoring organization at the end of the dance.
8. Class sponsors or organization sponsors must be present at dances.
9. Four parents must chaperone a dance.
10. Footwear must be worn for admission to a dance.
11. An adult must be present at the admissions table.
12. Spectators for Prom and Winter Ball are allowed for a designated time only – coronation. They may not participate in the dance.
13. No OPENED outside drinks, including bottled water, may be brought into a dance.
14. Students are strongly discouraged from bringing backpacks to school dances. If backpacks, purses, etc., are brought to a dance, the item may be searched for contraband at dance admission, anytime during the dance, or on exiting the dance.
15. A chaperone will sit by the DJ primarily to monitor student contact with the DJ. Any disrespectful behavior may result in the student being asked to leave the dance.

Out-of-School Dates

1. May attend Prom and Winter Ball only.
2. Must be registered at the school office two weeks before the Prom and Winter Ball. Students bringing out of school dates must bring a written permission slip from their parents including the name of the date at least two weeks before the Prom and Winter Ball.
3. Must be under the age of 21.
4. May not be at the dance without their dates.
5. Must be identified by ID by the adult at the admissions table.
6. Must abide by all dance rules.

Ditch Dance Rules

1. Stay away from the pool edge.
2. No running or horseplay on pool surface. It may be slick in spots.
3. Please use caution at all times in crowded conditions.

Graduation Requirements

Students must earn the following credits in grades 9 through 12:

English	4 credits
Science	2 credits
Math	2 credits
World History	1 credit
U.S. History	2 credits
Govt./Econ.	1 credit
Physical Education	1.5 credits
Health	.5 credit
Computer	.5 credit
Total required course credits	14.5 credits
Total elective course credits	9.5 credits
Total credits needed for graduation	24 credits

Electives may not include more than 2 credits work experience and 2 credits teacher aide, subject to approval of the principal.

A total of 24 credits is required for graduation. Students who do not meet graduation requirements will not participate in graduation ceremonies.

Senior Transfers

To graduate from Kwajalein Junior-Senior High School, a student must have been enrolled as a full-time student for the entire last semester at Kwajalein Junior Senior High School. Waiver of some course requirements may be granted to senior transfer students who are unable to schedule the required courses. Recommendation for waiver of the last semester requirement or of any course requirements must be made by the counselor and approved by the school administration.

Class Standing for High School Students

Class standing is evaluated each semester. To be considered a sophomore, a student shall have attained a minimum of four credits before first semester begins and seven credits

before second semester begins. To be considered a junior, a student shall have attained minimum of ten credits before the first semester begins and thirteen credits before second semester. To be considered a senior, the student shall have attained a minimum of 16 credits with the following exceptions. If a student is enrolled in sufficient number of courses, including pre-approved correspondence course, to allow the student to earn 20 credits by the end of the first semester, he/she will be granted senior status. A student who has not earned sufficient credit to be classified a senior may not participate in senior activities because she/he is still classified as a junior.

Honor Roll

High Honor roll = 3.667 Honor roll = 3.500 Merit Roll = 3.000.

The honor rolls for the first and third quarters are figured from quarter grades. The honor roll at the end of each semester is figured from semester grades. A student with an incomplete will not be included on the term's honor roll. Students are reminded that if they do not want their names published on the honor roll that they should follow the suggestions given in the "directory" information section. The exception would be a student for whom we do not have enough information. Example: A student has just been transferred to a different math class.

Graduating seniors with a cumulative grade point average of 3.85 or higher will be acknowledged in the graduation program.

Withdrawal from a Course

Students in grades 9-12 may withdraw from a class through the sixth week of classes. An emergency withdrawal from a class after the sixth week will require teacher, principal, and parental permission. A low grade will not constitute an emergency. Withdrawals completed within the deadline will not be noted on the transcript.

A withdrawal after the deadline (excluding emergency withdrawals) will be noted on the transcripts as "WF" and will be calculated into the GPA.

Course Changes

Student-initiated course changes must be completed by the end of the second week of a semester. These changes will require signatures from a parent and from affected teachers. Course changes that are initiated by teachers, the counselor or the administration should not be initiated without consulting the affected teachers. Many of the course changes will involve section changes for other courses.

