



MAJURO COOPERATIVE SCHOOL

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Accredited by the Western Association of Schools and Colleges

High School Handbook 2011-2012

“Stand Tall”

TABLE OF CONTENTS

CALENDAR.....	2
SCHOOL STAFF.....	3
MISSION STATEMENT.....	3
PHILOSOPHY.....	3
EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)	3
SCHOOL-WIDE ACTION PLAN.....	4
2011-2012 PRIORITIES.....	4
CO-OP HISTORY.....	4
ACCREDITATION STATUS.....	4
SCHOOL GOVERNANCE.....	5
BOARD OF DIRECTORS	5
PARENT TEACHER ASSOCIATION (PTA)	5
PTA PARTICIPATION AND MEETING ATTENDANCE	6
FUNDRAISING.....	6
ADMISSION REQUIREMENTS	6
TUITION AND FEES POLICY.....	7
EMERGENCY POLICY & PROCEDURES.....	8
PARENT-TEACHER COMMUNICATION.....	8
CHILD PROTECTION POLICY.....	8
COUNSELING PROGRAM.....	8
BEHAVIOR EXPECTATIONS	9
HARASSMENT, INTIMIDATION & DEGRADING BEHAVIOR.....	10
DISCIPLINE PROCEDURES	10
INTERNET POLICY.....	10
GENERAL EXPECTATIONS & RULES	11
SUBSTANCE USE POLICY.....	11
ACADEMIC DISHONESTY CHEATING AND PLAGIARISM	11
UNIFORM POLICY.....	12
SCHOOL HOURS.....	12
ATTENDANCE POLICY.....	12
PREGNANCY POLICY.....	13
GRADUATION REQUIREMENTS.....	13
PROMOTION POLICY.....	13
GRADING SYSTEM.....	14
ACADEMIC STANDING.....	15
FINAL EXAMINATIONS.....	15
STANDARDIZED TESTING	15
COMMUNITY SERVICE.....	15
EXTRA-CURRICULAR ACTIVITIES.....	16
SPECIAL EDUCATION AND SUPPORT SERVICES	16
ENGLISH LANGUAGE LEARNERS	16
CURRICULUM STANDARDS	16
HOMEWORK	16
HOMEWORK CLUB.....	17
TUTORING AND STUDENT SUPPORT	17
BREAKFAST, LUNCH, & SNACK.....	17
CANTEEN CARDS.....	17
WATER AND WATER BOTTLES.....	17
PARENT/GUARDIAN AND STUDENT AGREEMENT.....	18
APPENDIX A: CHILD PROTECTION POLICY.....	19
APPENDIX B: ACADEMIC DISHONESTY/PLAGIARISM POLICY.....	21

CALENDAR 2011-12

School Hours: 8:00-3:20

August 1-10	Teacher Orientation and Work Days
August 11	First Day of School, Half Day
August 18, 19	High School Retreat
August 23	PTA General Meeting
August 30	Senior Parent Meeting
September 2	Dri-Jerbal Day, No School
September 9	Half-day for teacher in-service*
September 13	PTA General Meeting
September 16	Mid-quarter: Progress reports home
September 26-30	Manit Week
October 11	PTA General Meeting
October 12	End first quarter
October 14	No school for grading and teacher in-service
October 20, 21	Half-day for Parent Teacher Conferences/re
October 31	School wide Halloween party, 4-6 pm
November 11	Half-day for teacher in-service*
November 17	President's Day- No School
November 23	Mid-quarter: Progress reports home
November 25	No School
December 2	Gospel Day, No School
December 9	Holiday Show
December 15-20	Final Examinations
December 21- January 8	End Second Quarter: Christmas break
January 11	School resumes
January 20	Honor Roll Assembly, Report Cards
January 24, 25	College Night for students and parents
February 17	Mid-quarter: Progress reports home, Half-day teacher in-service*
February 24	Bring Your Parent to School Day
February 27	LAS Testing
February 28	PTA General Meeting
March 1	Nuclear Survivor's Day –no school
March 2	No School
March 10	Tentative date for carnival and health fair
March 15	End of third quarter
March 22, 23	Parent Teacher Conferences (Classes Cancelled)
April 6	Good Friday (no school)
April 9-13	Spring Break
April 16	School resumes, Spirit Week
April 23-27	SAT Week
April 24	PTA General Meeting
April 27	Mid-quarter (Progress Reports), Half-day teacher in-service*
May 1	Constitution Day – Pupil Contact day
May	Teacher Appreciation Week
May 11	Talent Show
May 25	Half-day, Teacher Work Day
May 28	Final Examinations Week
May 31	Last Day of school
June 2	High School Graduation

*Teacher in-service days are scheduled once a month to allow for teacher professional development

Subject to change! Other events to be announced.

