

**POLICIES
OF THE
KWAJALEIN
SCHOOL SYSTEM**

2020-2021

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POLICIES OF THE KSS**

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POLICIES OF THE KSS

FUNCTION OF POLICIES

Kwajalein School System (KSS) policies herein have been established to provide guidance to the school administration to facilitate the success of the Kwajalein School System.

1000 SERIES - ORGANIZATION

.01 Authority Creating School System

KSS was initially organized as a U.S. Navy Overseas Dependent School in 1956 offering instructional programs in grades Kindergarten through eight. In 1959 Kwajalein schools began to operate under a contractor system and in 1961 added grades nine through twelve.

The school system operates as one school on two campuses: George Seitz Elementary, named for the first Commanding Officer of Kwajalein following World War II, and Kwajalein Junior Senior High School Junior Senior High School. KSS has been granted accreditation status by AdvancED. The elementary school has maintained accreditation since 1991; the high school has maintained accreditation since 1963.

Kwajalein Schools are operated under the terms of Logcap Technical Exhibit H2, Section 10.02.01 Education Program Services The responsibilities of the Contractor are set forth by the Scope of Work in that contract.

.02 The School Advisory Committee

The School Advisory Committee has been created and granted authority and purpose by the Commander USAG-KA under the terms and conditions of USAG-KA Regulation 352-1.

.03 Changes in Policies or By-laws

All policy changes shall be proposed in writing and presented to the entire School Advisory Committee (SAC) for discussion. Unless it is deemed by the SAC that circumstances demand immediate action, changes may be proposed at the beginning of a school year or at the end of a prior school year. All changes will require recommended approval of the SAC and final approval of the Commander, USAG-KA.

.04 Communication Channels

Kwajalein Schools encourages open communication between staff and parents/guardians. If a concern arises, a parent/guardian should first discuss with appropriate staff member (usually the teacher, counselor, and support staff). If resolution is not obtained, the concern should be taken to the building principal. If satisfaction is not obtained at the building level, the proper avenue would then be the lead administrator, community activities director, the program manager, and finally to the USAG-KA Commander.

2000 SERIES - INSTRUCTIONAL ORGANIZATION

.01 School Calendar

KSS will annually, prepare and submit to USAG-KA for review and comment a school calendar consisting of, at a minimum, school start and end dates, parent/teacher conferences, holiday closures, and early releases. This calendar will be widely disseminated to the USAG-KA residents. KSS Calendar Committee will recommend a school calendar consistent with the requirement established by USAG-KA to the School Advisory Committee no later than the month of January each year. Calendars for advisement each year will be two years out. Rev June 2019

.02 School Year

The school year for the KSS shall be not less than 180 days in length and include a limited number of non-student days for the express purpose of staff in-service training. In no event may the regular school term be reduced below 180 teacher-pupil contact days except for graduating seniors who may be released five to ten days early when they have met all the requirements of the school.

.03 School Day

A school day is defined as any day, including a partial day, that children are in school for instructional purposes.

.04 Released Time

The school system makes no provision for released time from instruction on a regular basis. In no event will students be released from instruction without arrangements being made to make up the work missed.

Students may not be released for purposes of specialized instruction not provided by the school. Students will be released only by arrangement and with the approval of parents/guardians and only through the office of the principal.

.05 Emergency Closures and Drills

Schools or individual classrooms or school sections may be closed under emergency conditions because of hazards to students or staff, or power failures, or other conditions that cause physical discomfort for students and staff. In such extreme situations, approval will be obtained from the building principal or his/her designee. Every effort should be made to continue the instructional program in alternative locations in such situations.

Emergency Drills will be conducted for the schools by Fire and other USAG-KA directed personnel from time to time in the schools. Principals and staff are directed to cooperate in all such activities.

.06 Schools Operated

KSS will operate a total educational program, K-12 with primary locations at George Seitz Elementary School (grades K-6), and the Kwajalein Junior Senior. High School (grades 7-12).

.07 Enrollment

All prospective school-aged children entering Kwajalein School System or residing on Kwajalein must meet the minimum eligibility requirements for enrollment. An admissions panel, comprised of a school counselor and the building principal, will determine eligibility for enrollment. The composition of the panel may vary as circumstances warrant. Any student who exceeds the contractual limitations as outlined in series 2000 Instructional Organization, section .08 Special Needs/Special Education or in series 4000 Home-School determined by the admissions panel shall not be admitted into the school system. Programs of students receiving services are reviewed annually to determine the student's continued school enrollment eligibility.

PRIOR to a PCS to Kwajalein, prospective employees must present school transcripts, standardized test scores, and documented special education needs of every student. KSS recognizes the Iowa Test of Basic Skills, Terra Nova, Northwest Evaluation Association assessments, and other state assessment tests.

.08 Special Needs/ Special Education

The Kwajalein School System Policy states:

Speech language pathology services may be provided to students enrolled in the Child Development Center beginning at 3 years of age and students enrolled in KSS through 12th grade. Special education services may be provided to students enrolled in KSS from Kindergarten through twelfth grade with:

- a) Speech Language Impairment: Articulation, Language, Voice, Fluency
- b) Mild Learning Disabilities (LD)
- c) Mild Other Health Impairments (OHI)
- d) Mild Developmental Delay

Speech and Language Pathologist Services

Screenings, diagnostic and therapeutic services are available for students ages 3 through twelfth grade. For children ages 3-5, the DoDEA informal screener, Milestone Moments, is available to inform parents, caregivers, and teacher to determine if a referral to the speech language pathologist (SLP) for a more formal screening is needed. In addition, if there are communication concerns for those students enrolled in KSS (kindergarten through twelfth grade), the SLP will gain parent permission to formally screen, followed by, if necessary, pertinent assessments, evaluation report development, IEP team development and therapeutic services. Collaboration between KSS, SLP and NDSP Liaison will occur to determine communication needs of any DoD student.

Mild Learning Disabilities (LD)/Mild Other Health Impairment (OHI)

Services by the special education teacher may begin when the student enrolls in kindergarten. If a student enrolls in KSS with a current IEP, KSS has 15 days from enrollment to inform parent(s) of acceptance of current IEP as it is presented on incoming school forms and eligibility folder. If current incoming IEP is not accepted as it is written but student is within the scope of services, an IEP team meeting will be held to present

changes, place on KSS forms, and begin eligibility folder within 30 days of enrollment. If a student that is currently enrolled in KSS has completed the RTI process, a referral can be made for special services. The student will be provided with Tier 3 Interventions until a school psychologist/diagnostician is contracted for the purpose of special education assessments in order to determine qualification and classification. Other Health Impairment category may be diagnosed by a medical physician, as well as a psychologist/educational diagnostician (per every three years). If qualifying assessment data is available and provided from an off-island source, an IEP team will consider special education services for students in kindergarten through twelfth grade. KSS will contact the NDSP liaison for our region to coordinate referral for DoD students IAW NDSP Inter-Component Operating Procedures. As stated previously, SPED assessment by a qualified school psychologist/educational diagnostician may not be available, depending at which time services are needed.

Mild Developmental Delay

Students (kindergarten through age 8) who have completed Tier 3 Rtl may be diagnosed by a physician/educational diagnostician for development delays. Once CSC receives this information, it will be given to appropriate case manager to be considered and reviewed to determine if SPED services are needed.

Medically Related Services

Occupational therapy, physical therapy, and other medically related services are not available through KSS. Medically Related Services determinations (MRS) for DoD students will be determined through collaboration and consultation with NDSP Liaison Area Special Education Coordinator IAW DoD Instruction 1342.12 and Inter-Component Operating Procedures.

Homeschooling

The Department of Defense has determined that schools on military bases that are not ran by the Department of Defense shall collaborate and consult for special education services through their separate program called Non-DoD School Program (NDSP). The NDSP homeschool policy states: a child can attend a school at post or be home-schooled but cannot access both education options. KSS will notify NDSP Liaison when formal testing is available at KSS. Homeschooling parents/guardians will be contacted by their NDSP Regional Office.

Scope of Serviceability

Due to resources and personnel limitations, the Kwajalein School System (KSS) is unable to provide services for students who have moderate to severe physical, mental, learning, emotional or behavioral disabilities. In addition, students may be deemed out of our scope of serviceability in KSS on the basis of their diagnosis, percentage of school day requiring special services (not to exceed 20%), students requiring remedial instruction that are performing below the 20th percentile on standardized assessments, and/or are achieving more than two grade levels below their current grade level in reading or math. NDSP Liaison Area Special Education Coordinators will be consulted for DoD student provisions as per DoD Instruction 1342.12, (PWS 12.C.4.j), and Inter-Component Operating

Procedure.

The school will notify the site managers and it is the responsibility of the site managers to notify all current and prospective employees of the:

- a) resource and personnel limitations of special education in KSS
- b) contractual limitations set by USAKAG which specify special education services of any kind cannot exceed 20% of the regular school day

Prior to a permanent change of station (PCS) to Kwajalein, prospective employees must present current school transcripts and documented special education needs of their student. This should include current grades, standardized test scores, current Individualized Education Plan (IEP), and speech /language and/or psycho-educational test data (Full Individual Evaluation FIE) to support the IEP. This information must be received and reviewed by the admissions panel of KSS before approval and entry into KSS can be determined. Notification of eligibility will be sent by prospective employer. DoD dependents will be required to register with EFMP and provide the aforementioned documentation for NDSP liaison collaboration with KSS prior to determining appropriateness of KSS for individual DoD dependent education needs as per DoD Inter-Component Operating Procedures for NDSP Schools.

The admissions panel will be comprised of a special education faculty member, a school counselor, a classroom teacher, and the building principal. The composition of the panel may vary as circumstances warrant. The Lead Administrator will serve as a voting chair on the admissions panel. Any student who exceeds contractual limitations for special services as determined by the admissions panel shall not be admitted into the school system.

Programs for students receiving services are reviewed annually to determine the student's continued school enrollment eligibility.

The following criteria will be used during the review process:

- a) In scope and within serviceability (see definition below)
- b) Out of scope, but currently within serviceability and no immediate concerns
- c) Out of scope but currently within serviceability with concerns
- d) Out of scope and out of serviceability

Students falling within Categories 1, 2, or 3 will maintain enrollment in KSS. Category 4 students will require further consultation and action.

Serviceability Defined: Ability to provide appropriate, on island, support within grade level not exceeding 20% of school day for special services.

DoD sponsored students will be addressed separately using DoD criteria within 15 school days after receiving application for an incoming IEP in accordance with Non-DoD Schools Program. CSC will confer with NDSP Liaison on case by case basis for each DoD sponsored student to determine additional needs covered through NDSP program as per

.09 Teaching Controversial Topics

Students have a right to study controversial issues that have political, social, or economic significance, on which at their level, they begin to have an opinion. That right is to study under competent instruction in an atmosphere free from bias and prejudice. All such instruction will be on an informative basis. Students will be provided an opportunity to find, collect, and assemble factual data on the issues; to interpret the issue without prejudices; and to reconsider assumptions and claims and reach their own conclusions. In any cases where outside speakers are provided, their appearance shall be cleared with the principal.

.10 Non-Curricular Programs

School extra class activities are considered to be a part of the total school program and may be scheduled during the school day or beyond regular school hours. Efforts will be made to avoid conflict with the regularly scheduled curriculum whenever possible. Extra class activities are for the purpose of promoting academic, civic, vocational and cultural interests of students. They include opportunities to share talents with others, to perform before audiences and to develop special talents not readily addressed by the school class offerings. Recreational intramural programs will be actively sponsored by the schools with direct support by Community Activities.

The school system will develop and maintain a broad program of athletic activities designed to ensure maximum participation by the student body.

.11 Community Resources

The Kwajalein Community contains a population with a variety of talents and extensive backgrounds of training and experience. Often individual members of the community can bring special competencies to the classrooms by participating in the educational program under the direction of the classroom teacher.

Teachers are encouraged to use such volunteers but should be guided by high professional standards of scholarship and an appropriate sensitivity to the community's educational needs and the expressed views of its citizens.

Should parent/guardians as individuals, or parent/guardian or community groups question the suitability of such resource people, or express concern about the maturity level, morality, patriotism or merit of any presentations to be made, the decision as to its acceptability shall be vested in the school principal.

.12 Class Size

Class size will be determined by the enrollment and governed by the school system budget. KSS principals will determine the staff allocations to buildings and programs and present those allocations to the School Advisory Committee. Attempts will be made to balance class sizes in the elementary school whenever possible and to establish secondary class sizes that will equalize teacher workloads and will consider the subject matter being taught.

.13 Field Trips

The KSS is cognizant of the beneficial educational experiences gained by means of visits to certain facilities and areas away from the school grounds. Field trips are undertaken to augment classroom and extracurricular activities, and/or provide learning experiences in a more general category.