Computation of Cumulative GPA

Grade point averages will be computed for all courses that are graded. Pass-fail courses do not count toward the GPA. All courses with equal credit have equal weight.

Kwajalein uses a non-weighted four-point system. For incoming grades of transfer students, Kwajalein will not award points beyond the regular non-weighted values, 4.0 for incoming grades.

Percentages are converted to letter grades in the following way:

90% = A

80% = B

70% = C

60% = D

Teachers may use + & - after letter grades

Point Values to Calculate G.P.A.

A+ = 4.000

C+ = 2.333

A = 4.000

C = 2.000

A- = 3.667

C- = 1.667

B+ = 3.333

D+ = 1.333

B = 3.000

D = 1.000

B- = 2.667

D- = 0.667

F = 0

Correspondence Courses

As per school policy, Kwajalein High School will accept credit for successful completion of correspondence courses from selected accredited schools. Kwajalein Jr/Sr High School limits credit by correspondence to two credits per year and four credits total.

Grades and credits are awarded by the correspondence school. These will be entered on the student's transcripts and will be computed into the GPA. It is the student and parent's responsibility to initiate and to pay for correspondence courses, and to have the courses pre-approved by the school administration.

University Courses

KHS accepts credit earned from an accredited university or college. Three college semester credits equal .5 credits (one semester credit) at KHS. The student must make prior arrangements with the principal or the counselor. Credit for summer programs, such as CTY will be determined by contact hours.

KHS accepts ungraded credit (pass/fail), for approved Community Education courses. KHS accepts three CEUs for .25 KHS credit. Three CEUs per course is a minimum. Unless waived by the principal, no more than one credit per year (two semester credits), may be earned by CEUs.

In all cases, it is the student's responsibility to seek pre-approval from the principal for each course and to obtain the necessary paperwork for registration, grades, and credits. All expenses will be the responsibility of the student.

No Credit for Courses Taken in 7th and 8th Grades

Seventh and eighth grade students who take courses that are credit courses for high school students will not receive high school credit. They will not be able to use such courses for partial completion of requirements for graduation.

Retaking a Course for a Higher Grade

A student who retakes a course previously completed at KHS will not receive additional credits. A few exceptions to this may be available in the industrial arts, fine arts, and performing arts departments. Band would be one example of such an exception. If the grade is higher than the previous grade, it will replace the previous grade in the following way. The previous course will be erased from the transcript and the new course and grade will be entered during the semester(s) it was taken. Grades and credits of transfer students will not be erased from the transcript. Both grades will be used to calculate the GPA. No additional credit will show on the transcript.

Waiting Lists for a Course

Some courses that have very limited space will be offered by grade-level seniority. Priority within a grade level will be determined by earliest request. Course request sheets are dated when received.

Withdrawing Before the End of Either Semester

Students who withdraw within twenty school days of the end of semester will receive quarter grades and semester grades and credit for the semester. Grades will be awarded at the official end of the semester. Teachers have the option of requiring completion of projects and exams before credit is awarded.

Leaving Island for Vacation Before the End of Either Semester

Students who leave island before the end of a semester will be expected to complete all class work and exams in order to receive semester credit. Students must return a completed "Pre-Arranged Absence" form to the office prior to leaving. Each teacher decides what constitutes sufficient work for a semester grade and credit. Students who do not complete the required work before leaving will receive a grade for the work they have completed. Work not completed will be figured into that grade. A grade of "Incomplete" can be given for prolonged illness, death in the family, family emergency. The principal must approve any "Incomplete."

The school strongly recommends that parents schedule their vacation at a time that does not affect their child's attendance. A student is expected to do all the assigned work and take missed quizzes and tests. (See Extended Absence Policy)

This still puts the student at a disadvantage because he/she will not receive the personalized instruction of the teacher. In addition, for extended absences, it is difficult for the teacher to determine exactly how much work will be covered in the designated time period.