ADMINISTRATIVE/OFFICE STAFF

Superintendent/P-8 Principal
Principal
Financial Officer
Administrator/Substitute Teacher

Kathy Stratte
Becky Lathrop
Emmanuel Mercado
James West

TEACHING STAFF

Science, 10th grade advisor
Social Studies, 11th grade advisor
English, 12th grade advisor
Senior English Composition and Literature
Health, multiple subjects, 9th grade advisor
Math
Marshallese Language Arts
MSHS Learning Resource
Music
Physical Education
Japanese

Adam Smearman
Brian Sarkozy
David Applebaum
Raychelle Heath
Katie Finberg
All Teachers
Jennifer Elcar
Sara Collings
Yoora Lee
Mack Peter
Maki Tsunamoto

MISSION STATEMENT

Majuro Cooperative School strives to provide an environment that encourages each student to reach his/her potential in the academic, artistic and social disciplines. Co-op School prepares students for higher education, and for assuming their roles in society as responsible and productive citizens. Life-long learning, respect for self and others, cooperation, self-reliance, and appreciation of the Marshallese culture are promoted and encouraged.

PHILOSOPHY

Co-op School believes that:

- Children are the Marshall Islands' primary resource.
- All children can learn.
- It is important to instill a lifelong appreciation of learning.
- Cultural diversity is one of Co-op's greatest strengths.
- The most successful education is the result of a **cooperative** relationship between the school, families, and the community as a whole.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)

Majuro Cooperative School students will demonstrate:

1. Proficient written and oral communication skills and comprehension in English
2. Effective problem solving, critical thinking and mathematical skills
3. Strong social skills to foster development in becoming contributing, respectful and responsible members of society

SCHOOL-WIDE ACTION PLAN

The Majuro Cooperative School has identified the following goals for our “Action Plan” for 2010-2012.

- 1) Improve student achievement in reading and writing through staff development, modification of instruction, adoption of a writing curriculum, and correlation with content standards.
- 2) Continue to address the needs of English Language Learners through activities and programming founded on the language needs of our student population.
- 3) Develop and implement a WASC accredited four year high school program with curricular, instructional, and co-curricular standards equivalent to standards at high schools internationally.
- 4) Develop and implement curriculum maps for all grades and core content areas integrating content standards and available resources.
- 5) Engage students in development of a value system that encourages leadership, respect, social and personal responsibility, and global citizenship.
- 6) Increase student and faculty access to internet, computers, and technology.

2011-2012 PRIORITIES

In addition to the goals listed above, the administration and Board of Directors have identified the following priorities for improvement in the 2011-2012 school year.

- 1) Identify and implement activities designed to improve parent-school communication and family engagement.
- 2) Identify strategies for increasing involvement of certified teaching staff in after school academic support opportunities for students.

HISTORY

Majuro Cooperative School was founded in 1975 by parents Jerry Kramer, Carlton Hawpe, and Dennis McBreen, who wanted to provide their children with an education comparable to that of mainland United States elementary schools. Co-op began with one teacher and six students. The school grew as each student advanced and more students enrolled. The current school is approximately 260 students, with students enrolled in Preschool through 11th grade. Co-op’s two-acre campus currently includes 16 classrooms, an administration building with offices and a media room, student bathroom facilities, a cafeteria, an on-campus teacher housing complex, a library with small computer lab, and updated curricular materials. Each of the classroom teachers and the Special Education teacher has a college degree and/or teacher certification.

In December 2007 the Co-op School membership voted to add a high school to the school’s offerings. This had been a long held dream of Co-op School families who were concerned about the limited opportunities for high school students in the Marshall Islands. Many parents had experienced the pain of sending their teenagers off-island to attend accredited high schools in the United States, Guam, New Zealand, and elsewhere. The Majuro Cooperative High School opened in August 2008. June 2012 will see the first graduation at Co-op High School as it will be the first-ever class of 12th graders.

ACCREDITATION STATUS

The Majuro Cooperative School is one of only two schools on the island that are accredited by the Western Association of Schools and Colleges (WASC). Accreditation means that our school is measured by the same standards as schools in the United States. Co-op first became accredited in 1994

and the school community works hard to maintain this status through use of best practices in education. The most recent accreditation visit was in March 2010, with high praises from the visiting team resulting in a three-year accreditation award.

The high school is reviewed annually to insure accreditation focus is maintained. In June 2011, WASC accredited the school for up to 11th grade. By June 2012, the 12th grade should be accredited.

SCHOOL GOVERNANCE

All corporate powers of Majuro Cooperative School are exercised by or under authority of the Board of Directors under the corporate bylaws. The board consists of nine members: seven are elected by the parents who are in good standing at an annual election in August or September of each school year and two at-large members are selected by the elected members, for a total of nine. The seven elected Board Members are parents/guardians of current students.