KSS principals are given authorization to arrange field trips consistent with best educational practices within the following geographical areas: (1) Kwajalein Island; (2) Kwajalein Atoll outer islands. Adequate supervision by certified personnel shall be provided for all field trips. This applies to all trips taken during non-school hours as well as those scheduled during the regular hours of operation.

Trips that result in the curtailment of classes for the entire student body shall be approved in advance by the school principal.

.14 Homework

The regular completion of homework is an important part of the learning experience for students. Teachers may assign homework to be completed outside of the school day for reinforcement and enrichment of fundamental skills, concepts, and knowledge. Homework should encourage critical thinking, teach responsibility, and provide independent practice of materials learned during the regular school day.

Each teacher will develop homework guidelines for his/her grade or subject. These guidelines will be shared and explained to the students and the parents/guardians at the beginning of the semester or the beginning of the school year. A copy of the guidelines will be submitted to the school principal for discussion and approval before the guidelines are shared with the students or the parents/guardians. Concerns about the guidelines will be discussed and resolved between the teacher and the principal before distribution to students or parents/guardians.

.15 Instructional Materials

The selection of instructional materials is a continuing process and the responsibility and authority for such selection is delegated to the professional staff of KSS. The SAC will be informed on an annual basis of new adoptions or revisions in basic texts.

.16 Testing Program

A comprehensive testing program shall be established and maintained to evaluate the education program of the school system and to assist in providing guidance or counseling services to students and their families. These tests assist the student, parent/guardian, and educators to identify instructional needs of our students as well the student's progress, abilities, and interests and are used to assess the curriculum and performance of the school system to meet those needs. Public release of test data will always be presented in group form to the School Advisory Committee. Confidentiality of individual results will be maintained.

Testing Plan updated as of February 2020:

The Testing Plan shall be included in each year’s Parent-Student 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 recommendations to the USAG-KA 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 | REMARKS |
|--|-----------------------------------|-------|--|
| Northwest Evaluation Association (NWEA) | Student Progress & Curriculum | K-12 | Assess reading grades K-10, reading fluency grades K-6, language arts grades 2-10, mathematics grades K-12, and science grades 3-12. For new students whose records may not contain sufficient information, testing may be requested by teachers or parents/guardians. Given in Fall and Spring to measure growth with an option to use in the Winter. |
| Fountas and Pinnel Benchmark Assessment Program | Reading Fluency and Comprehension | K-6 | Used as a screening tool for our students to determine instructional needs. |
| Advanced Placement (AP) tests | Student Progress & Curriculum | AP | Students will pay for each AP test taken |
| 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 | Administered to all 10th and 11th graders. |
| ACT | Student Abilities | 9-12 | Offered 2 – 3 times per school year |
| SAT/SAT Subject Tests | Student Abilities | 9-12 | Offered 3 or 4 times each year |

.17 Curriculum & Instruction Committee

The lead administrator will appoint committees of teaching staff, administration and community representatives as required to accomplish the Kwajalein Schools Curriculum

Development Plan.

3000 SERIES - STUDENTS

.01 Attendance

All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction, successfully meet academic standards, and demonstrate continuous educational progress. Regular school attendance correlates with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college.

KSS considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:

- 1) Personal illness
- 2) Medical, dental, or mental health appointment
- 3) Serious illness in the student's immediate family
- 4) A death in the student's family
- 5) Religious holiday
- 6) Emergency conditions such as fire, flood, or storm
- 7) Unique family circumstances warranting absence and coordinated with school administration
- 8) Pandemic event

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences will require the school administration to intervene

Students are responsible to identify and make up all classroom activities and assignments missed as a result of an absence.

| | |
|---|---|
| <p>Excused Absences and Tardy</p> <p>KSS considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. Tardy</p> | <p>Request for Student Excused Absence</p> <p>School Administrator will consider the following factors prior to approving a pre- arranged absence.</p> |
|---|---|

| | |
|--|--|
| <p>“excused” fall under the same guidelines. The principal has final authority to identify an absence as excused from school.</p> <ol style="list-style-type: none"> 1) Personal illness 2) For extended illness (more than 3 days) please provide documentation from care provider 3) Medical, dental or mental health appointment 4) Serious illness in the student’s immediate family 5) Religious holidays 6) Emergency conditions such as fire, flood, or storm 7) Unique family circumstances warranting absence and coordinated with school administration 8) Pandemic event | <ol style="list-style-type: none"> 1) The student is in good academic standing. 2) The student has a record of consistent school attendance during the current school year. 3) Review impact of previous extended absences on student’s educational progress. 4) Administration shall confirm with the parent if dates of absence are mandatory or discretionary. |
|--|--|

A) ABSENCES

a) Unexcused Absences

Absences not included in the above excused absences are considered unexcused. Work is expected to be made up, but the grade may be reduced due to an unexcused absence.

b) Excessive School Absences

1. Students who are not physically present in school because they are hospitalized or homebound are excluded from identification of excessive school absence.
2. Student attendance is calculated based upon the date of enrollment in school, which may occur anytime during the school year.
3. After 10 cumulative full day absences (excused or unexcused) in a school year, the school administrator shall review the student's academic performance, the reasons for the absences, and determine the impact of repeated absences on the student's academic and social emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate an intervention plan will be developed by the school administration to support the student's advancement for the current school year (elementary and middle school) or, successful completion of course credit (secondary).

4. After 15 cumulative full day absences (excused or unexcused) in a school year, the principal may request Command assistance to ensure that appropriate action or services are implemented to improve school attendance.
- c) Elementary and Middle School Students
The school administration shall meet with the parent or sponsor to discuss a student's educational, social and emotional development during the current school year and develop an educational plan that may include non-routine placement. The grade level placement of students will be considered on an individual basis. Decisions will reflect the best interests of the student.
- d) Secondary Students
1. Separate from any discipline that may be imposed, students with excessive absences may be subject to loss of course credit.
 2. Notification. The administration will send notification (via email or written notification) of possible loss of credit to a parent or sponsor of students who have 7 unexcused full day absences during a semester.
 3. Students may lose credit when they have accumulated 10 or more unexcused absences in a class or course during a semester. As appropriate, the administration will meet with the parent or sponsor to discuss the student's educational progress.
 4. The school principal shall conference with the student, together with his/her parent or sponsor, to discuss the reasons for the absences, consider the student's unique circumstances, and discuss the possible loss of credit and options for making up the credit. If credit will be denied the principal shall provide official written notification to the parent or sponsor.
- e) Grade Level Placement and Loss of Credit.
The grade level placement of students and loss of credit will be considered on an individual basis. Decisions will reflect the best interests of the student.
- f) Appealing Loss of Credit
- 1) Students may appeal their loss of credit by submitting a written petition to the school principal within 10 days of official written notification.
 - 2) The appeal process must include a discussion between the classroom teacher(s) and principal.

B) TARDY

- 1) Late arrivals will be considered "tardy unexcused" unless the school receives written verification from the parent or sponsor consistent with the reasons for excused absences.
- 2) Students are expected to report to school each day on time and to report to all classes on time. Failure to do so constitutes tardiness.

- 3) Students are responsible for making up all missed work when arriving late to class.
- 4) At the elementary school, students missing less than ½ school day will be identified as “tardy excused”, or “tardy unexcused.” At the junior-senior high school, students missing less than ½ of a class will be identified as “tardy excused”, or “tardy unexcused.”

a) Excused Tardy

Conditions that constitute an excused absence also constitute excused tardy.

b) Unexcused Tardy

- 1) Tardy from school or a class without written or verbal verification from a parent or sponsor will be unexcused.

c) Excessive Tardy

- 1) School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.
- 2) After 6 unexcused cumulative tardies, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances
- 3) As appropriate, the principal is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

C) LEAVING SCHOOL DURING THE SCHOOL DAY

Students, regardless of age, who need to leave the school during the day, must report to the Main Office with an appropriate written excuse or appointment slip from their parent/guardian to receive approval to leave the school and to sign out. Medical appointments should be scheduled so as not to conflict with classes, whenever possible.

Students are not authorized to leave school without the sponsor's permission.
Students are required to sign in and out of school.

.02 Age Limits Hawaii

Children between the ages of 6 and 18 must be enrolled in Kwajalein School System or be home-schooled while living at USAG-KA per Policy Memorandum 8-1.4, Command Sponsored Dependents at USAG-KA. The minimum age for entry into Kwajalein Schools will be that children must be five years old on or before 01 September to be eligible for enrollment in kindergarten. Proof of date of birth must be presented at the time of initial registration for kindergarten.

A grace period from 02 September through October 31 may be considered; however, parents/guardians who believe their child will be ready at this earlier age must appeal to the school administration for this special consideration. Upon appeal, a special admissions panel will be formed.

The admissions panel will generally be comprised of a classroom teacher, a school counselor, a special education faculty member, a preschool teacher, and the school principal. The composition of the panel may vary as circumstances warrant

Kwajalein Schools is Non-DoD school, students who qualify for admission under DoDEA criteria will be admitted under such criteria.

- a) Any student who has successfully completed a recognized Kindergarten program during the prior school year shall be eligible for enrollment in first grade.
- b) Any child over six (6) and less than eighteen (18) years of age must attend school regularly as a full-time student unless graduated from a recognized high school or on suspension or expulsion.
- c) No one other than a qualified school age individual may be enrolled without specific approval of KSS lead administrator.
- d)

The maximum age for a student at KSS will be 20 years of age on September 1st if enrolled as a full-time senior and on track to graduate in May or June of that school year.

.03 Student Conduct, Discipline, General Philosophy

It is the position of KSS that the preservation of a climate within the schools that is conducive to learning is a prime responsibility of the school and the community. Each student is entitled to such protection as is necessary to ensure that his or her access to learning is not hindered or limited by the actions of other students.

Attendance at Kwajalein Schools is a right accompanied by responsibility. Learning responsibility for individual actions and behavior is an important part of the learning process that leads to maturity.

KSS is committed to insuring learning experiences are helpful for students to develop skills, competencies, and attitudes fundamental to achieving individual satisfaction as

responsible, contributing citizens. As a result of the process of education, each student should clarify his/her basic values and develop a commitment to act upon these values within the framework of his/her rights and responsibilities as a participant in the democratic process. Each year, the schools shall develop and make available to all students, parents/guardians and teachers written statements pertaining to students' rights, conduct, corrective action, and consequences based on information outlined in Section .04-.12 below. These may be in the format of a handbook or other information piece. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards and present these procedures to the lead administrator for approval.

Corporal punishment will not be used by school employees. When students resist cooperation of teachers or principals the process in segment .07-Emergency Removal will be implemented.

Administrative due process will be provided through a hearing with the principal to ensure that students and parents/guardians are heard prior to final decisions or suspension. This step may be suspended when safety is critical.

.04 Student Misconduct Defined

The following conduct or activities may cause the student to be subjected to corrective action or consequence:

- a. Disruption of school. A student shall not disrupt the operation of the school by occupying buildings or grounds in order to deprive others of its use; blocking entrance or exit of any building, room or drive in order to deprive others of passage; setting fire or otherwise damaging school property; using or threatening to use weapons or explosives on the school properties; preventing students from attending a class or school activity; blocking normal pedestrian or vehicular traffic on campus; or otherwise interfering with the conduct of any class or activity.
- b. A student shall not intentionally or with gross carelessness damage school or private property. Restitution shall be required from the students and/or parents/guardians when school property is damaged or stolen. Assessment will be handled through the contractor's Finance Office.
- c. A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person, while school is in session, while on school property and off school property at school activities, or when the behavior is a direct result of causes or events that occurred or originated on school grounds.
- d. A student shall not possess or transmit any object that can reasonably be used as a weapon on school grounds at any time and off school grounds at any school activity or while in route between home and school.
- e. A student shall not knowingly possess, use, transmit, purchase or sell, or attempt to purchase or sell, be under the influence of, or show evidence of having used tobacco, alcohol, or controlled substances of any kind on the school properties or off the school grounds at a school activity. Prescribed medication from a registered

physician is an exception to this rule.

- f. A student may not smoke or use tobacco on school properties or off school properties at school activities. There is a non-smoking policy for all students, staff, visitors, and personnel providing services at the schools to include maintenance crews, and all other persons utilizing school facilities.
- g. A student shall not repeatedly fail to comply with system or school policies or rules or the authority of school personnel during any time he/she is properly under the authority of school personnel.
- h. A student shall not make any lewd, indecent, or obscene act or expression.
- i. A student will not forge any signature or make any false entry or alter any documents used or intended to be used in connection with the operation of the school.
- j. A student shall not be absent or tardy from classes unless excused under the rules of the school.
- k. Students may not be in school buildings while school is not in session and buildings are closed unless involved as a participant in a supervised student activity with the supervisor present

.05 Bullying

All students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Behavior that infringes on the safety of any student will not be tolerated. A student shall not intimidate, harass, or bully/cyberbully another student through words, actions, or technology. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation, including the use of social media to perpetrate such action.