Procedures for Students who are PCSing

Students or parents may pick up a Withdrawal Form. Parents will need to sign the form at the high school office or a copy of PCS orders should accompany the form upon its return to high school. The student must obtain signatures from teachers, librarian, and administrators. Fines and outstanding fees are to be paid before the form may be returned. A copy of the completed form is given to the student. A copy is kept in the student file. No references to discipline or midterm reports will be included in any file.

Parents may sign a release of information to the new school. An unofficial copy of records can be given to the parent. Official records will be sent directly to the new school upon request. These records will be sent via certified mail with return receipt requested. Kwajalein will keep a minimal file of transcript, test scores, and medical records.

Incomplete Grades

Students who are unable to complete the quarter for legitimate reason, such as illness or prolonged excused absence, will be allowed to complete the quarter's work. The student will receive an incomplete. Parents will receive a note of completion and a grade when work is completed. Teachers will fill out an "Incomplete Report" which will include the reason for an incomplete, work to be completed, and the deadline for completion. The student and teacher will sign the report and the principal will approve it. A copy will be sent home to the parents. A student who does not complete the work before the deadline will receive a final grade based on all course requirements.

It is the student's responsibility to obtain the assignments and complete the work in a timely manner.

Class Rank

Ranking will be determined by grade point average. Only courses with traditional marks will be used, and pass/fail classes will be excluded. To be ranked by cumulative grade average, a student must have been enrolled as a full-time student for the previous semester at Kwajalein Junior/Senior High School.

Early Graduation

A student who has completed seven semesters of attendance may request early graduation if successfully completing all academic course work for graduation under the policy in effect. Usually permission is granted to those attending higher education. The procedure by which early graduation may be granted is as follows.

A written request from the parents to the school administration will be submitted. A conference will be held with the student, parents, and school administrators participating. The request for early graduation shall be submitted no later than the end of the first semester of the junior year. If provisions of this policy have been met, the principal will certify that the student will meet graduation requirements and may graduate. The School Advisory Council will be informed of early graduation.

The procedure for early graduation is covered in Policies of the Kwajalein School System. Early graduates may participate in graduation ceremonies at the end of the school year.

Promotion and Retention of 7th and 8th Grade Students

To be promoted to the next grade, a student must pass four courses each semester. Two of the courses must be from the following list: English, science, and social studies. If a student has experienced academic difficulty at the 7th or 8th grade level, school administrators and parents will meet, confer, and determine if retention is in the best interests of the student. Retention is not to be considered a punishment; it is a way to enable the student to become more successful.

Note that math courses are not keyed to grade level. Math promotion to the next course is by teacher recommendation and concurrence of parent. A copy of the teacher recommendation will be placed in the student's file.

Homework

The amount of homework depends upon the grade level of the student and will be kept at a reasonable level. If parents are concerned about the amount of homework, they should contact the teacher involved. For additional information see the Kwajalein School System Policy Manual, section 3000.18.

Grading System

Each teacher will furnish a copy of his grading procedures and classroom rules to each student. For additional information see the Kwajalein School System Policy Manual section 4000.23.

Grade Reports (Report Cards)

Grade reports are issued to students four times during the school year. Nine-week grades should be considered an index to student achievement. Semester grades are the marks recorded on students' permanent transcripts. Seventh and Eighth grade students will receive a report on their exploratory courses.

Progress reports will be sent home after 4 1/2 weeks of each quarter. If any parent wants a conference with a teacher, (s)he may arrange one by calling the school.

Standardized Testing of Academic Achievements

In February of each year all students, grades seven through ten, are required to take standardized tests of academic achievement. Seventh and eighth grade students take the Iowa Tests of Basic Skills (ITBS) and ninth and tenth grade students take the Iowa Test of Educational Development (ITED). The results of these tests are used as diagnostic tools for teachers and for students. The results of these tests aid in better understanding of their personal strengths and weaknesses. Parents are provided with the results of these tests and encouraged to contact the school if there are any concerns and/or questions.

Release of School Records

Written parental approval is required before records may be transferred to any other school or agency. Students 18 years of age or older may request their own records.