Elected for two-year terms, three members are elected in ‘odd’ number years and four members are elected in ‘even’ numbered years. This practice, established by the bylaws, ensures that there is continuity in membership on the board. The Board of Directors meets on the second Tuesday of each month to discuss school-wide issues and policies. A quorum of five members is required for a meeting to take place.

In addition to the school board, the principals of both the elementary and high school, the Financial Officer, the PTA president, and the Student Body President attend Board meetings. The five Parent Teacher Association officers and six additional class representatives, who are also elected by the parents, supervise fundraising activities and work with the Board of Directors on setting priorities for the school as well as providing feedback on school-wide issues.

BOARD OF DIRECTORS

- President: Jack Niedenthal
- Vice-President: Mike Slinger
- Treasurer: Gerald Zackios
- Secretary: Jim McLean

- Member: Scott Howe
- Member: Hirobo Obeketang
- Member: Jim McCaffrey
- Member at Large: Bill Weza
- Member at Large: Daryle Newman

PARENT TEACHER ASSOCIATION

- President: Deanna Gilmar
- Vice President: Luanne Bing
- Secretary: Neiar Kabua
- Treasurer: Bene Muller
- High School Representatives: Jennifer DeBrum, Mike Tombler

PTA PARTICIPATION AND MEETING ATTENDANCE

We believe strongly that parent and family involvement in a child's education has a direct impact on the child's success in school. A priority for 2011-2012 will be to work with parents to develop strategies to increase family engagement in each child's education and in the school as a whole. The PTA and school community encourages parents to volunteer in classrooms, attend school functions, and establish home routines that will help children succeed.

The Co-op School was founded cooperatively and thrives cooperatively. This means that we rely on the cooperation and involvement of all Co-op School members. Each family is a member of this community.

ATTENDANCE AT PTA MEETINGS IS MANDATORY for all Co-op school parents or guardians. This policy has been established in an effort to insure that all families share the tasks involved in running a successful school program, and that the burden is not carried by only a few. Attendance at PTA meetings also provides parents with an opportunity to learn about the school's educational program, and to become more involved in their children's education. PTA meetings often begin with presentations by teachers and/or students on activities that are taking place in the classroom.

Meetings are scheduled five times a year and are listed in the school calendar. Periodically, additional meetings are scheduled in response to school business and accreditation requirements. Additional meetings are announced via memorandum in a timely manner. The mandatory policy means that there is a \$20 fine for non-attendance at Co-op PTA meetings.

In addition to attendance at quarterly PTA meetings, it is crucial that all families help "share the load" in supporting school fundraisers and events. Fundraisers are necessary in order to keep tuition costs down. All families are aware that the cost of providing a Co-op School education is not covered by tuition. Each child's educational costs are supplemented by monies raised through grants and fundraising efforts. The burden of fundraising and organization of events should not be the burden of a few. All families are expected to dedicate time and energy to help Co-op continually improve and meet the needs of students and families. There is a \$20 fine for non-contribution to PTA sponsored fundraising events. Contributions may include baked goods and other food items for sale, assistance with ticket and food sales, and donations of prizes.

FUNDRAISING

Often, groups and/or classes will decide to raise funds for specific projects. Fundraising activities should be discussed with the principal and superintendent. All raised monies are turned into the Financial Officer, and separate accounts are kept for all classes or groups. Records of expenditures are also kept. The Board must approve any fundraising activities aimed to raise \$1000 or more, except for PTA activities.

ADMISSION REQUIREMENTS

Admission for new students is by entrance exam, student and parent interviews, and submission of necessary paperwork such as health records. Current Co-op School students who pass 8th grade promotion requirements are automatically accepted into the 9th grade.

Co-op does NOT encourage early entry into any grade levels and will only do so for students who pass entry exams, provide recommendation letters from teachers, and complete student and parent interviews. Parents must submit written request for early entry to be considered.

In order to ensure quality instruction for all students, no more than 25 students will be accepted into any class. Returning students must register and settle their accounts by May 15th to secure their place in the next year's class. Student files must be updated every year with current information. For each registering student, certified copies of the student's birth certificate and immunization record must be provided, as well as payment of the registration fee. The registration fee is \$130.

Transferring students must provide transcripts and take entry exams. Acceptance into a class cannot be guaranteed after third quarter, even if space is available.

Registration for all high school students is open beginning April 14 and acceptance decisions will be made within two weeks of completion of registration requirements.

TUITION AND FEES

Registration Fee (non-refundable):	\$130.00
High School Monthly Tuition, Fees and Lunch	\$210.00

Tuition fees include the lunch program. Tuition must be paid in 10 equal monthly payments beginning August 2 of each year, and on the 2nd of each month thereafter until paid in full. The tuition deadline is the 7th of each month – any payment made after the 7th will be assessed a late fee of \$25.00. Due to past difficulties in collecting tuition fees, and the burden this places on the operation of the school, it has been necessary to implement the following policy.