KSS expects students and requires staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts will take immediate steps to intervene when safe to do so and will report to the principal or designee. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, KSS will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion

Each campus will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity,

and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- a) Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- b) Students are expected to immediately report incidents of bullying to the principal or designee.
- c) Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- d) If the student or the parent/guardian of the student feel that appropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian of the student should follow the Communication Channels outlined in Series 1000 section .04.
- e) All staff, students and their parents/guardians will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, and as part of new student orientation.
- f) The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

6 Suspension and Expulsion

The school system exists to make individual student learning possible. The school administration will establish guidelines for student behavior and appearance based on information outlined in Section .04, .05, and .08 that will promote this basic work of the school.

In general, disciplinary action will be designed to reform unacceptable student behavior to acceptable. Appropriate disciplinary action (excluding corporal punishment) will be considered by the school administration when a student disrupts any portion of the school program, when the conduct of a student seriously interferes with another student's opportunity to learn and/or is in violation of student misconduct preceding. However, this does not preclude physical action by the staff member to restrain a student from harming others or protect self. In the event pupil behavior is violent, repeated, or a flagrant violation of established school rules and regulations the principal has the authority to suspend students from school. Subsequent violations will result in an automatic suspension from school and all school activities. A recommendation for expulsion will be presented to the Director of Community Activities and USAG-KA Commander. Suspension will be in effect until a school administrator, parent/guardian, and student conference can be arranged.

.07 Emergency Removal

A student may be removed immediately from a class or subject by a teacher or administrator and sent to the principal or a designated school authority, without first attempting corrective action, provided that the teacher or administrator has sufficient reason to believe that the student's presence poses an immediate or continuing danger to the student, other students, or school personnel or an immediate or continuing threat of disruption of the class, subject, or educational process of the student's school. The removal

shall continue only until:

- a) The danger or threat ceases, or
- b) The principal acts to impose discipline, suspension or expulsion.

When a student refuses to remove self as requested, parent/guardian will be called to remove student. If parent/guardian is unable to respond in a timely manner the USAG- KA Army Civilian Police may be called to remove the student

The principal will meet with the student as soon as reasonably possible following removal and will consider appropriate corrective action or punishment

.08 Student Dress

Students should not wear clothing that might be offensive (or distracting to others, either because of its coverage or its message. Shorts and skirts should not be shorter than a student's longest finger held to the side of their leg. Students may not wear caps or hats in the buildings. Footwear must be worn on school grounds.

Good personal hygiene and grooming are strongly encouraged as not to distract from the learning process or to deter from social and interpersonal growth.

.09 Student Privacy

The right to privacy is a fundamental tenet of human liberty. KSS staff will take particular care to respect students' privacy, while also protecting the health and safety of all students and continue to promote the effective operation of the schools.

Therefore, school principals or designees, shall have the authority to conduct student searches.

.10 Searches of Students and their Property

A student shall be free from searches of his/her clothing and other personal property unless there is reasonable suspicion to believe that something is concealed that may be of immediate danger to the student or to other students. School officials shall first request the student to remove all items from pockets or other personal effects.

If the student refuses and there is no immediate danger, the school officials shall refrain from a search until the parents/guardians, or, in the case of possible criminal activity, USAG-KA Army Civilian Police, are available. In case of immediate danger, school personnel will secure the area, ensure the safety of others, and contact the proper authorities

.11 Locker Searches

Student lockers remain the property of the school, and school principals or designees, retain the authority to inspect lockers in the presence of students. However, these school authorities shall inspect student lockers in the absence of students only when

- a) It occurs as part of a general inspection of all lockers for the purpose of returning school property such as library books (In such cases the personal belongings of students within lockers shall not be searched.); or
- b) These school authorities have reasonable suspicion to believe that conditions or circumstances exist, which threaten the health or safety of those in the school.

When school faculty have reasonable suspicion or believe that items which violate school rules, or the law are concealed in a school locker, the principal/designee and a witness shall inspect a locker, but only with the affected student present or with notification of the parents/guardians.

.12 Student Publications

Student publications produced as part of the school's curriculum or with the support of student body or government funds are intended to serve both as vehicles for instruction and student communication.

Material appearing in such publications may reflect any areas of student interest, including topics about which there may be controversy and dissent.

Controversial issues may be presented provided that the issues are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene or profane nor cause a disruption of the school, invade the privacy of others, demean any race, religion, sex, or ethnic group, advocate the violation of the law or advertise cigarettes, liquor, illicit drugs, or drug paraphernalia.

The school principal shall develop and publish guidelines to implement these standards and shall establish procedures for the prompt review of any materials which appear not to comply with the standards. This review will be implemented prior to publication.

.13 Distribution of Materials

Publications and other materials not sponsored by the school may be distributed on school premises after receiving the approval of the school principal as long as personnel are not doing the distributing. Distribution of partisan political literature on school property is not permitted

.14 Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Student verbal and written expression of opinion on school premises is to be encouraged so long as it does not disrupt the operation of the school.

The school principal shall have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression can be considered for corrective action or punishment.

.15 Release of Records

Students' records will be forwarded to other school agencies upon request. Parent/guardian

consent shall be required before the school system may release student records other than to a school agency or organization. When a student has attained the age of eighteen (18) years, the rights accorded to and the consent required of the parents/guardians under this policy shall thereafter only be accorded to and required of the student.

Unofficial copies of records may be released to parents/guardians to hand carry to the next school when leaving island pending request of the new school for official records.

Pursuant to this policy, the school counselor shall recommend to the principal regulations and procedures governing the content, management and control of student records. These procedures will assure compliance with the privacy act.

.16 Student Activities, General Philosophy

The schools will strive to develop programs of student activities that will be open to all students, that will contribute to the same basic educational goals as does the regular curriculum, and that will foster the physical, mental, social and emotional growth of the student.

.17 Clubs and Societies

Clubs and societies that provide for the common interests of students may be formed and function as an important part of the activities program sponsored by the schools. Any such organizations must be approved by the principal, who will examine their statement of purpose, criteria for members, rules and regulations, and current list of members and officers. The principal will assign a staff sponsor and may establish such rules and regulations as are deemed necessary and appropriate. No club or organization may be sponsored or use school facilities as a part of the activities program that is secret or discriminatory on the basis of race, religion, sex, or ethnic group.

.18 Sports Programs

Participation in individual and team sports is an important part of the secondary campus activities program. On Kwajalein, most opportunities for such participation are provided for all island residents through the efforts of Community Activities, which organizes leagues, schedules, etc. and provides personnel and material support.

KSS will promote opportunities for students to participate in team and individual sports through Community Activities or other innovative programs, provided such participation takes place outside of the school day. The school system provides coaches.

The schools will cooperate with Community Activities in the interest of maintaining opportunities for students.

.19 Incentive Awards

Purchase of incentive awards for use in school sponsored programs and activities is authorized. For example:

- a) Athletic letters.

- b) National and Junior National Honor Society pins and parchment scrolls.
- c) National Honor Society gold cap tassels or shoulder cords worn at commencement.
- d) Honors diplomas
- e) Unspecified, but similar awards.

.20 Accident, Injury, and Illness

At the time of initial enrollment, the school will complete an emergency reference card on each child. This card will contain the necessary information to enable rapid notification of parent/guardian in an emergency as well as any medical information which may be appropriate.

Annually, the school will furnish written information to the parent/guardian concerning the action which, absent written instruction from parent/guardian, will be taken by the school in the event of injury or illness. Normal school procedure for injuries and illnesses is as follows:

- a) Injuries judged by school personnel as requiring minor first aid treatment (e.g. minor abrasion requiring washing and bandage) may be treated using school resources. Parents/Guardians will be notified if there are any questions concerning desirability of treatment or if the injury is obscure, hidden, or might produce delayed effects.
- b) When school personnel judge that an injury requires treatment beyond minor first aid, they will immediately attempt to contact the parent/guardian concerning action to be taken.
- c) School personnel may also begin concurrent action to transport the student to the Kwajalein Hospital for treatment.
- d) When a student becomes ill while under school control, school personnel will contact the parent/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 for treatment.
- e) All student accidents requiring any first aid beyond a band-aid, medical treatment, or resulting in damage to school property shall be reported on the appropriate form by the principal.

.21 Medication in School

The school personnel will not administer medication of any kind.

.22 Reporting to Parents/Guardians

Uniform system of reporting to parents/guardians on the progress of students is an important responsibility of the school staff. Administration and staff will provide appropriate documentation and procedures including but not limited to periodic report cards, individual conferences when needed and other timely communications with the home that are designed to keep parents/guardians informed of school requirements and of the progress of their children or wards.

ELEMENTARY SCHOOL

The progress of each student will be reported to the parents/guardians in the following matter:

- a) A parent/guardian-teacher conference near the end of the first nine weeks period.
- b) A report card at the end of each grading period.
- c) Parents/Guardians will be kept advised of unsatisfactory progress at any other time deemed necessary by the teacher.
- d) Grading is based upon the premise that parents/guardians want to know how their child is doing in schoolwork in relation to a standard grade level.
- e) Normally, each child will be evaluated by his classroom teacher according to his own level of ability within these standards. The symbols used on the report cards are to be:

| | | |
|--|--------|---|
| A | 90-100 | Superior (Means that the pupil is doing more and better work than is usually expected at any given level). |
| B | 80-89 | Above Average (Means that the pupil is doing work better than the average expected at any given grade level). |
| C | 70-79 | Average (Means that the pupil is doing work as well as most pupils at any given level). |
| D | 60-69 | Below Average (Means that the pupil is having difficulty in learning at any given level). |
| F | 0-59 | Much Below Average (Means that the pupil is showing little or no progress in the work at any given level). |
| + indicates upper range of letter grade - indicates lower range of letter grade | | |

The following marks are used in Kindergarten and 1st grade:

- E Exceeding
- M Meets
- P Progressing
- NP Needs Improvement
- N/A Not applicable this quarter

Adjustment to the above grades may be approved by the principal for Bilingual Multilingual students or for students with Individualized Education Plans.

- f. Progress reports will be sent to the parents/guardians of those students that are doing unsatisfactory work. Progress reports at a minimum will be sent at the midpoint of the grading period.
- g. Positive progress reports are encouraged.
- h. Homework grades will be evaluated on the quality, quantity and timeliness of participation. Daily homework will be discussed, reviewed and/or graded on a regular basis.

- i. Students will be allowed a minimum of one day make-up for each day absent due to illness.
- j. Teachers will submit their grading policy to the principal for approval prior to the fall open house. A teacher's policy will reflect weighted balance between:
 - 1) Tests
 - 2) Major projects and/or book reports
 - 3) Quizzes
 - 4) Daily participation
 - 5) Homework

JUNIOR SENIOR HIGH SCHOOL

Achievement Grades

- A Superior
- B Very Good
- C Average
- D Below Average
- F Failing, No credit granted
- P A Pass/No Credit system will be used for teacher aides, office aides, work experience
- + indicates upper range of a letter grade
- indicates lower range of a letter grade

Adjustment to the above grades may be approved by the principal for English Language Learners or for students with Individualized Education Plans.

Letter Grade Computation

The percentages are indicated for grade letter equivalents:

| Grade | % of Achievement |
|-------|------------------|
| A | 100 - 90 |
| B | 89 - 80 |
| C | 79 - 70 |
| D | 69 - 60 |
| F | 59 and below |

- a) Progress reports will be posted in the Portal System at the midpoint of the grading period.
- b) Homework grades will be evaluated on the quality, quantity and timeliness of participation. Daily homework will be discussed, reviewed and/or graded on a regular and timely basis.
- c) Teachers will submit their grading policy to the principal for approval prior to the fall open house of the school year. A teacher's policy will reflect weighted balance between:
 - 1. Tests
 - 2. Major projects and/or book reports
 - 3. Quizzes
 - 4. Daily participation
 - 5. Homework

.23 Honor Roll for Class of 2021

| Grade Point Average Computation | | <u>HONOR ROLL</u> | <u>GRADE POINT AVERAGE</u> |
|---------------------------------|------|-------------------|----------------------------|
| A+ | 4.00 | High Honor Roll | 3.67 or higher |
| A | 4.00 | Honor Roll | 3.50 to 3.66 |
| A- | 3.67 | Merit Roll | 3.00 to 3.49 |
| B+ | 3.33 | | |
| B | 3.00 | | |
| B- | 2.67 | | |
| C+ | 2.33 | | |
| C | 2.00 | | |
| C- | 1.67 | | |
| D+ | 1.33 | | |
| D | 1.00 | | |
| D- | .67 | | |
| F | 0.00 | | |

Honor roll list will be published at the end of first and second semester.
Honor's Diploma GPA Requirement for 2020 and 2021: 3.85

.24 Graduation Requirements:

KSS Graduation Requirements: Class of 2021

KSS is operated on the assumption that a student needs various experiences, both academic and social, to attain the maximum preparation for the future. Much of the training is of a chronological nature and should be experienced with some degree of order. Students are required to attend eight (8) semesters of secondary school in grades 9-12 to be eligible for graduation from Kwajalein Junior Senior High School, regardless of the number of extra credits attained, except as provided for under provisions stated in Section .26 following.