Student Government Association

The SGA is the governing body of the student body. Class elections are announced and conducted at the beginning of each semester for students in grades 7 and 8; at the beginning of each school year for students in grades 9-12. At the conclusion of the class elections, the class officers meet to elect the SGA officers among themselves. Class meetings are held approximately five times a year. Students are expected to attend these meetings. Copies of the SGA constitution are available in the SGA advisor's room.

Class Meeting Attendance and Behavior

Attendance at class meetings is mandatory. Behavior expected at meetings is as follows: All students are to be seated and all students must be recognized before speaking. Class meetings will not be dismissed until the end of the period. School rules of conduct will apply at all meetings. Students violating these rules will be referred to the principal for disciplinary action. (Revised 3/96 SGA constitution)

Physical Education

Time will be allowed for showers prior to reporting to the next scheduled class. Each student is encouraged to shower after every physical education period. Students must provide their own towels.

Students are expected to dress and participate daily for physical education unless excused from class. If a student misses class for more than two days, a doctor's medical certificate may be required. Grades for physical education are based to a large degree on participation and effort.

Student Privacy

Student privacy will be respected. If reasonable cause exists that a locker be searched, it will be done only by an administrator and with the student and an adult present to witness.

Freedom of Expression

Students have the privilege of free verbal and written expression as long as it does not interrupt the operation of the school or infringe on the rights of others. The principal shall have the authority to monitor student verbal and written expression.

Accidents

If any student is injured while at school, bring it to the attention of the teacher in charge immediately. Injuries judged by school personnel as requiring minor first aid treatment may be treated using school resources. Parents will be notified if there are any questions concerning desirability of treatment or if the injury is obscure, hidden or might produce delayed effects.

When school personnel judge that an injury requires treatment beyond minor first aid, they will immediately attempt to contact the parent or guardian concerning action to be taken. School personnel may also begin concurrent action to transport the student to the Kwajalein Hospital for treatment.

When a student becomes ill while under school control, school personnel will contact the parent or guardian concerning action to be taken. In the event of a severe, acute illness, school personnel may also begin concurrent action to transport the student to the Kwajalein Hospital.

Medical/Health Procedures

The school office is equipped to handle simple first aid situations. These include but are not limited to cuts, scrapes, minor irritations, etc. There is no on-site nurse or sick room.

If an injury is beyond the realm of simple first aid, but there is no need for immediate medical treatment, the parent/guardian or designee will be contacted by the school.

If an accident/injury appears to require immediate medical attention, students will be taken to the hospital as contact is being made with the parent/guardian or designee. The office or the classroom teacher does not dispense medication. Prescription and non-prescription medication should not be sent to school. If there is to be an exception to this guideline, parents must contact the principal.

The school reserves the right to require that a child be medically examined if it is felt the following conditions exist: impetigo, head lice, scabies, ringworm, chicken pox, conjunctivitis (pink eye) or other contagious diseases.

Fire Drills

Fire drills are arranged by the local fire department. When the alarm sounds, leave the room as quickly as possible via the exits designated. Walk briskly, but please do not run.

Extra Help

Students may always seek additional help from teachers. Arrange a time with your teacher. It is important to get help early if you have difficulty with any assignments or class work, so don't wait.

Student Records

Parents and students may view their records upon written request or appointment with the counselor. All records will be treated within the provisions of Public Law 93-390.

Equal Opportunity Policy

It is the policy of the school not to discriminate on the basis of race, color, religion, national origin, sex, marital status or disability in its educational program or activities as required by law.

School Advisory Council

The School Advisory Council was created and granted authority and purpose by the Commander USAKA under the terms and conditions of USAKA Regulation 352-1. The Council is composed of voting and non-voting members. They serve annual terms. The USAKA Commander appoints the chairperson.

The School Advisory Council has a responsibility to provide advice and guidance to school system personnel for the purpose of establishing an educational system that engenders the confidence, satisfaction, and trust of island residents.

Meetings are held at a time and place designated by the chairperson. **Proper notice of each meeting is given by informing the island populace through the Hourglass and CPN prior to the meeting.** Such notice states the time, place, and major agenda to be discussed and is released through the offices of the superintendent.

All actions of the Council are technically and practically recommendations to the USAKA Commander who has the ultimate responsibility for the operation of the schools. All Council actions require the concurrence of the Commander of USAKA who may accept, modify or reject any or all such actions.