IF THE MONTHLY PAYMENT AND LATE FEE ARE NOT PAID BY THE 12TH OF EACH MONTH, THE STUDENT MAY BE REMOVED FROM CLASS AND SENT HOME UNTIL PAYMENT IS MADE. If this happens, the student may lose his/her place on the enrollment list. At registration, parents/guardians will sign an "UNDERSTANDING OF PARENTS' OBLIGATIONS" agreement, indicating understanding and agreement to the tuition payment policies.

Tuition and fee payments paid in-full by June 30 will receive a 10% reduction.

Tuition and fee payments paid in-full between July 1 and the first day of school will receive a 5% reduction.

Due to the high costs of textbooks and shipping, a textbook replacement fee of up to \$100 will be charged to students for loss or damage of textbooks. Students often take textbooks home for homework and are responsible for returning these books. Replacement of lost classroom reading books and library books is \$5.00-\$10.00.

If a student leaves Co-op, the parents/guardians are asked to kindly inform the office to arrange the necessary paperwork. FAILURE TO INFORM THE OFFICE CAN MEAN THAT TUITION WILL CONTINUE TO BE CHARGED.

TUITION MUST BE PAID IF A STUDENT IS ABSENT FOR AN EXTENDED PERIOD. THIS ALSO APPLIES TO ALL HOLIDAY PERIODS AND EXTENDED VACATIONS. Your payment during extended absences allows us to hold your child's space in class.

EMERGENCY POLICY AND PROCEDURES

- In the event of fire, explosion, flood, wind storm etc., school buildings will be evacuated and students sent home or to nearest shelter.
- In the event of serious injury, students will be transported to Majuro Hospital and parent/guardian contacted.
- In the event of minor scrapes or cuts, wounds will be cleaned, disinfected, and bandaged.
- All medications are to be labeled and kept in the office.
- In the event of minor fever or discomfort, Regular Strength Tylenol (325mg acetaminophen) will be offered. Before any other prescription or non-prescription medications will be dispersed, parents must complete a Medical Consent Form.
- Parents must provide office with current reliable phone numbers and emergency contact so that school staff is able to reach them in the event of injury or emergency.

PARENT-TEACHER COMMUNICATION

Communication/Assignment books will be distributed to each student at the start of the school year. The purpose of these planners is to keep a daily diary that will document all assignments and important information to be communicated to parents. Each evening, parents must read and sign, to indicate that they understand what is expected and how their child is progressing. The journals may also be used for parents to communicate concerns or questions they may have to teachers. If a student loses a planner, he/she can buy one from the office for \$5.

Parents are encouraged to communicate directly with teachers about any concerns, questions or difficulties. Teachers are available immediately after school to talk with parents, but cannot be called out of class for this purpose. The office staff is happy to pass phone or e-mail messages to teachers, who will return calls after school.

In addition to this regular communication, teachers distribute Progress Reports after the 4th week of each quarter and Report Cards at the end of each quarter. These will only be released to parents and will not be given directly to students.

CHILD PROTECTION POLICY

The child protection policy was adopted in April 2007. Please take the time to read this policy carefully. Because the policy is lengthy, we included an appendix. (See Appendix A)

COUNSELING PROGRAM

A certified counselor provides confidential counseling services four half-days per week. The counselor meets with students to discuss a range of issues including alcohol use, relationship struggles, and family problems. If students are deemed to need specialized intervention services, the counselor will make a

referral to the appropriate agency or health care provider. Guidance and college counseling are provided by the principal and teachers.

Mission Statement: To assist all students in the areas of academic, personal & social, and career development so that they may achieve success and reach their full potential as productive life citizens.

Philosophy: The Counseling Program at Majuro Cooperative School is comprehensive and developmental in nature based on the belief that ALL students are unique individuals capable of success. This program is proactive and preventative in nature and is committed to meeting the needs of all students using age appropriate programs and services delivered systematically.

Objectives

- For students to understand & develop coping skills to deal with the physical, emotional, and social changes of adolescence.
- For students to develop & demonstrate effective decision-making skills and problem-solving techniques as they relate to life choices.
- For students to identify individual interests, aptitudes, skills, and values and relate them to careers they are researching.

Confidentiality Statement: Within the counseling relationship, confidentiality will be strictly maintained. However, there are 3 circumstances in which confidentiality must be broken: (1) threat to do self-harm, (2) threat to harm another person, (3) report of abuse.

BEHAVIOR EXPECTATIONS

As described in our third ESLR, students will demonstrate strong social skills to be contributing, respectful and responsible members of society.