The high school counselor shall evaluate secondary credits and grades earned elsewhere. Credits must be earned through a regionally or state accredited school.

Kwajalein Junior Senior High School will award a weighted grade (quality point value) for all students who complete the course(s) and take the requisite exam(s) for each AP and/or IB (second year, higher level course) course credit. Incoming students with weighted grades that are not in an AP or IB course (e.g., honors course, pre-AP course, etc.) will be assigned the point-value of the letter grade based on Kwajalein Junior Senior High School's un-weighted scale used in calculating the GPA. Transcripts for all students enrolled as of the adoption of this policy will reflect this weighting.

Students, and their parents/guardians, should realize that graduation requirements are the minimum requirements and, depending on their individual ability, students are encouraged to expand their coursework and to exceed these minimum requirements.

| Students entering 9th grade during SY 2017-2018 (Class of 2021) | | |
|---|---|------------------|
| MINIMUM REQUIREMENTS | | |
| Content Area | Course Requirements | Standard Diploma |
| English Language Arts | ● 4.0 credits (High School Level English) | 4.0 credits |
| Social Studies | ● 4.0 credits (High School Level Social Studies) of which the following are required: <ul style="list-style-type: none"> ● US History (2) ● World History II (1) ● Government (.5) ● Economics (.5) | 4.0 credits |
| Mathematics | ● 2.0 credits (High School Level Math) | 2.0 credits |
| Science | ● 2.0 credits (High School Level Science) | 2.0 credits |
| Physical Education | ● 1.5 credits (High School Level P.E.) | 1.5 credits |
| Health Education | ● 0.5 credit (Health Education course offering) | 0.5 credit |
| Computers | ● 0.5 credit (Computer course offering) | 0.5 credit |
| Required Courses | 14.5 Credits | |
| Elective Courses | 9.5 Credits | |
| Minimum Total Credits | 24.0 Credits | |

Electives may not include more than 4 credits work experience and 2 credits teacher aide, subject to approval of the principal. Rev June 2019

KSS Graduation Requirements: Class of 2022 and Subsequent School years

KSS has adopted new graduation requirements found in the Appendix under KSS High School Graduation and Policy Administrative Instruction for the Class of 2022 and subsequent years. Below is an outline of the course requirements:

| Students entering 9th grade during SY 2018-2019 (Class of 2022) and subsequent school years | | | |
|---|---|------------------|----------------|
| MINIMUM REQUIREMENTS | | | |
| Content Area* | Course Requirements | Standard Diploma | Honors Diploma |
| *AP and/or IB courses may be used to meet KSS requirements. | | | |
| English Language Arts | ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) | 4.0 credits | 4.0 credits |

| | | | |
|---|---|------------------|---|
| Social Studies | <ul style="list-style-type: none"> • 1.0 credit (World History 9 or 10) • 1.0 credit (U. S. History) • 0.5 credit (U. S. Govt) • 0.5 credit (Social Studies elective) | 3.0 credits | 3.0 credits |
| Mathematics Note: Three credits must be earned in grades 9-12. | <ul style="list-style-type: none"> • 1.0 credit (Algebra I) • 1.0 credit (Geometry) • 1.0 credit (Algebra II) or equivalent course) • 1.0 credit (Elective Math course) | 4.0 credits | 4.0 credits Honors diploma requires completion of one additional math course beyond Algebra II or identified equivalent. |
| Science | <ul style="list-style-type: none"> • 1.0 credit (Biology) • 1.0 credit (Chemistry or Physics) • 1.0 credit (Science elective) | 3.0 credits | 3.0 credits |
| World Language | <ul style="list-style-type: none"> • 2.0 credits (WL course) Note: Credits must be in the same WL course. | 2.0 credits | 2.0 credits |
| Career Technical Education | <ul style="list-style-type: none"> • 1.5 credits • 0.5 credit (Computer technology CTE course) | 2.0 credits | 2.0 credits |
| Physical Education | <ul style="list-style-type: none"> • 0.5 credit (Lifetime Sports) or equivalent course • 0.5 credit (Personal Fitness) or equivalent course • 0.5 credit (Activity & Nutrition) or equivalent course Note: Two years of JROTC taken in high school fulfills the 0.5 credit requirement for Lifetime Sports | 1.5 credits | 1.5 credits |
| Fine Arts | <ul style="list-style-type: none"> • 1.0 credit (Course in visual arts, music, theater, and/or humanities) | 1.0 credit | 1.0 credit |
| Health Education | <ul style="list-style-type: none"> • 0.5 credit (Health education course offering) | 0.5 credit | 0.5 credit |
| Honors Diploma | <ul style="list-style-type: none"> • 0.5 credit in Economics | Not Required | 0.5 credit |
| Summary | | Standard Diploma | Honors Diploma |
| Minimum Total Credits | | 26.0 credits | 26.0 credits |
| Required Courses | | 21.0 credits | 21.5 credits |
| Elective Courses | | 5.0 credits | 4.5 credits |
| Advanced Placement and/or IB Courses and requisite exams | | Not Required | 4 courses |

| | | |
|-------------|---------|---------|
| Minimum GPA | 2.0 GPA | 3.8 GPA |
|-------------|---------|---------|

Rev June 2019

Transfer Students (Applicable to only Class of 2021. Classes of 2022 and subsequent years should refer to newly adopted graduation requirements found in the Appendix under KSS High School Graduation and Policy Administrative Instruction.)

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.

Rev June 2019

.25 Exception to 8 Semester Attendance Requirement (Applicable only to Class of 2021. Classes of 2022 and subsequent years should refer to newly adopted graduation requirements found in the Appendix under KSS High School Graduation and Policy Administrative Instruction)

It is the purpose of this policy to establish a procedure by which a student may request graduation at the end of seven (7) semesters' attendance. To qualify for graduation, a student must have successfully completed all of the academic course work required for regular graduation and must have earned the minimum number of units or credits required for graduation under the policy in effect. The procedure by which early graduation may be granted is as follows:

- a) Upon inquiry by the parents/guardians concerning early graduation, a conference will be held between the school administration and the parents/guardians for the purpose of orientation and information.
- b) A written request from the parents/guardians to the school authorities requesting early graduation shall be submitted to the school principal and lead administrator.
- c) The request for early graduation shall be submitted in ample time so that a full and complete evaluation may be made. The request shall be submitted no later than the end of the first semester of the junior year.
- d) If all provisions of this section of policy have been met by the parents/guardians and the student, the high school principal may certify that the student has met the graduation requirements and may graduate. Rev June 2019

.26 Credits from Alternate Sources (Applicable only to Class of 2021. Classes of 2022 and subsequent years should refer to newly adopted graduation requirements found in the Appendix under KSS High School Graduation and Policy Administrative Instruction.)

Kwajalein Junior Senior High School accepts graded credit from accredited schools with prior approval from the school principal. Kwajalein Junior Senior High will accept graded

credit from correspondence programs that are accredited by agencies that are recognized by the U.S. Department of Education. Exams are supervised by the Kwajalein Junior Senior High School counselor during the academic school year. Grades and credit are determined by the correspondence school and entered on the student's transcript.

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. Rev June 2019

.27 Honors (Applicable only to Class of 2021. Classes of 2022 and subsequent years should refer to newly adopted graduation requirements found in the Appendix under KSS High School Graduation and Policy Administrative Instruction.)

Graduation honors shall be determined based upon all semesters of academic accomplishment in grades 9-12. Graduating seniors with a G.P.A. of 3.85 or higher will be recognized as honor students at commencement. Rev June 2019

.28 Assignment to Classes

Students will be assigned to classes by the principal and counselor. No discrimination in such assignment is permitted. The principal may discuss parental requests with the staff and then develop a recommendation to determine whether parental requests will be honored.

If such requests are reviewed from one parent/guardian, they will be from all parents/guardians under equal circumstances. The principal shall consider the welfare of the child, the needs of the school program, class size, and teacher input in determining the assignment of students. The principal may change the assignment of the student or allow the student to drop, transfer, or add classes under rules and regulations developed by the principal and made known to students and parents/guardians.

.29 Student Immunizations

Student Proof of Immunity to Vaccine-Preventable Infections and Tuberculosis Screening Documentation of proof of immunity and tuberculosis (TB) screening are required for attending Kwajalein Schools. These requirements apply for all students enrolled in levels K through 12th grade and need to be provided to KSS at the time of the preapproval process to enter KSS. Immunization requirements are based on recommendations of the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP) and the Chief Medical Officer for Kwajalein Hospital. Proof of immunity can be shown by presenting vaccination records, documentation of past infection from a medical provider, or blood test (titer) results. The recommended child and adolescent immunization schedule for ages 18 years or younger (CDC, 2019), and completion ages, are listed in Table 1 below. Risk-based screening for TB must also be completed for all students.

Parents/guardians who wish to take exception for medical reasons to any specific vaccine requirement must obtain a written waiver from their medical doctor before approval to come to Kwajalein. The waiver can be found on the school website at <https://kwajaleinschools.org> or at the school offices. Any medical waiver will require approval of the Kwajalein CMO before being accepted

Proof of immunity and TB screening shall be verified at the time of school registration. Parents/guardians are responsible for arranging appointments for vaccination, blood testing, and TB screening tests (skin test or blood test for high-risk individuals) that are needed. Principals, in conjunction with Kwajalein Hospital personnel, are responsible for verifying compliance with requirements. Children who fail to meet requirements shall be excluded from school attendance until requirements have been met.

In the event of an outbreak or epidemic of any infections against which a child has not documented proof of immunity, that child will be excluded from attending school until the outbreak is over or the child receives the required vaccination. A period of 21 days is the standard precautionary period to remain out of school.

Table 1. Recommended Child and Adolescent Immunization Schedule for Ages 18 Years and Younger (CDC, 2019)

| Vaccine | # Doses | Must be Completed by Age |
|---|---------|---------------------------------------|
| Diphtheria, Tetanus, Pertussis (DTaP, DT) | 5 | Fifth dose due by age 7 |
| Tetanus, Diphtheria, Pertussis Booster (Tdap) | 1 | Booster due by age 13 |
| Hepatitis A | 2 | Second dose due by age 2 |
| Hepatitis B | 3 | Third dose due by 19 months |
| Haemophilus influenzae type b (Hib) | 3-4 | Third or fourth dose due by 16 months |
| Pneumococcal conjugate (PCV13) | 4 | Fourth dose due by 16 months |
| Polio (IPV or OPV) | 4 | Fourth dose due by age 7 |

| | | |
|-------------------------------|--------|--|
| Measles, Mumps, Rubella (MMR) | 2 | Second dose due by age 7 |
| Varicella (VAR) | 2 | Second dose due by age 7 |
| Meningococcal (ACWY-D) | 2 | Second dose due by age 17 |
| Human papillomavirus (HPV) | 2-3 | OK to start series at age 9 |
| Rotavirus | 3 | Third dose completed by 8 months, 0 days |
| Influenza | 1/year | Annual requirement each flu season |

Reference CDC. 2019. Immunization Schedules.

<https://www.cdc.gov/vaccines/schedules/index.html>

.30 Physical Examination

Documentation of physical examination is required for students entering Kindergarten and for all students who are enrolling for the first time in the KSS. The physical examination must be documented within six months prior to school entry date. If the physical examination is not documented by the first day of school the child may be granted provisional entrance. Children granted provisional entrance must meet the physical exam requirement within sixty (60) days of provisional entrance in order to stay in school.

Principals in conjunction with Kwajalein Hospital personnel are responsible for verifying compliance with the physical exam requirement. Children who fail to meet the requirement shall be excluded from school attendance until requirements have been met. Any licensed medical provider can grant temporary permission to enroll in the Kwajalein School System.

.31 Interrogations of Students by Outside Agencies

If a request from law enforcement officers or from persons other than parents/guardians, school officials, and employees to interview students is made; the interviewing party must follow all school established visitor accountability practices.

This policy does not preclude the school administration from calling authorities if there is reasonable suspicion to believe a crime has been/will be perpetrated on school premises.