Athletics

Intramural sports and Spartan teams are considered school-sponsored activities. Tryouts, practices, and games will be announced over the public address system each morning if submitted by coaches. At the start of each season, coaches will distribute training rules.

Kwajalein Jr/Sr High School Athletic Code Expected Conduct for Athletes

Because athletes perform in public, they are expected to conduct themselves at all times in a manner which will reflect the high standards and ideals of their team, school, and community. Any athlete who willfully performs any act which interferes with or is detrimental to the orderly operation of the school's athletic program or acts in an un-sportsmanlike manner, shall be subject to athletic discipline. Discipline may include permanent removal from the athletic and intramural programs.

The season shall be the first day of practice through the last contest of the season. This includes regular and post season play.

Rules for Participants in the Athletic Program

1. All school rules pertain to school sponsored activities including athletic and the intramural programs.
2. Any athlete who is not in school for at least the last half of the school day will not be allowed to practice or play in a game or participate in the intramural program that day. Exceptions: dental and medical appointments, court appearances, and other pre-approved absences.
3. Any athlete who has been absent unexcused or suspended (including in-school suspension) will not be allowed to participate in athletic events including practice, games, and the intramural program on that day.
4. An athlete must be full-time student in grades 7-12 and have maintained at least a "C" (2.0) average. Eligibility for all students will be evaluated every nine weeks, at the end of each quarter, based on report cards. Those students declared not eligible at the end of the quarter will be re-evaluated based on the next mid-term reports.
5. An athlete will not possess, use or traffic in tobacco, alcoholic beverages or illicit drugs.
6. Athletes will comply with all USAKA regulations and laws of the State of Hawaii.
7. Athletes will comply with official rules peculiar to specific sports.
8. Athletes will comply with the rules set by the head coach. The Athletic Director must approve all rules.
9. To be excused from practice, an athlete must obtain the approval of the head coach or assistant coach.
10. After being assigned to a team, if a student quits or is dismissed from that team, he or she will not be able to be placed on another team for that season. This does not apply if a student is unable to participate because of an injury or any other medical reason stated and signed by a doctor. A student may quit a team, with the approval of the

Athletic Director, for good cause. No player may be added to a team without the approval of the Athletic Director. If approval is granted, the team the player is assigned to will be determined by the Athletic Director.

11. If a student wishes to participate in more than one sport season at the same time the following rules apply:
 - First sport season has priority over the second sport season.
 - Games have priority over practice.
 - It is the responsibility of the student athlete to communicate with the coaches.
 - All final decisions concerning games and practices are at the coach's discretion.

Consequences for Violation of the Athletic Code

1. Consequences for violations of Rules # 1 through # 6 have been set by the school and will be enforced by the Athletic Director and the head coaches. Other rules will be determined and enforced by the coaches in consultation with the Athletic Director.
2. The consequence of Rule # 1 shall be as follows:
 - Consequences for chronic violation of school rules, or infraction of a major violation of school rules as defined by the Parent - Student Handbook, may result in severe disciplinary action, including the removal from the athletic and intramural programs.
3. The consequence for Rule # 4 shall be as follows:
 - An athlete must have a minimum of a "C" (2.0) average after the first mid-term progress report of the school year in order to participate in the athletic program. All students are eligible at the beginning of the first quarter.
 - Ineligible students may try out for a team but will not be allowed to practice or participate in games until he/she regains eligibility.
 - The school principal may give students with an IEP special consideration.
4. The consequences for Rule # 5 are as follows:
 - The first violation of Rule # 5 involving tobacco will result in suspension for a minimum of two games. The student may be required to attend practices at the discretion of the coach. A second violation will result in suspension for the remainder of the season.
 - Violation of Rule # 5 that involves drugs and or alcohol will result in:
 - First Violation
The suspension from the athletic program for nine (9) consecutive school weeks from the date of the infraction.
 - Second Violation
The suspension from the athletic program for eighteen (18) consecutive school weeks from the date of the infraction.
 - Third Violation
Total suspension from all athletic programs for the remainder of the student's academic career on Kwajalein.
5. The consequences for Rule # 6 are as follows:
 - The violation of USAKA regulation or law of the State of Hawaii, either on off school premises, may result in the temporary or permanent removal from the athletic program.
6. Guidelines for the enforcement of Rules # 7 through # 9 are as follows:
 - Before an athlete may be removed from a team for the remainder of the season, the head coach, Athletic Director and the principal must confer.