Co-op students are held to a high expectation of proper conduct. Students are expected to show respect for their environment and all things within this environment. Behavior expectations are based on encouraging students to use self-control, self-direction, self-esteem and cooperation.

The Majuro Co-operative School is a community of learners where everyone has the right to succeed. *Our students are expected to respect all other persons at all times, behaving in an appropriate manner so as not to interfere with the learning process, the self-esteem of others, or the safety, health, or property of themselves or others.*

All students are encouraged to take responsibility for their own actions. Staff use positive methods of discipline with students to encourage self-control, self-direction, self-esteem and mutual cooperation. Specific classroom rules are set by teachers and all are based on the principles of Respect, Safety, Problem Solving, and Inclusion.

We believe in working with children in a caring, consistent manner. It is our belief that a positive school atmosphere occurs when-

- Students feel good about themselves.
- Students take responsibility for their own choices.
- Encouragement is given for good choices.
- Logical consequences accompany choices.

HARASSMENT, INTIMIDATION, AND DEGRADING BEHAVIOR

It is the policy of Majuro Cooperative High School to provide a positive learning environment free of any form of degrading behavior, harassment, or intimidation. An integral part of this commitment is the recognition that the school is multicultural. The Co-op community values and respects the diverse make-up of the school population, and seeks equal educational opportunities for all students.

To this end, we will not tolerate behavior by students, toward persons based in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional or learning disability which creates an intimidating, hostile or offensive school environment.

Degrading behavior, harassment, and intimidation can arise from a broad range of physical or verbal behavior which can include, but not be limited to the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances or touching, sexual comments or sexual jokes, sexually explicit derogatory statements, hazing, discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort; humiliation; requests for sexual favors; display of sexually explicit or otherwise offensive posters, calendars or materials; conduct which has the purpose or effect of interfering with an individual's academic performance or creating an unfriendly or offensive environment.

It is the responsibility of the administration and all staff to ensure that these prohibited activities do not occur. Accordingly, any student who believes that she/he has been the subject of harassment or who has observed prohibited student harassment shall report the matter immediately to a staff member. Accused students have the right to have the case heard by a committee made up of the principal, a counselor, a teacher, and a Board member.

DISCIPLINE PROCEDURES

For the most part, discipline will be handled by teachers, and support staff. In cases where students make inappropriate choices, which disregard the safety and well-being of themselves or others, consequences may include:

- Documentation of the behavior and student participation in noting behavioral changes to work on
- Loss of privileges
- Conference with principal
- Call to parents/guardian
- Conference with parents/guardian
- Support from principal and/or resource staff
- After-school, lunch-hour or Saturday detention (**if a student does not show up to detention or Homework Club, he or she cannot come to class until a parent meets with the teacher or principal**)
- In or out of school suspension
- Loss of extracurricular privileges

INTERNET POLICY

The use of technology is a privilege, which may be revoked if students are found to be in violation of this policy. The use of Internet must be in support of education and research and be consistent with the educational objectives of Majuro Cooperative High School as outlined in this Handbook and the

curriculum. Students are expected to access only websites that are necessary to complete class assignments or research related to their academic projects.

General Expectations and Classroom/Campus Rules

- Follow directions of ALL faculty members.
- Dress properly- proper school uniforms are mandatory. (If there is writing or drawing on a school uniform, it is not considered a proper school uniform.)
- Style hair neatly and pull off of face.
- Eat or chew gum in class ONLY with permission of staff.
- Be respectful of personal, others', or school property. This includes walls and bathrooms.
- Restrain from swearing, teasing, harassment, threatening or name calling. (See also "Bullying and Harassment Policy" in Appendix B.
- Treat classmates and staff respectfully.
- Do your own work. (see Cheating and Plagiarism policy in Appendix C)
- Do not fight or bully.
- Leave the classroom only with permission of the teacher.
- Leave school grounds only with permission of the office. (sign out in the office) This includes crossing the street to go to the store. (until after 3:30)
- Do not bring weapons, knives, guns, matches, flammable materials or anything that remotely resembles a weapon at home. If these things are brought to school they will be confiscated and disposed of.
- Do not use electronic games, I-Pods, or cell phones during class. These items will be confiscated and held in the office for parent to pick up.
- Do not wear hats, headbands, armbands, or other clothing that is representative of gangs on school grounds or at official school functions.
- Do not use drugs, tobacco, betel nut, or alcohol at school or during any school functions. Students under the influence of any of these substances will be sent home with consequences that may include suspension, detention, and expulsion.
- Use the telephone only with permission. Non-emergency calls are 25 cents for each call.
- Contribute to keeping the school grounds and cafeteria clean.
- Use approved sites when using school internet. Inappropriate use may result in loss of privileges.
- Use the library and computer lab only when accompanied by a staff member.