4000 SERIES – HOME-SCHOOL

.01 Purpose

The Commander, of U.S. Army Garrison-Kwajalein Atoll has a legitimate interest in and the responsibility for the appropriate education of all school age children at U.S. Army Garrison- Kwajalein Atoll. It is the purpose of this policy to outline the home-school policy per the Hawaii Revised Statutes §302A-1132. Implementing the compulsory attendance

law is not intended to abridge the rights and convictions of parent/guardians to home-school or otherwise except their child from compulsory attendance. Finally, home-schooling is not considered a school initiated educational alternative and is not to be used by a school as a means for releasing students with behavior or disciplinary problems, students who exceed the scope for special education services for Kwajalein School System, or students lacking credits to graduate from Kwajalein School System. Rev June 2019

.02 Definitions

As used in this policy:

"Home-schooling" means a viable educational option where a parent/guardian instructs the parent/guardian's own child.

"Local school" means the school the child would be enrolled in if the child was not excepted from compulsory school attendance.

"Parent/Guardian" means the natural or legal parent guardian or another legal custodian of child.

"School age child" means a child who will have arrived at the age of at least six years, and who will not have arrived at the age of eighteen years on or before December 31 of any school year.

"Tutoring" means an alternative educational program where an individual other than the parent/guardian instructs a child. Rev June 2019

.03 Applicability

The provisions of this policy apply to all school age children residing at United States Army Garrison-Kwajalein Atoll. Rev June 2019

.04 Notification of Intent to Home-School

- a) The parent/guardian shall provide Kwajalein School System (KSS) elementary or junior-senior high school principal with a notice of intent to home educate the child before initiating home-schooling. The purpose of notification is to allow KSS, upon request of the parent/guardian, to document the educational choice. (Notice of Intent to Home-School form may be found in Addendum A)
- b) The Notice of Intent form is for record keeping purposes, acknowledgement of parental responsibilities, and principal's determination of eligibility for home-school.
- c) The Notice of Intent to Home-School form shall be resubmitted and approved annually.
- d) The parent/guardian(s) submitting a Notice of Intent to Home-School form shall be responsible for the child's total educational program including extra-curricular and school-related activities. Auditing of classes will no longer be approved. Rev June 2019

.05 Optional Services Provided

Students participating in the Non-DoDEA School Program (NDSP) for home-school will not be allowed to participate according to NDSP rules. All other home-school students may participate as outlined in .05 (a), (b), and (c) below.

- a) When community services provided by the hospital, through the school are offered, such as hearing and vision screenings, immunizations, and TB tests, they will be available to home-schooled students at the USAG-KA school site.
- b) Use of the library or computer lab will be on a space available non-interference basis upon approval of the principal.
- c) Participation on 7-12 athletic teams is on a space available non-interference basis upon approval of the KSS Athletic Director Rev June 2019

.06 Record of Curriculum

The parent/guardian submitting a Notice of Intent to Home-School form shall keep a record of the planned curriculum for the child. The curriculum shall be structured and based on educational objectives as well as the needs of the child, be cumulative and sequential, provide a range of up-to-date knowledge and needed skills, and take into account the interests, needs and abilities of the child. The record of the planned curriculum should include the following outlined in a through g:

- a) The commencement date and ending date of the program;
- b) A record of the number of hours per week the child spends in instruction;
- c) The subject areas to be covered in the planned curriculum;
- d) An elementary school curriculum may include the areas of language arts, mathematics, social studies, science, art, music, health, physical education to be offered at the appropriate development stage of the child;
- e) A secondary school curriculum may include the subject areas of social studies, English, mathematics, science, health, physical education and guidance;
- f) The method used to determine mastery of materials and subjects in the curriculum; and
- g) A list of textbooks or other instructional materials which will be used. The list shall be in standard bibliographical format. For books, the author, title, publisher and date of publication shall be indicated. For online curriculum, website addresses should be indicated. Rev June 2019

.07 Notification of Termination of Home-Schooling

The parent/guardian shall notify the principal if home-schooling is terminated. A child shall be re-enrolled in the local school within five school days after the termination of home-schooling. Kwajalein School System will assess the child's level at re-entry to determine correct placement. Rev June 2019

.08 Testing and Progress Reports of Home-Schooled Children

- a) Test scores shall be required for grades three, six, eight, and ten. A child is eligible to participate in the Kwajalein School System Testing Program. The parent/guardian is responsible for securing necessary details from the principal of Kwajalein School System. The parent/guardian may elect to arrange for KSS approved, private testing

at the parent/guardian's own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parent/guardian may request, and the principal may approve other means of evaluation to meet the Kwajalein School System Testing Program requirements.

- b) The parent/guardian shall submit to the principal an annual report of a child's progress. One of the following methods shall be used to demonstrate satisfactory progress:
 - 1) A score on a nationally normed standardized achievement test which demonstrates grade level achievement appropriate to a child's age;
 - 2) Progress on a nationally normed standardized achievement test that is equivalent to one grade level per calendar year, even if the overall achievement falls short of grade level standards;
 - 3) A written evaluation by a person state-certified to teach in the grade(s) being addressed that a child demonstrates appropriate grade level achievement or significant annual advancement commensurate with a child's abilities; or
 - 4) A written evaluation by the parent/guardian which shall include:
 - i) A description of the child's progress in each core content subject areas included in the child's curriculum to include reading/language arts, writing, and mathematics;
 - ii) Representative samples of the child's work; and
 - iii) Representative tests and assignments including grades for courses if grades are given.
- c) When tests are administered under the Kwajalein School System Testing Program for grades three, six, eight, and ten, the parent/guardian may choose to have the child participate in the school's testing program and have the results serve as a means of assessing annual progress for that year.
- d) The principal shall review the adequacy of a child's progress. If progress is not adequate, the principal shall meet with the parent/guardian to discuss the problems and help establish a plan for improvement. In this case, the principal may request, and parent/guardians shall share their record of the child's planned curriculum. When standardized achievement test scores are used, adequate progress shall be considered to be score/stanines in the upper two thirds of the score/stanines. If progress is being measured by growth, scores may be below the upper two-thirds, but growth projections must be met. Unless progress is inadequate for two consecutive years, based on a child's scores on a norm-referenced test for that grade level or the written evaluation by a person certified to teach at the grade level(s) being assessed, recommendations to enroll the child in Kwajalein School System or to take appropriate action for educational neglect shall be considered. No recommendations shall be made for a child before the third grade. Rev June 2019

.09 Instructional Personnel of Home-Schooled Children

A parent/guardian teaching the parent/guardian's child at home shall be deemed a qualified instructor. Rev June 2019

.10 Credits

KSS does not grant course credits (Carnegie units) for time spent while home schooled. Rev June 2020

.11 High School Diploma for Home-Schooled Children

A home-schooled child who wants to earn a high school diploma from the Kwajalein High School shall meet KSS requirements for graduation. Rev June 2019

.12 College Entrance Examination and Home-Schooled Children

A child who is being home schooled may participate in any college entrance examination which is made available to all other students. The principal of the local high school shall, upon request, supply written acknowledgment that a child has been home schooled in compliance with the requirements of this policy. Rev June 2019

.13 Parent/Guardian Assumption of Responsibility to Educate Child

By taking their child(ren) out of the local school system the parents/guardians do hereby accept full responsibility for their child's academic, physical, and social education. No additional costs will be borne by the U.S. Government, USAG-KA, its contractor or agents because of this decision. Children with any form of special educational needs may not be authorized to receive educational assistance due to school limitations. Rev June 2019

5000 SERIES - MISCELLANEOUS POLICIES

.01 Community Relations

KSS is cognizant that parents/guardians and the public have a genuine interest about the operation of the school system. Every effort is made to keep the public informed about school operations and to provide opportunities for public input into the decision-making processes of KSS when appropriate.

KSS encourages efforts by teachers and administrators to keep parents/guardians and the public informed by whatever means are available.

Schools will provide a climate where parents/guardians and teachers can freely discuss instructional programs and the progress and performance of their dependents. Professional confidentiality is used when discussing individual students.

.02 Visits to the School

Community members are welcomed and encouraged to visit the school and discuss the instructional program with staff members. All visitors need to call the principal or his/her designee to schedule observation in classes. Discussions are to be held in conferences rather than during class time.

.03 Identification of Self

All persons must identify themselves to school authorities inside school buildings, on school grounds, or at school-sponsored activities/events. Until properly identified, no one shall be

allowed into such school buildings, grounds, activities or events unless by reason of USAG-KA Policy or school rule or regulation providing for inclusion under the circumstances present.

.04 Use of School Facilities

KSS will allow the use of school facilities for appropriate uses to the community provided such use does not interfere with regular school programs. Appropriate uses are defined by MFWR and per funding by the US Government.

No alcoholic beverages, controlled substances, or smoking is allowed on school campus at any time.

All requests for school facilities will be coordinated through the school office and approved by school administration.

Users of school facilities must return the facilities in as good a condition or better to the system and to follow all requirements specific to that space. Failure to do so will constitute grounds for denial of use. Rev June 2019

.05 Gifts to Students

Items which are intended to promote the economic, religious, or political welfare of any individuals or groups are not to be given to students on the premises of the school while students are under the control of the school. The exception to this policy is the awarding of scholarships to graduates at the KSS graduation ceremonies.

.06 Community Sponsored Activities

KSS will cooperate in community sponsored activities as long as those activities do not conflict with the aims and objectives of the school program.

.07 Student Funds

A set of books for the Kwajalein Student Activity Account shall be maintained by the principal or his/her designee. Each activity deemed to be school associated shall have monthly income, expenditures, and balance accounted for within this set of books. Deposits will be made directly to the Kwajalein High School Association Account at the local bank. Each student organization maintaining an account in the SGA Fund must have a faculty sponsor appointed by the principal. The sponsor, the principal or his designee, and the organization treasurer shall approve in writing all expenditures from the account.

All cash receipts shall be issued in duplicate and shall include the date, name of the person to whom issued, the amount and the account designation. Receipts shall be serially machine numbered and signed.

The principal or his/her designee shall have the authority to transfer money from one student account to another.

A monthly statement of the school accounts will be issued the last day of each month. A copy will be sent to the principal and each club sponsor. All SGA account activity and audit report will be in accordance with the USAG-KA Private Organization Handbook for continued renewal of the association.

.08 Reporting Child Abuse

Any person who becomes aware of facts or circumstances which cause that person to have reason to believe that child abuse or neglect occurred or that there is substantial risk that abuse/neglect may occur in the reasonably foreseeable future, should immediately report the matter to the Reporting Point of Contact (RPOC) Department of Army Civilian Police (DACP) via the Police Department.

.09 Grade Acceleration

Grade acceleration is defined as placing a student one (1) grade level ahead of the child's current grade placement. This process applies to grades K-8 only. The decision to accelerate will be made by the school administration prior to the start of a new school year. Students coming to KSS after the start of the school year will have thirty (30) calendar days to present the information and request the process to be started.

KSS does not provide a gifted and talented program for students, nor does it encourage grade acceleration. The school system adjusts programs of students as needed to meet the needs of advanced students.

a. Initiation

Consideration for grade acceleration will be initiated by the parents/guardians in writing to the building principal. The principal will hold a conference with the parents/guardians and appropriate staff to discuss the parent/guardian's request. The parent/guardian should provide specifics as to the rationale for the request.

If the request for grade acceleration is accepted for further consideration, the principal will convene an acceleration team of staff to collect the data needed to ascertain whether acceleration is appropriate or not

b. Data Gathering

The Iowa Acceleration Scale, 3rd Edition (IAS3), will be used as the basis for discussion and recommendation by the acceleration team. Whenever possible the school will administer the recommended assessments as prescribed by the IAS3. In the case in which the school does not have appropriate staff to administer a crucial test, and such staff cannot be found on island, the parents/guardians will be responsible for having the test administered to their child, at their own expense, and will share the results with the acceleration team. Parents/Guardians may have to authorize the school to administer some of the assessments.

Data gathered will include assessments which evaluate the student's ability, aptitude, and achievement. Additional data will be given to the student's developmental and interpersonal skill levels, as well as the attitude towards grade acceleration.

Parents/guardians and affected school staff will need to fully endorse a recommendation to accelerate. The ability of the school resources to accommodate the acceleration will also be a determining factor.

Data gathered will be entered into the IAS3 for a total score. Completion of the assessments does not guarantee acceptance of acceleration.

c. Recommendation and Grade Placement

Administration will make the final determination of grade placement. Parents/Guardians will be informed of the decision following the assessment and data gathering phase of the process.

.10 Technology Use

Internet access is a service provided for students and staff members by Kwajalein Schools. Use of the schools' computer networking services must be directly related to an educational goal and consistent with the instructional objectives of this school system. The school reserves the right to monitor all activity on the computer network service. Students do not have a reasonable expectation of privacy in their use of the computer or the computer network.

The system administrators of the computer network service are school or company employees who are responsible for monitoring use of the system (computer network service and related equipment) by staff and students. All students and parents/guardians are required to read and sign the KSS Technology Use Agreement annually to access the school network. This information can be found in the Student Handbook.