- The coach, Athletic Director, or principal may determine consequences less than removal for the remainder of the season.

National Honor Society & National Junior Honor Society

National Honor Society – selection open to qualified students in grades 10-12.

National Junior Honor Society – selection open to qualified students in grades 7-9.

Membership is an honor bestowed upon a student. Selection for membership shall be by the faculty council which includes five faculty members appointed by the principal and is based on outstanding scholarship, service, leadership, character, (and citizenship for NJHS).

Scholarship: Candidates must have a cumulative GPA of at least 85%, B, or 3.0 (on a 4.0 scale).

Service: Candidates must have completed at least thirty service hours during the current semester, the previous three semesters and any summer projects.

Leadership: Candidates must show opportunities of responsibility for directing or motivating others. Using the point system below, each potential member must have accumulated a minimum of six leadership points during the current semester, previous three semesters and any summer activities.

Points / Leadership Activity

- 4 elected class president – 9th-12th grades (year) (gave speech in front of class)
- 2 elected class president – 7th-8th grades (semester) (gave speech in front of class)
- 3 elected class vice-president, secretary/treasurer or class representative 9th-12th grades (year)
- 1.5 elected class vice-president, secretary/treasurer or class representative 7th-8th grades (semester)
- 2 ran for class president but did not get elected 9th-12th grades (year) (gave a speech in front of the class)
- 1 ran for class president but did not get elected-7th-8th grades (semester) (gave a speech in front of the class)
- 1 ran for other class office but did not get elected
- 3 successful coaching or teaching a sport or club activity (completed)
- 1 current coach or teacher of a sport or club activity (in progress)
- 3 successful committee chairman of PROM, Winter Ball, or ROMP (completed)
- 2 successful committee chairman for other school/community activity (completed)
- 1 current chairman for school or community activity (in progress)
- 3 school sponsored club or community group president
- 2 school sponsored club or community group officer
- 2 team captain for a sport (completed)
- 1 team captain for a sport (in progress)

Note: Service projects and leadership roles can be demonstrated through involvement with Boy Scouts, Girl Scouts, the youth center, Church organizations, community band,

community/church choir, assisting with Sunday School or CCD, free tutoring, free baby-sitting, member of class or club activities, accompanist or participant in recitals, school play, etc.

Character: Candidates must demonstrate the following qualities: integrity, positive behavior, ethics, cooperation, respect, responsibility, trustworthiness, fairness, caring.

(NJHS) Citizenship: Candidates are looked at closely for mature participation in scouting, community activities, and school clubs.

Selection Process: Students who meet the scholarship criterion shall receive a letter encouraging them to fill out a “Student Activity Information Form”. This form verifies extracurricular participation, leadership, service projects, work experience, recognition and awards. Selection of each member shall be by majority vote of the faculty council. All students shall be notified in writing regarding selection or non-selection. A special induction ceremony shall be held for those selected.

Computer/Internet Use Policy

The following principles guide access to computers and networked information resources in the Kwajalein School System. Students, school staff, and adults have responsibilities and methods that should be followed when using the available technology.

Responsibility

Access is a privilege, not a right. Access entails responsibility.

1. The administration and the School Advisory Council expect staff to integrate thoughtful use of networked information resources throughout the curriculum.
2. Student access from the Kwajalein Schools to telecommunications and networked information resources will follow guidelines developed for the selection of appropriate instructional materials contained in resources evaluated prior to use.
3. Since access could extend beyond evaluated or previewed resources, the staff will supervise and provide appropriate guidance and instruction to students in the appropriate and effective use of such resources.
4. Students are responsible for good behavior on school computer networks, just as in classrooms and other areas of the school. Communications on networks are often public in nature.
5. Outside of school, families are responsible for setting and conveying the same standards that their children exercise in the use of television, telephones, radio, movies and other media to the use of telecommunications and networked information resources. The Kwajalein School System supports and respects each family’s decision whether or not to apply for student access and to request alternative activities not requiring access.
6. The educational value of student networked information resources access is the joint responsibility of students, parents and employees of the school.