SUBSTANCE USE POLICY

Students found using, or under the influence of, illegal substances (tobacco, alcohol, betel nut, and other drugs) on campus will meet with the principal and be referred to the counselor. In addition, they will be placed on Social Probation. This means they are ineligible for extra-curricular activities. Students who are found using illegal substances on campus a second time will be expelled from school.

ACADEMIC DISHONESTY, CHEATING AND PLAGIARISM

Please see Appendix B for the complete policy on academic dishonesty, cheating, and plagiarism.

UNIFORM POLICY

Co-op School uniforms are red polo shirts with the Co-op School logo, which can be bought at the School Office for \$15. A clean and neat appearance is essential at all times to promote a positive image of Co-op School to the Majuro community. Any student who does not wear a uniform to school will be required to purchase one in the office. The cost of the uniform will be charged to the student's account.

SCHOOL HOURS

Classes begin promptly at 8:00 a.m. Parents are required to pick-up students no later than 3:30 unless the child is involved in a school-sanctioned after school activity. After 3:30 p.m. no supervision will be provided for students who are not registered for after-school activities. Staff will be on campus from 7:45 a.m. until 3:45 p.m. and available to respond to questions from parents and students.

ATTENDANCE POLICY

Students who are more than 15 minutes late for class, will be counted absent in that class. Students who miss 1-4 classes in a day will earn a half-day absence. Students who miss 5 or more classes in a day will earn a full-day absence.

Excused Absences: Parents must call the school by 8:30 a.m. for a student to be excused from school that day. If there is an emergency and the parent is not able to call, the parent may write a note explaining the situation. These absences will be evaluated on a case-by-case basis. Accepted excuses for absences: illness, doctor's appointments, religious holidays and funerals. Students are allowed up to 20 excused absences in an academic year. Students who miss more days as a result of illness can apply for a medical withdrawal and may retake the courses the next year without academic penalty.

Unexcused Absences: If a parent does not call the school by 8:30, a student's absence will be considered unexcused. Students will be considered unexcused for reasons including, off-island vacations, oversleeping, "cutting class", and birthday parties. Absences that are a result of excessive tardies will be considered unexcused. Students will be expelled from school for exceeding five (5) unexcused absences in one semester.

Prearranged Absences: If a student is going to miss school for a planned reason (eg. doctor's appointment or vacation), please call the office as soon as the plans are made. While this does not affect whether an absence is excused, it will allow for teachers to help students stay on track in their classes. Though, extended absences are extremely difficult for students, especially at the high school level, because so much content is covered everyday. This is especially true for subjects like Japanese, for which it will be hard get extra help from support staff.

Tardies: Students who are 1-15 minutes late for a class will earn a tardy. Four tardies in a class will be considered an absence.

PREGNANCY POLICY

Pregnant students may remain enrolled at Co-op High School as long as they do not exceed the number of absences allowed in the Attendance Policy. Nursing mothers may opt out of an elective period of school in order to feed and care for a baby, as long as they meet expectations of the Graduation Requirements.

GRADUATION REQUIREMENTS

Students must earn the following credits in order to graduate:

English	Foreign Language*	Math	Science	Social Studies	Health	Physical Education	Electives
5 credits	2 credits (<u>not</u> English or Marshallese)	3 credits, culminating in Geometry	3 credits	3 credits	1 credit	1 credit	5 credits

**Students who speak another language than English or Marshallese can test out of this requirement.*

A credit equals a 5 days/week class for an academic year. Students may earn half credits for semester-long courses. Speech, literature and English Language Arts classes are considered English credits. Students on Individual Educational Programs will earn credits as prescribed for their needs.

Promotion Policy

A student must have a 1.75 cumulative GPA during Middle and High School in courses aligned to U.S. National Academic Standards in each of the core content areas (English/Language Arts, Mathematics, Science, Social Studies.) Parents, students, and teachers should pay careful attention to a student's grades, because not meeting criteria may result in non-promotion. For the purpose of this policy, if teachers give a student report card grades that meet the standard set forth above, **AND THE STUDENT HAS NOT RECEIVED A FAILING GRADE IN ANY OF THE CORE SUBJECTS**, such report card grades are considered a formal teacher recommendation to promote the student.

If the student does not meet the above criteria, the student will be placed on academic probation during the fourth quarter. The student, principal, parents and teachers will work together to help the student meet academic requirements. If the student is not able to successfully meet school standards, he or she will not be promoted and may be required to repeat a grade.

In some situations, students in grades P-6 may be recommended to repeat a grade. This decision is made jointly by teachers, parents, and the principal. In these cases, retention decisions are based on a student's maturity level, ability to master grade level materials, competency with English, and attendance.