ADDENDUM A
Release from Liability

Kwajalein School
Release of Liability

We, _____ and _____ do hereby acknowledge, swear, affirm and state that we are the parents or legal guardian(s) of the child(ren) listed below:

_____ (DOB) _____

_____ (DOB) _____

_____ (DOB) _____

_____ (DOB) _____

We realize that one of the potential consequences of any home-schooling program is that the curriculum may or may not match the requirements of the Kwajalein Schools, or any public school. We understand that if we desire to re-enter our children into such programs at a later date, they may be required to undergo standardized testing, repeat coursework and/or repeat a grade due to the lack of prerequisite training or education.

We acknowledge and accept all responsibility for the emotional, physical and educational outcomes and well-being of our child/ren. We understand this waiver releases any liability from United States Army, U.S. Army Garrison Kwajalein Atoll/Reagan Test Site, the United States of America, and its authorized agents and contractors in the education of our child/ren.

Signature of Releaser (sponsor)

Signature of Releaser (spouse)

Rank/Grade _____

Date _____

School Year _____

Branch of Service _____

Organization _____

Duty Phone _____

Home Phone _____

ADDENDUM B

Notice of Intent

**Kwajalein Schools
NOTICE OF INTENT TO HOME-SCHOOL**

Name: _____ Date of Birth: _____ Grade: _____

Email: _____ Phone: _____ Qtrs #: _____

I hereby request the above-named child be homeschooled for the _____ school year in accordance with KSS Home-School Policy 4000. I have read and understand my responsibilities and will provide documentation outlined in in policy section .06, if requested.

Father/Guardian: _____

Signature: _____

Mother/Guardian: _____

Signature: _____

| Lead Administrator | USAG-KA Garrison Commander |
|---------------------------------|----------------------------|
| _____ Acknowledged | _____ Approved |
| _____ Acknowledged with Comment | _____ Not Approved |
| Signature: | Signature |

Kwajalein School System High School Graduation and Policy Administrative Instruction

Applicable to Students
Entering Ninth Grade During
School Year 2018-19
(Class of 2022) and Subsequent Years

(Class of 2022) and Subsequent Years Table of Contents

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Introduction

Subject: High School Graduation Requirements and Policy

Purpose

This Administrative Instruction is an addendum to the Policies of the Kwajalein School System (KSS), High School Graduation Requirements (February 2018) to update the policy and responsibilities of KSS to provide uniform high school graduation requirements for receipt of the KSS diploma, applicable to students entering 9th grade during school year (SY) 2018-19 (Class of 2022) and subsequent years.

Applicability

This Administrative Instruction applies to the KSS Lead Administrator, School Principals, School Counselors, Teachers, Support Staff, Parents, Sponsors, and Students.

Definitions

See Glossary.

Policy

It is KSS policy that:

- a) KSS graduation requirements provide a consistent and rigorous high school program to challenge each student to achieve his or her potential academically, socially, emotionally, and physically for life, college and career readiness.
- b) KSS graduation requirements are designed to place students in a competitive position when seeking entrance into college or the workforce. Graduates will be prepared to realize their individual goals and aspirations; possess the attitudes, knowledge, and skills necessary to contribute positively; and compete in a global society.
- c) All students are expected to meet all graduation requirements in order to receive a KSS standard diploma or honors diploma.

Effective Date

This Administrative Instruction is effective for system-wide implementation for the students in the class of 2022; students entering the 9th grade in the school year 2018-19.

Enclosures in the Graduation Administrative Instruction

1. KSS High School Graduation Requirements and Policy
2. Requirements to Earn a KSS Diploma for Students in the Class of 2020, or 2021.
3. Requirements to Earn a KSS Diploma for Students Entering 9th Grade During School Year 2018-2019 (Class of 2022) and Subsequent School Years
4. Appellate Rights
5. Glossary

Enclosure 1: KSS High School Graduation Requirements and Policy

Section 1: Implementation Guidance

Clarification of this Administrative Instruction is provided in the form of the published Policies of the Kwajalein School System. The policies are available on the KSS webpage at: <http://www.kwajaleinschools.org>

Section 2: High School Graduation Requirements

- a) The student transcript records individual student performance (e.g., courses completed, credits earned, and GPA).
- b) Students must meet the established minimum requirements to receive either the standard or honors diploma in order to graduate from the KSS high school. The honors diploma is distinguished by designation on the diploma.
- c) Graduation requirements are determined by the year in which a student enters ninth grade. (See Enclosures 2 & 3)
- d) Students who receive a high school diploma from a non-KSS school are not eligible to also receive a KSS diploma.

Section 3: Diploma Requirements

- a) Standard Diploma

A standard diploma is awarded upon completion of the following requirements:

- 1) Minimum 2.0 GPA;
- 2) Completion of 26.0 units of credit; and
- 3) Completion of specific course requirements (See Enclosure 3)

- b) Honors Diploma

An honors diploma is awarded upon completion of the following additional requirements:

- 1) Completion of all requirements for a standard diploma and additional course requirements (See Enclosure 3);
- 2) Minimum 3.8 GPA at the end of the second semester of the graduating year; and Earning a passing grade in the course and take the requisite exams in a minimum of four (4) Advanced Placement (AP) courses.

Section 4: Career Technical Education Endorsement

- a) Students are afforded the opportunity to earn a Career Technical Education (CTE) endorsement in addition to a diploma. (See Glossary, Part II: Definitions.) A CTE endorsement is an acknowledgement of a student's successful completion of the required coursework in a specific CTE Pathway. The CTE endorsement is an indicator

of career readiness and includes a variety of career areas referred to as Career Pathways.

- b) A CTE endorsement may be earned through the completion of four credits of required courses for a specific pathway.
- c) Official recognition of successful achievement of an endorsement will include:
 - 1) Specific notation on student's official transcript, and
 - 2) Acknowledgment during the commencement ceremony.
- d) An endorsement designation may be earned with either the standard or honors diploma.
- e) The principal, school counselor and faculty must publicize, promote, and encourage students to pursue an endorsement pathway as they prepare for college and/or postsecondary careers.

Section 5: Procedures for Students with Disabilities and English Language Learners (ELL)

All KSS students, including students with an IEP, students with a Section 504 Accommodation Plan, and students with English as a second language services are afforded equal access to, and participation in, the general education secondary school program.

- a) Students with an Individual Education Program (See Glossary, Part II: Definitions)

All students with an IEP are afforded the opportunity to participate in general education courses and services. Students with any type of disability will be scheduled and expected to participate in the general education curriculum and classroom to the maximum extent possible. The Special Services Team may prescribe alternative or pull-out educational services and/or programs as appropriate and must take into consideration each student's unique educational needs. Students with an IEP may qualify for graduation by meeting the requirements of the standard or honors diploma.

Additionally:

The Special Services Team may identify, on a case-by-case basis, those students with disabilities (e.g., mild to moderate, moderate/severe, severe/profound) who necessitate a specific course requirement be satisfied through enrollment in a regular course and/or modified course which may be taught/co-taught by a regular education and/or special education teacher. Modified course must align with and follow the course content and curriculum standards of the regular course and be educationally appropriate.

Students with significant disabilities who have an IEP (e.g., moderate/severe and severe/profound) and receive the majority of their educational experience focusing on functional/community/life skills development may earn the standard diploma based upon an IEP graduation plan course of study prescribed by the Special Services Team

(SST) rather than the general education graduation requirements for the standard or honors diploma. In this instance, the SST develops and documents an IEP graduation plan that must include:

- 1) Identification of annual goals;
 - 2) Identification of specific courses to be taken throughout the student's secondary experience;
 - 3) Credit and GPA requirements; and
 - 4) Required progress toward mastery of specific goals. These students are not required to seek an exception of the requirements for the standard diploma.
 - 5) Students with an IEP are eligible for educational services through the age of 21, inclusive; terminating at 21 years and 12 months or at the conclusion of the school year in which the student is enrolled, whichever comes first. Refer to current KSS policy for annotating student grade level in the student information system.
- b) Students with a Section 504 Accommodation Plan (See Glossary, Part II: Definitions)
- 1) Students with a Section 504 Accommodation Plan will receive the educational accommodations as prepared by the KSS School Section 504 Accommodation Team.
 - 2) The Section 504 Accommodation Plan is designed to permit the student access to educational programs and activities to the same extent as a student without a disability, and therefore, students with a Section 504 Accommodation Plan will have accommodations that assist the student to meet the same requirements of all KSS students.
- c) Bilingual Multilingual Learners
- Bilingual Multilingual Learners (BMLs) (See Glossary, Part II: Definitions) may apply up to two (2.0) English as a second language (ESL) course credits taken in grades 9-12 toward the four (4.0) English language arts credits required for graduation with prior approval of the school. Additional ESL course credits may be applied toward elective credits.

Section 6: Granting an Exception to Graduation Requirements

In limited and compelling circumstances, the school principal may petition to the KSS Lead Administrator to grant an exception to a minimum graduation requirement (e.g., specific course, course credit, or minimum 2.0 GPA), provided that all reasonable alternatives have been considered and determined not feasible without requiring a substantially heavier-than-normal course load and/or creating an undue hardship (See Glossary, Part II: Definitions). The exceptions process is detailed in Appendix 2 of Enclosure 1. This provision does not apply to students identified with moderate/severe and severe/profound disabilities with an IEP graduation plan. (See Section 5.a.1, of this Enclosure.)

Section 7: Course Credit Earned in KSS

a) Minimum Criterion for Completion of Courses

Units of credit shall be awarded when a student successfully completes courses of study based on the KSS adopted curriculum standards. The student must receive at least a course grade of 60 (a grade of D) or a grade of passing (P) for courses so designated in this Administrative Instruction, to be eligible to receive a course unit of credit (See Glossary, Part II: Definitions).

b) Grades and Course Credits

- 1) Grades (e.g., A, B, C, D, or F) earned in a KSS course are considered to constitute the grades that count toward earning course credit for graduation and the determination of graduation honors. Credit earned as pass/fail will not be used in determining the grade point average.
- 2) Course grades or credit earned will not be granted for the same course(s) taken by a student enrolled in another school system or who is concurrently enrolled in a KSS approved distance learning school.
- 3) Pass/Fail grades are allowed only as identified in this Administrative Instruction, the KSS Curriculum Course Catalog, or the KSS policy for Awarding Course Credit.

c) Credit Value of High School Courses

Credit Value for High School Courses (See Glossary, Part II: Definitions)

- 1) High school courses taken for a one semester or equivalent (minimum of 60.0 instructional hours) shall carry one-half (0.5) unit of credit.
- 2) High school courses taken for a full school year or equivalent (two semesters or minimum 120.0 instructional hours) shall carry one (1.0) unit of credit.

d) Withdrawing and Adding Courses

If a student withdraws from a course on or before the 10th school day of the current semester (or its equivalent), no notation is made on the transcript. The following notations on the transcript will be made for withdrawals made between the 11th – 19th school day of the semester: Grade of “WP” (Withdrew Passing) or “WF” (Withdrew Failing), respective to the grade earned at the time of withdrawal. Courses may not be dropped after 20 school days into the current semester. Grades of “WP” or “WF” are not used in GPA calculation, and credit is not awarded.

e) Repeating a Course

- 1) Students may repeat courses for various reasons, to include strengthening of knowledge through content and skill mastery or to earn credit for a failed course.
- 2) All courses attempted and all grades earned will appear on the student’s transcript. Credit will be granted only once.
- 3) The GPA will be calculated using the letter grade of the most recent course taken.
- 4) A “#” sign before the course name designates the course was repeated and the grade was replaced.

- 5) When a student elects to repeat a course that he/she previously passed and then fails the course, course credit previously earned is counted. However, the grade of the most recent course taken ("F") is calculated in the GPA.
- f) High School Courses Taken in Junior High School (Grades 7 or 8)
- 1) Students in grades 7 or 8 may be authorized enrollment in a junior high school course that qualifies as a high school course and earn the appropriate unit of credit for successful course completion.
 - 2) All high school courses taken for credit in grades 7 and 8 will appear on the student's high school transcript.
 - 3) Course credits earned by grades 7 and 8 students will fulfill KSS's graduation requirements.
 - 4) High school course credits and grades received for courses taken in grades 7 and 8 will not be used to calculate the student's high school GPA.
 - 5) Teachers must hold high school certification for the course(s) being taught junior high school.
 - 6) Students transferring to KSS from accredited non-KSS systems that allowed enrollment and the awarding of high school units of credit in subject areas different from those authorized by KSS to students in grades 7 and 8 may transfer those courses, grades, and units of credit to KSS, and may be used toward KSS graduation. Upon verification, after validation of the high school course, grade, and credit through receipt of an official transcript from the accredited non-KSS system, the approved course credit(s) and grade(s) earned are documented on the KSS transcript, but are not used to calculate the student's high school GPA.
- g) High School Credits Required for Grade-Level Placement
- 1) Grade-level placement (grades 9, 10, 11, and 12) is determined by the number of units of course credit earned at each grade level. (Reference (c))
 - 2) The placement of students in grade level is determined by the following policy:
 - a) Freshman Class (Grade 9): The student must have successfully completed grade 8 and/or has been previously enrolled in grade 9 and earned less than 6.0 credits.
 - b) Sophomore Class (Grade 10): The student must have successfully completed grade 9 and earned a minimum of 6.0 credits.
 - c) Junior Class (Grade 11): The student must have successfully completed grade 10 and earned a minimum of 12.0 credits.
 - d) Senior Class (Grade 12): The student must have successfully completed at least 19.0 credits. Request for approval of exception to the minimum number of course credits for grade placement may be made by the principal if it is possible for the student to comply with all other graduation requirements by the conclusion of the senior year. A memorandum for the record must be maintained in the student's cumulative folder.
- h) Alternate Options to Earn Credit for Students in Grades 9-12

- 1) All costs associated with alternate methods of obtaining high school credit shall be borne by the student, parent, or sponsor.
- 2) With prior approval of the high school principal, course credit may be granted to meet minimum graduation requirements. All approved courses must be documented on the KSS transcript and on the student's 4-6 Year Academic/Post-Secondary Plan.
- 3) Course(s) from an accredited education system, including correspondence and online courses.
- 4) KSS allows dual enrollment course credit (See Glossary, Part II: Definitions).