Rights and Privileges

The network services are provided for educationally-related communication, research, and other activities. Access to the Internet through the Kwajalein Schools will be provided to students who agree to act in a considerate and responsible manner.

1. Students will submit a properly signed Computer/Internet Use of Agreement, which includes parent/guardian permission to the school.
2. When made available, a network account will include a user name and private password assuring that access is the responsibility of the student.
3. Each student with network access will be assigned storage space on the corresponding file servers which will be treated the same as school lockers. Network security is designed to allow access to these spaces only by the assigned user; however, school personnel may review files and communications to maintain system integrity and to insure that users are using the system responsibly.
4. Users should not expect that files stored on school resources will always be private.

Restrictions

(The following activities are not permitted on the Kwajalein School System electronic resources)

1. Accessing, sending or displaying obscene, hate, or sexually explicit material.
2. Using obscene language, harassing, insulting or attacking others.
3. Damaging computers, computer programs, computer systems or computer networks.
4. Vandalizing, damaging or disabling the property of another person or organization.
5. Impairing or disabling computers, computer programs, systems or networks through the intentional misuse or overuse of electronic distribution.
6. Spreading of computer viruses through the inappropriate use of files or diskettes.
7. Violating copyright laws.
8. Using another person's password.
9. Trespassing in another person's or organization's folders, work or files.
10. Violating local or federal statutes.
11. Using the network for commercial purposes.
12. Surfing the net if it's not affiliated with school courses or projects.
13. Shopping online for any merchandise.
14. E-mailing anyone unless it is school related (i.e., e-mail to a teacher or to obtain information for school use is acceptable).
15. No peer-to-peer file sharing of any kind is allowed.
16. No instant messengers (AOL, MSN) or Net Send between work stations.
17. No downloading of music or MP3's.

Disclaimers

The Kwajalein School System makes no warranties of any kind, either expressed or implied, for the access being provided.

1. The school and the school staff are not responsible for any damages incurred, including, but not limited to, loss of data stored on Kwajalein School System resources, or for personal property used to access Kwajalein School System resources.
2. The Kwajalein School System will not be responsible for the accuracy or quality of information stored on Kwajalein School System resources or gathered through corporation-provided access.

Sanctions

Disciplinary action related to student access to electronic resources may be determined at the building and/or classroom level in accordance with existing practice regarding inappropriate language, materials or behavior.

Existing practice;

First Offense

1. Two weeks loss of access to KJSHS computers.
2. Parent-Teacher-Student conference
3. Notify User Account Manger; student name, dates of suspension.
4. Write student's name and the dates denied on whiteboard in the teachers' mail room.

Second Offense

1. Six weeks loss of access to KJSHS computers.
2. Parent-Teacher-Student conference
3. Notify User Account Manager: student name, dates of suspension.
4. Write student's name and the dates denied on whiteboard in the teachers' mail room.

Third Offense

1. Parent-Principal-Student conference
2. Notify User Account Manager: student name, dates of suspension.
3. Write student's name and the dates denied on whiteboard in the teachers' mail room.
4. Disciplinary action to be determined, could result in suspension or permanent loss of computer privileges.

*Violations of the Kwajalein School System Computer/Internet Use Policy may result in the loss of access to electronic resources on a permanent basis, based on the severity of the offense and the violator's past history of offenses.

5. Violations of the Kwajalein School System Computer/Internet Use Policy may subject the violator to school disciplinary action.
6. When appropriate, law enforcement may be involved.