Section 8: Calculation of High School Grade Point Average

a) Formula for Calculating GPA

- 1) The GPA (See Glossary, Part II: Definitions) for all students is calculated on an equitable basis using the same KSS quality point value system within the student information system as the basis of calculation.
- 2) All high school courses taken in grades 9-12, except where noted in this Administrative Instruction, are used in computing GPAs. (See Section 7.e., Repeat Course Procedures, of this Enclosure.) High school course credits received for courses taken in grades 7 and 8 will not be used to calculate the student's high school GPA. (See Section 7.f., of this Enclosure.)

b) Grade / Quality Point System

The GPA is calculated as the following:

$$\frac{\text{Total Quality Points Awarded}}{\text{Total Credits Attempted}} = \text{GPA}$$

KSS grade/quality point system: KSS utilizes standard un-weighted quality point values (4-point scale) and weighted + quality point values (5-point scale) for computing GPAs. Weighted grades (See Glossary, Part II: Definitions) will be indicated by a "+" sign following the course title on the transcript. These scales include:

Table 8.d. KSS Grade/Quality Point System

| Grade Points | Numerical Range | Un-Weighted Quality Points | Weighted Quality |
|--------------|-----------------|----------------------------|------------------|
| A + | 98 – 100 + | 4.0 | 5.0 |
| A | 93 – 97.99 | 4.0 | 5.0 |
| A - | 90 – 92.99 | 3.67 | 4.67 |
| B + | 87 – 89.99 | 3.33 | 4.33 |
| B | 83 – 86.99 | 3.0 | 4.0 |
| B - | 80 – 82.99 | 2.67 | 3.67 |

| | | | |
|-----|------------|------|------|
| C + | 77 – 79.99 | 2.33 | 3.33 |
| C | 73 – 76.99 | 2.0 | 3.0 |
| C - | 70 – 72.99 | 1.67 | 2.67 |
| D + | 67 – 69.99 | 1.33 | 2.33 |
| D | 63 – 66.99 | 1.0 | 2.0 |
| D - | 60 – 62.99 | 0.67 | 1.67 |
| F | 00 – 59.99 | 0.00 | 0.00 |

c) Weighted Course Grades

- 1) KSS will award a weighted grade (quality point value) for students who complete the course(s) and take the requisite exam(s) for each AP course credit.
- 2) KSS honors courses will not carry a weighted grade.
- 3) Incoming students with weighted grades that are not in an AP or International Baccalaureate (IB) course, (e.g., honors course, pre-AP course, etc.) will be assigned the point value of the letter grade based on KSS’s un-weighted scale used in calculating the GPA.

Section 9: Enrollment in KSS Schools

a) All Students are Expected to be Fully Enrolled and Attend School

- 1) All students are expected to be fully enrolled and attend school on a full-time, school-day basis.
- 2) In certain and compelling circumstances, upon application in writing and with the approval of the principal, an exception to full-time, school-day attendance may be granted on the basis of family, personal, and/or financial obligations. The conditions upon which an abbreviated schedule may be approved in the student’s best interests include:
 - a) Clearly demonstrated scholastic aptitude and academic/vocational readiness and admittance and enrollment to pursue an advanced educational program,
 - b) A financial need for early entry into the labor market, or
 - c) Health or other mitigating circumstances as applicable to students on a 504 Accommodations Plan.

b) All Students are Expected to Satisfactorily Complete Four Years

- 1) All students are expected to satisfactorily complete four years of study (eight semesters) at the high school level to graduate with a KSS standard or honors diploma.
- 2) Upon receipt of the written application and approval of the principal, students may graduate early after completing all graduation requirements. The conditions upon which early graduation may be approved in the student’s best interests include:
 - a) Clearly demonstrated scholastic aptitude and academic/vocational readiness and admittance and enrollment to pursue an advanced postsecondary education program,

- b) A financial need for early entry into the labor market, or
 - c) Health or other mitigating circumstances that are in the student's best interest.
- c) **Petition for Early Graduation**
A petition for early graduation must be submitted in writing to the school principal for approval and must include a plan describing how the student will meet all required coursework to receive a KSS diploma. All petitions must include written parent or sponsor approval. Students who have received approval to graduate early will be officially classified in the student information system as a 12th grader when 19.0 units of credit have been earned.
- d) **Accelerated Withdrawal for a Permanent Change of Station**
Accelerated Withdrawal for a Permanent Change of Station (PCS): The principal may authorize an accelerated withdrawal and earning of semester credit for a student who must withdraw from school 20 or fewer instructional days prior to the end of a semester due to a PCS.
- 1) The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders).
 - 2) All of the conditions of an accelerated study program outlined by the student's teachers and approved by the school principal must be met prior to withdrawal in order for grades to be assigned and semester credit to be granted.
 - 3) This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only permissible for PCS moves. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades and not be eligible to earn semester credit. All course withdrawal grades shall be entered in the student information system.

Section 10: Transferring to a KSS School

- a) **Accepting Official Courses, Grades, & Credits**
KSS will accept the official courses, grades, and earned credits of junior high school (grades 7-8) and high school (grades 9-12) students who transfer into a KSS school from a non-KSS system (public or private), correspondence, online, and/or home-school program that are accredited (See Glossary, Part II: Definitions) by one of the six regional accrediting associations or one of the U.S. state education agencies.
- b) **Courses Interrupted by Transfer**
Courses interrupted by transfer may be continued to completion upon entering the KSS high school. The principal may exercise judgment in scheduling students into such courses, taking into account any loss of time so that the transfer does not impact negatively on the student's chances for successful course completion. Students who continue a course to completion will be given a grade and credit based on the grade earned at the time of withdrawal from the previous class and work completed in the

parallel KSS course. The principal has the final authority for acceptance of coursework, grades, and credits for students transferring to a KSS school.

c) Obtaining and Disseminating Student Records

- 1) Requests for student educational records of newly enrolled students to a KSS school are sent to all previous secondary schools attended within one week of registration.
- 2) Each school maintains a log of all requests to include the date the request was sent to the non-KSS school, way the request was sent (e.g., fax, e-mail, etc.), and disposition of the request.
- 3) Educational records that are not received within 30 days of the initial request are re-requested until received.
- 4) All requests for KSS student records and transcripts are to be fulfilled within three business days of receiving the request, or within three days of a student's withdrawal. A log is maintained that indicates the action taken. An official transcript of all high school credits will also be sent to the next receiving school (or authorized organization) upon written consent from the student (aged 18 or older), parent, or sponsor.

d) Evaluating Student Records from Accredited Systems

- 1) KSS accepts the courses, credits, and grades awarded by other accredited systems as indicated on official school transcripts. (See Glossary, Part II: Definitions.)
- 2) KSS will not change the course title and/or letter grade on a transcript coming from a non-KSS school.
- 3) If a school system uses numerical grades, KSS will use that school system's grading scale to convert the numerical grades to letter grades.
- 4) Transfer courses and credits from accredited non-KSS systems shall be evaluated and documented on the KSS transcript, by the school counselor within 10 days of receipt of an official transcript(s) to determine the number of credits and specific courses still required for graduation.
- 5) Specific courses required for graduation will be accepted if equivalent coursework has been satisfactorily completed in another accredited system.
- 6) The principal has final authority for acceptance and approval of coursework, grades, and credits of students transferring to a KSS school.
- 7) Coursework, grades, and credits are entered into the student information system within 10 days of the receipt of the official transcript from the non-KSS school.
- 8) The parent or sponsor or student (aged 18 or older) is notified in writing regarding the courses, credits, and GPA information transferred to the KSS high school by providing a copy of the new KSS transcript. A cover letter will inform the parent or sponsor or student (aged 18 or older) if they have any questions or concerns regarding the transcript, they must contact the school principal within 30 days of receipt.

- 9) Calculation of GPA for students transferring to KSS from accredited systems. (See Section 8, GPA Calculation, of this Enclosure.)

Section 11: Identification of Class Rank

- a) All letter grades for high school courses taken during grades 9-12 will be averaged to determine class rankings for graduation honors.
- b) The determination of GPA for class valedictorian and salutatorian will be based on student grades attained by full-time enrollment at the end of the second semester of the graduating year. (See Section 9 of this Enclosure.)
- c) Students must have been enrolled full-time in a KSS school during the first semester of the graduating year to be eligible for the academic honors of valedictorian and salutatorian.
- d) Class rank will not be reported on transcripts. An official letter reporting class rank can be requested from the KSS high school counselor.

Section 12: Commencement Exercises

All students in good standing shall be eligible to participate in commencement exercises if they have met the requirements for either the KSS standard or honors diploma and commencement ceremony requirements established by the principal. Any student who has not completed all requirements for the standard or honors diploma or met the goals of the IEP cannot 'walk' or participate in any portion of commencement exercises. Students who have received an approval for an exception to graduation requirements are considered in good standing and may participate.

- a) Students with an IEP
Students with an IEP who are participating in an extended course of study longer than the traditional four-year secondary experience can only participate in the commencement exercises when one of the following two conditions occur:
 - 1) The school year that the student masters the IEP goals, or
 - 2) The school year that the student no longer meets age eligibility requirements (ages out) by turning 21 years and 11 months or at the conclusion of the school year in which the student is enrolled, whichever comes first. At this time, the student is no longer entitled to educational services and is exited from KSS.

Appendix 1 to Enclosure 2: Requesting Exception to Graduation Requirements

1) Exception Provision

- a) Graduation requirements provide a consistent and rigorous high school program for all KSS students. It is important that all students complete the KSS minimum graduation requirements to receive either the standard or honors diploma. However, because students move frequently between school systems, it is not

always possible for students to meet all minimum requirements within the anticipated four-year secondary experience.

- b) In limited and compelling circumstances, the principal may forward a request for a graduation exception recommending that the KSS Lead Administrator grant an exception to a specific course, course credit, or minimum GPA requirement. Before recommending an exception, the principal must consider the student's ability to satisfy the minimum graduation requirements in one of the following ways:
 - 1) Courses taken virtually
 - 2) Courses taken during the summer months

- c) The school principal must consider the availability and accessibility of one of the previously indicated two options, the advantage a proposed exception offers a student, the student's academic performance, and the compelling circumstances presented by the student and parent or sponsor prior to endorsing a request to the Lead Administrator for an exception. The principal must fully explain his/her analysis of these factors in his/her consideration of the written request for an exception to a graduation requirement. At all times principals and the Lead Administrator must exercise this authority judiciously to ensure that the granting of an exception does not diminish the integrity of the KSS diploma and accreditation standards. Circumstances may be compelling when:
 - 1) The student has explored all reasonably available course options to support their learning without success, or
 - 2) The school has provided the student with all reasonable environment and educational supports without success, or
 - 3) There is insufficient time to continue to offer course options to the student or no course options are likely to produce a favorable result if the student is to graduate on schedule, or
 - 4) Delayed graduation is not reasonably in the child's best interest because the child's parent's will leave their post and create a school transition for the child that will likely result in the child's unsuccessful completion of either KSS's, or
 - 5) The potential receiving school's graduation requirements, or
 - 6) Delayed graduation would unreasonably delay or interfere with the child's planned postgraduate plans, or
 - 7) The child will age out of eligibility for school or be placed in school with students where the age disparity is likely to create social difficulties.

- d) A formal written exception IS REQUIRED to be completed for students who are scheduled to graduate within the usual four-year timeframe and who, it is anticipated, cannot meet one or more of the minimum graduation requirements (e.g., course, credit, or GPA). Written requests shall be submitted at the time that the parent or student (aged 18 or older) wishes to petition for an exception.