Service Possibilities

- ☺ Clean hallways & school grounds: 1 person each hallway: ½ hour PER day → 2 ½ hours/wk OR 2 people each hallway and they split the 2 ½ hrs evenly! 2 people outside: ½ hr/day/person → 2 ½ hrs/wk/person
- ☺ Work on school sponsored dances
- ☺ Work on Marshall Island Club activities
- ☺ Work on Christmas on Carlos activity
- ☺ Sell Christmas trees
- ☺ Sell 'grams' (Halloween, Christmas, Valentines, etc.)
- ☺ Work on Jr./Sr. banquet
- ☺ Work on any school club or grade level committee/event
- ☺ Help with lights & sound for school events (be sure no credit is received for a class)
- ☺ Raise & lower the school flag daily
- ☺ Help with 7th grade orientation
- ☺ Help with Parents Back to School Night
- ☺ Act as student rep at school board meetings

- ☺ Decorate Senior lockers
- ☺ Do “Senior Birthday” hall bulletin board
- ☺ Do a project for the Jr./Sr. high school & receive no type of school credit (web page, hall & outside bulletin boards, etc.)
- ☺ Assist teachers with Xeroxing, bulletin boards, setting up classrooms in the fall, etc. and not receive any class credit
- ☺ Create class signs, &/or a dance routine, &/or sand sculptures for the annual Turkey Bowl activity
- ☺ Provide entertainment for school functions
- ☺ Work on Honor Society projects that are school related yet not part of the required club projects
- ☺ Design a monthly (large) school calendar
- ☺ Rehearsal & performance hours with X-Band if not taken for school credit
- ☺ Rehearsal & performance hours with Stage Band if not included in band grade & if not take for school credit
- ☺ Write regularly for the school newspaper yet not receive school credit
- ☺ Work on Youth/Teen Council activities that benefit students in grades 7-12
- ☺ Assist with the elementary school book fair (since it benefits students in grades 7-12)
- ☺ Act in any of the following capacities for the school play: stage manager, assistant stage manager, make-up crew, stage crew (curtain, set construction & painting), sound/light technician, usher.

No School Service Hours

- Member of swim team, Scouts, church group
 - Member of school sports team or actor in school play
 - Doing *required* NHS/NJHS service projects
 - Coaching elementary school sports teams
- ☺ When in doubt, ask the administration!

Testing Plan: School Year 2006—2007

The Testing Plan shall be included in each year’s Student-Parent Handbook. The Testing Plan for the following year shall be provided to the SAC no later than March of each year. The SAC will review the plan and make recommendation to the USAKA Commander to approve the plan for the following school year. At a minimum, Kwajalein School will administer the tests listed in the table below:

TEST	MEASURES	GRADE	
Iowa Tests of Basic Skills (ITBS)	Student Progress & Curriculum	3-8	Usually administered in February
Iowa Tests of Educ. Development (ITED)	Student Progress & Curriculum	9 & 10	
Northwest Eval. Assc. (NWEA)	Student Progress & Curriculum	2-6	Assesses reading, language arts, and mathematics for grades 2-6. For students above sixth grade, especially new students whose records may not contain sufficient information, testing may be requested by teachers. The school counselor or the teacher may give the test.
Advanced Placement (A.P.) tests	Student Progress & Curriculum	AP	Students will pay for each A.P. test taken
Cognitive Abilities Test	Student Abilities	3, 6, 9	
Interest Explorer	Student Aptitudes & Interests	8	Career aptitudes and interests will be assessed
Armed Services Vocational Aptitude Battery (ASVAB)	Student Aptitudes & Interests	11	Career aptitudes and interests will be assessed. Administered to all 11 th grade students.
PSAT	Student Abilities	10-11	
ACT	Student Abilities	9-12	Offered twice per school year
SAT	Student Abilities	9-12	Offered 4 times each year
SAT II	Student Abilities	9-12	Offered 4 times each year

FORMS

Student Account Agreement

Student Section

Student Name _____ Grade _____

School _____

I have read the District's Acceptable Use Policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules, my account can be terminated and I may face other disciplinary measures.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the District's Acceptable Use Policy, and if dial-up access is made available, I will supervise my child's use of the system when my child is accessing the system from home.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use the District's system including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding restrictions against accessing additional material to the restrictions set forth in the District's Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

(Optional) I approve I do not approve establishing a dial-up account for my child.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____ Phone _____

This space reserved for System Administrator

Assigned User Name _____

Assigned Temporary Password: _____