- e) A formal exception request is NOT REQUIRED for:

- 1) All students who enter with and/or transfer courses that are equivalent to a KSS course from a non-KSS school. (See Enclosure 1, Section 10, Transferring to a KSS School.)
- 2) Students with disabilities who are classified as moderate/severe or severe/profound and are graduating by completion of the IEP graduation plan course of study provision. (See Enclosure 1, Section 5.a.1.2, Procedures for Students with an Individual Education Program.)

2) Exception Categories

The category of exceptions is limited to the following:

- a) Course Deficiency: Insufficient time to complete the course(s) deficiency prior to the anticipated graduation date as a result of the student's transferring during their junior year (semester two) or at any time during their senior year.
- b) Credit Deficiency: Insufficient time to complete the credit deficiency prior to the anticipated graduation date due to the student transferring to a KSS school during the junior (semester two) or senior year.
- c) GPA Deficiency: Insufficient time to meet the 2.0 GPA requirement prior to the anticipated graduation date.

3) Exception Procedures

Refer to KSS policy for Exception to Graduation Requirements (Section 6 of Enclosure 1.)
Instructions Pertaining to Students with an Individualized Education Program

- a) In limited and compelling circumstances, the Special Services Team and the principal may grant an exception to a specific course, course credit, or minimum GPA requirement, provided that all reasonable alternatives have been considered.
- b) Exception requests for students with an IEP are managed through the Special Services Team process, documented by the case manager in the student information system, and coordinated with the school counselor.
- c) The process of developing a comprehensive 4-6 Year Academic/Post-Secondary Plan for students with an IEP begins by convening the Special Services Team within 15 school days of receipt of any special education documentation. The Special Services Team (including student, parent, school counselor, general educators, and administrators) must collaboratively develop and review the student's educational strengths and areas for improvement, accommodations, and interventions needed in the educational setting and the documented impact of the student's disability on their capacity to successfully participate in the general education program. Students with disabilities must participate to the greatest extent possible in the general education program.
- d) A 4-6 Year Academic/Post-Secondary Plan must be developed collaboratively between the Special Services Team and the school counselor to ensure that

students participate to the greatest extent possible in the general education program.

- e) A course substitution must afford students with disabilities the opportunity to participate in comparable and commensurate academic courses that are an acceptable substitution for the required courses necessary to earn the standard diploma. Course substitutions can only be considered after the Special Services Team has provided the student with every opportunity to participate in general education courses.

Enclosure 2: KSS Graduation Requirements: Classes of 2021

| Students entering 9th grade during SY 2017-2018 (Class of 2021) | | |
|---|---|------------------|
| MINIMUM REQUIREMENTS | | |
| Content Area | Course Requirements | Standard Diploma |
| English Language Arts | ● 4.0 credits (High School Level English) | 4.0 credits |
| Social Studies | ● 4.0 credits (High School Level Social Studies) ● US History (2) ● World History II (1) ● Government (.5) ● Economics (.5) | 4.0 credits |
| Mathematics | ● 2.0 credits (High School Level Math) | 2.0 credits |
| Science | ● 2.0 credits (High School Level Science) | 2.0 credits |
| Physical Education | ● 1.5 credits (High School Level P.E.) | 1.5 credits |
| Health Education | ● 0.5 credit (Health Education course offering) | 0.5 credit |
| Computers | ● 0.5 credit (Computer course offering) | 0.5 credit |
| Required Courses | 14.5 Credits | |
| Elective Courses | 9.5 Credits | |
| Minimum Total Credits | 24.0 Credits | |

Enclosure 3: KSS Graduation Requirements: Class of 2022 and Subsequent School years

| Students entering 9th grade during SY 2018-2019 (Class of 2022) and subsequent school years | | | |
|---|---|------------------|---|
| MINIMUM REQUIREMENTS | | | |
| Content Area* | Course Requirements | Standard Diploma | Honors Diploma |
| * AP and/or IB courses may be used to meet KSS requirements. | | | |
| English Language Arts | <ul style="list-style-type: none"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) | 4.0 credits | 4.0 credits |
| Social Studies | <ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) | 3.0 credits | 3.0 credits |
| Mathematics Note: Three credits must be earned in grades 9-12. | <ul style="list-style-type: none"> ● 1.0 credit (Algebra I) ● 1.0 credit (Geometry) ● 1.0 credit (Algebra II) or equivalent course) ● 1.0 credit (Elective Math course) | 4.0 credits | 4.0 credits Note: Honors diploma requires completion of one additional math course beyond Algebra II or identified equivalent. |
| Science | <ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry or Physics) ● 1.0 credit (Science elective) | 3.0 credits | 3.0 credits |
| World Language | <ul style="list-style-type: none"> ● 2.0 credits (WL course) Note: Credits must be in the same WL course. | 2.0 credits | 2.0 credits |

| | | | |
|--|--|------------------|----------------|
| Career Technical Education | <ul style="list-style-type: none"> ● 1.5 credits ● 0.5 credit (Computer technology CTE course) | 2.0 credits | 2.0 credits |
| Physical Education | <ul style="list-style-type: none"> ● 0.5 credit (Lifetime Sports) or equivalent course ● 0.5 credit (Personal Fitness) or equivalent course ● 0.5 credit (Activity & Nutrition) or equivalent course <p>Note: Two years of JROTC taken in high school fulfills the 0.5 credit requirement for Lifetime Sports</p> | 1.5 credits | 1.5 credits |
| Fine Arts | <ul style="list-style-type: none"> ● 1.0 credit (Course in visual arts, music, theater, and/or humanities) | 1.0 credit | 1.0 credit |
| Health Education | <ul style="list-style-type: none"> ● 0.5 credit (Health education course offering) | 0.5 credit | 0.5 credit |
| Honors Diploma | <ul style="list-style-type: none"> ● 0.5 credit in Economics | Not Required | 0.5 credit |
| Summary | | Standard Diploma | Honors Diploma |
| Minimum Total Credits | | 26.0 credits | 26.0 credits |
| Required Courses | | 21.0 credits | 21.5 credits |
| Elective Courses | | 5.0 credits | 4.5 credits |
| Advanced Placement and/or IB Courses and requisite exams | | Not Required | 4 courses |
| Minimum GPA | | 2.0 GPA | 3.8 GPA |

Enclosure 4: Appellate Rights

Provision

- a) A parent, sponsor, or student (aged 18 or older) may appeal a decision made regarding this Administrative Instruction to the next higher level official (e.g., KSS Lead Administrator) of the individual who made the decision. Refer to the KSS policy for Appellate Rights.
- b) The appeal must be submitted in writing, include relevant details, and a statement why the appeal is requested. Supplemental documentation that supports the basis of the appeal may also be submitted.
- c) Appeals must be submitted no later than 10 days after the written notice that was provided by the local school official (e.g., School Principal, KSS Lead Administrator).
- d) The next higher level reviewing official (e.g., KSS Lead Administrator,) shall review the appeal and provide a written response back to the parent, sponsor, or student (if aged 18 or older) within 10 business days.
- f) If the appeal is granted, the reviewing official will notify the KSS school (attended by the student) of the final decision and the next appropriate steps to be taken by the school.
- g) All documentation is maintained in the student's KSS cumulative school file.

Glossary

Part I. Acronyms

| Acronym | Meaning |
|-----------------|--|
| ACT | American College Testing |
| AP [®] | Advanced Placement |
| ACR | Academic Counseling Review |
| ASV | Armed Services Vocational Battery |
| BML | Bilingual Multilingual Learner |
| ELA | English Language Arts |
| ELL | English Language Learner |
| ESL | English as a Second Language (Program) |
| GPA | Grade Point Average |
| IB | International Baccalaureate |
| IEP | Individual Educational Program |
| NWEA | Northwest Evaluation Association |
| PCS | Permanent Change of Station |
| PSAT | Preliminary Scholastic Aptitude Test |
| SAT | Scholastic Aptitude Test |
| WL | World Language |

Part II. Definitions

academic counseling review

An academic counseling review (ACR) includes, but is not limited to, review of the student's transcript, grades, graduation status, scheduled coursework, and 4-6 Year Academic/Post-Secondary Plan. The ACR is conducted by the school counselor with the student to ascertain the student's progress toward meeting KSS's minimum graduation requirements, the actions the student may take to achieve graduation requirements, and postsecondary/career goals.

accredited institution (system)

An institution (system) that is accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state- supported system of accreditation for public or private education programs in a foreign nation.

advanced level courses

High school courses based upon high level achievement in a sequence of study verified by examining boards. Advanced level courses are designated as such and include AP® and IB courses. There are no corresponding honors courses which are considered to be verified advanced level courses for the purpose of weighted grades and calculation of GPA.

annual senior graduation report

A report identifying the number of students who graduated with the KSS standard or honors diploma, number of students approved with exceptions to minimum graduation requirements (e.g., course, credit, GPA deficiencies), number of students graduating under the senior transfer provision options from a sending school or reciprocity with adjusted KSS requirements, and the number of students not graduating and their graduation plan.

bilingual multilingual learners (BML)

Students who are designated as a learner with two or more languages and receive services to support their understanding of the English language while maintaining respect for and pride in their cultural and linguistic heritage.

career technical education endorsement

An official acknowledgement of a student's successful completion of the required coursework in a specific Career Technical Education Pathway. It is an indicator of career readiness and requires a student's demonstrated mastery of specific rigorous coursework.

cumulative grade point average

Cumulative grade point average (GPA) for earned course credits is based on a 4-point scale and represents the average of all earned course credits.

dual enrollment

Dual enrollment is defined as any opportunity for secondary students to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across U.S. systems.

elective course

An elective course is a credited course, chosen by the student, to meet academic and/or postsecondary goals.

English second language (ESL)

English as a second language is a traditional term used to describe students acquiring English in a predominantly English-speaking environment. The term ESL is still used in reference to course credits that may be applied toward English Credits for BML students.

four- to six-year academic/postsecondary plan

A blueprint for a high school academic and postsecondary planning for students attending grades 7-12. The plan guides the decision-making for selecting appropriate classes to fulfill high school graduation requirements to earn a diploma and pursue identified postsecondary and career goals. The plan is developed during junior high school (grade 7) or when a student enters a KSS high school and updated regularly. It is developed collaboratively by the school counselor, student, and parent/sponsor and updated annually to organize and reflect the student's educational coursework, program of studies, and postsecondary aspirations.

grade point average

Grade point average (GPA) is determined by totaling all the quality points earned and dividing the sum by the total number of credits attempted.

graduation rate

The graduation rate is the number of 12th grade students enrolled in April who graduate the same school year.

high school course

A course bearing the standardized course description in accordance with the KSS Master Course List that identifies high school level content and awards high school credit.

honors courses

Include the same content as corresponding non-honors high school level courses. Honors courses require greater use of abstract and higher-level thinking skills and require research and the completion of projects of a more rigorous and challenging nature. Honors courses do not receive a weighted course grade.

individual education program

Special education Individual Education Program (IEP) is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of an IEP is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act.

IEP graduation plan course of study

A unique IEP graduation plan for students with moderate/severe or severe/profound disabilities who receive the majority of their educational experience focusing on functional/community/life skills development rather than completion of the requisite coursework to earn the standard diploma.

laboratory course

A science course that includes a minimum of 40 of the 120 course hours and focuses on educational activities of an inquisitive nature that requires students to design and conduct scientific inquiry.

official transcript

KSS considers an official transcript (received at the local KSS school from the releasing school system) as one that is presented in a sealed envelope, with a stamp from the releasing school, certifying that this is an official student transcript.

quality point system

The system used by KSS to award course credit based upon the quality point system commonly accepted in U.S. education systems. The standard un-weighted quality point values are based on a 4-point scale, and the weighted quality point values are based on a 5-point scale for computing GPAs.

required course

A high school level course in a designated subject area that must be taken to fulfill the minimum requirements to earn a KSS diploma.

secondary student

A student enrolled in grades 7, 8, 9, 10, 11, and 12.

Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. The law requires school districts with students with disabilities to provide accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. A student is considered disabled and may be eligible to be considered for an accommodation if he/she has a physical or mental impairment and the impairment substantially limits one or more major life activities.

substantially heavier-than-normal course load

A full schedule with normal course load that ranges between seven (7.0) to eight (8.0) units of credit per year; a student may enroll in an additional 2.0 credits to meet graduation requirements. Credits beyond the additional 2.0 would be considered a substantially heavier-than-normal course load.

unit of credit

Units of high school course credit are awarded based upon completion of 120 instructional hours (1.0 unit or credit) or 60 instructional hours (0.5 unit or credit). KSS does not issue one-fourth course credit (0.25 credit).

virtual courses

Refers to courses offered by any KSS-approved distance learning school.

weighted grade point average

Weighted grade point average is calculated using a quality point value based on a 5-point scale.