The general student promotion requirements apply to a student with disabilities who is eligible for services under Individual with Disabilities Act (IDEA) unless modified or alternative criteria are designated in the student's Individualized Educational Program (IEP.) Students with disabilities who meet the requirements of the promotion criteria in their IEPs will be promoted.

GRADING SYSTEM

Report cards are issued quarterly. Copies are kept in the students' files and will be included in student transcripts. Progress reports will be sent home the 4th week of every quarter. The progress reports are to inform parents of student progress, problems, and recommendations. Some teachers like to send progress reports home with all students, but are required to issue progress reports to students for each student who is earning a C grade or below.

If a child is receiving a poor performance report, she or he may not share it with parents or guardians. Parents are encouraged to pay attention to mid-quarter and end of quarter dates, and ask to see the reports if students do not share them. Report cards are not released to students. Parents may pick them up in the office or at parent teacher conferences.

Students who are behind at least one year in reading or math, and who do not qualify for Individual Educational Plans through the Special Education Program, will have their grade lowered 10 percentage points. For example, if an 11th grade student is enrolled in Geometry and earns an 88%, that student will receive a 78% on the report card.

Letter Grades	Score	GPA
A Excellent	94-100	4.0 points
A-	90-93	3.7 points
B+	88-89	3.3 points
B Above Average	84-87	3.0 points
B-	80-83	2.7 points
C+	78-79	2.3 points
C Average	74-77	2.0 points
C-	70-73	1.7 points
D+	68-69	1.3 points
D Below Average	64-67	1.0 point
D-	60-63	0.7 point
F Failing	0-59	0 points

Students maintaining strong grade point averages (GPAs) will be recognized for their achievements through the school newsletters and the *Marshall Islands Journal*.

First Honors: 3.5-4.0 GPA

Second Honors: 3.0-3.49 GPA

Student support is offered to all students who struggle academically. This support is offered in a number of ways, including: after school support with teachers by arrangement; in class or pull out support provided by the at-risk teacher during class; discussions with parents; and homework contracts.

Students must earn a C average (2.0) in order to remain in good academic standing. Students who fall below this, but who earn a 1.75 GPA for a semester will be placed on academic probation. Students who fall below a 1.75 GPA for the semester may be expelled. Students on academic probation will be ineligible for extra-curricular activities. Once a student increases his/her cumulative GPA to a 2.0, he/she will again be eligible for activities and will be considered a student in good standing.

ACADEMIC STANDING

A student must have a 2.00 cumulative GPA and pass each required course. Not meeting these criteria will result in students having to re-take classes and may prohibit them from graduating.

The general student academic standing requirements apply to a student with disabilities who is eligible for services under Individual with Disabilities Act (IDEA) unless modified or alternative criteria are designated in the student's Individualized Educational Program (IEP.) Students with disabilities who meet the requirements of the promotion criteria in their IEPs will be promoted.

If a student or parent/guardian wishes to contest a failing grade in a required course, the decision may be appealed to the school and a student study team will make the final decision. The team will be comprised of the principal, a board member and all teachers who are familiar with the students' work. The parent/student appeal must be made within 10 business days of the date report cards are released. If the appeal is not received within the above time, it will be considered forfeited.

FINAL EXAMINATIONS

During the last week of each semester, students will take final examinations. These are comprehension tests that cover all of the main concepts from the two preceding quarters. Students will attend the examinations in the mornings and will be released after lunch in order to study.

STANDARDIZED TESTING AND OTHER ASSESSMENTS

All students will take SAT tests during the spring of each year. Students in grades 10 and 12 will take MISAT tests as scheduled and required by the Ministry of Education. Reading levels for all students are assessed using the Basic Reading Inventory or other standardized reading assessments.

COMMUNITY SERVICE

Students must complete 25 hours of community service per academic year. A student who earns more than 25 hours in a given year must still complete 25 hours for each subsequent year. Progress toward service requirements will be shown each quarter on the report card.

At the end of each school year, students will write a Service Reflection about their 25 hours of service. This reflection essay will discuss the service they completed, how their work contributed to society, and how it has influenced the way they think about their community. The Service Reflection will be included in their Pass-on Portfolio.

The Senior Service Award will be given to the student who completes the most hours of service during his/her high school career. This student will be recognized with a certificate, profile in the newspaper, and will wear the Service Award cords at Graduation. When the student receives his/her diploma, we will offer a short speech about the service this student completed and will quote from the Service Reflections to share with the audience how the service program influenced this student.

In order to help the students as they prepare college applications and for off-island scholarships, students will earn a Service Transcript. This transcript will show how many hours of service in each area (eg.

Children, Environment), as well as the total number of hours the student served. This may also be used to demonstrate work experience when they apply for their first jobs.

EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to participate in extra-curricular activities, such as track, volleyball, movie production, volunteering, and student government. Students on academic probation are ineligible, but when their grades meet the 2.0 requirement, they are again eligible to participate in after-school activities.

SPECIAL EDUCATION AND OTHER SUPPORT SERVICES

Students who are having difficulty learning may be referred for Special Education testing and services. Referrals may be initiated by parents, teachers, or the principal. Parents must be notified of any specialized testing and/or programming for their child. The Special Education teacher evaluates the referred student. If the child qualifies for Special Education, the Special Education teacher develops the Individualized Educational Program (IEP) and oversees the implementation of the IEP.

Special education teachers and support staff may provide other support services to students such as small group work, English Language Learning (ELL) support, and individualized support. The Special Education teachers and support staff will also provide training for teachers on curriculum differentiation for students in need of additional support.

ENGLISH LANGUAGE LEARNERS

Approximately 95% of the students are English Language Learners. While they may use adequate “playground English”, they need specific instruction to support the development of academic English. This will support academic success not only at Co-op, but in schools outside of the Marshall Islands.

CURRICULUM STANDARDS

Co-op School teachers use US standards for designing and implementing curriculum in all subject areas. Copies of these standards are housed in the office and in each classroom. Co-op has adopted the Saxon Math Program (Harcourt Achieve), and Pearson, McGraw-Hill, and Holt curriculum and materials for other core subjects. Language Arts materials include leveled books for reading, Houghton Mifflin and Great Source materials, and a variety of other Language Arts sources. A Reading Resource and Book Room provides leveled readers and literacy support materials so that students receive appropriate differentiated instruction at their instructional levels.

HOMEWORK

Parents should check students’ assignment books or communication logs every day for homework assignments and messages from school. Parental support is essential. Co-op School strongly recommends that parents establish a special, well-lit homework and study area in the home where students can comfortably work everyday.

A general rule of thumb for amount of homework appropriate for children at different ages is 10-15 minutes per grade level per night, give or take a few minutes. If children seem to have excessive amounts of homework, please make a point to talk to the teacher. This could mean they are either having significant difficulty with the material or wasting a lot of time during class. High school students should have between approximately 90 and 160 minutes of homework a night.

MANDATORY HOMEWORK CLUB

Beginning in the second quarter, Homework Club is offered to students in grades 6-8 and for high school students. Students who do not complete homework at home and/or students with below minimum grade point averages will be required to attend Homework Club. Mandatory attendance at Homework Club means that students MUST stay and will not be allowed to participate in after-school activities until they are released from Homework Club.

A fee is charged for Homework Club and is added to monthly fees.

TUTORING AND STUDENT SUPPORT

Support for students who struggle is provided in a number of ways. In-class support may be provided by the resource teacher, Special Education teacher, or a teaching assistant. Teachers are available after school and are more than willing to help any student who needs extra help. Middle and High School teachers provide regularly scheduled after school support. Hours are posted on classroom whiteboards. Tutoring should be arranged privately.

BREAKFAST, LUNCH, AND SNACK

Breakfast

An optional breakfast is available for purchase from 7:30-7:50 a.m. The cost is \$1.00 a day. Menus include cereal, fruit, pancakes, French toast, scrambled eggs and similar items. There will be an additional charge for juice.

Lunch Schedule

A healthy lunch is provided to all students as a part of their monthly tuition. Parents are invited to join us for lunch any day for \$3.00

CANTEEN CARDS

Students may purchase canteen cards for \$5-\$20. Canteen cards may be used to purchase breakfast, snack items, uniforms, and school supplies.

WATER AND WATER BOTTLES

Drinking water is available for students in the cafeteria and near the science lab. All students should bring FULL water bottles to school each morning.

Majuro Cooperative School Parent/Guardian and Student Agreements

Parental involvement with Co-op School will be essential to your student’s education and academic success. Reading and understanding this policy manual is required of every parent or guardian and Co-op student. Please review the manual, initial and sign below. All students and parents/guardians are required to sign this agreement.

Parent/Guardian Initials

_____ I have read and agree to abide by the tuition and fees policy.

_____ I have read and agree to abide by the attendance policy.

_____ I have read and agree to abide by the PTA membership policy.

_____ I understand the homework policy and agree to check my child’s communication log or assignment notebook DAILY and check to see that assignments are completed.

_____ I agree to help my child organize for homework and return of homework and other required paperwork. I have discussed homework expectations with my child.

_____ I have read and agree to the discipline and emergency policies and procedures and have discussed these policies with my child.

_____ I have read and agree to the school’s child protection policy.

_____ I agree to meet regularly with my child’s teacher(s) if we have questions about assignments, grades, or disciplinary decisions.

_____ I understand that if my child loses or causes more than reasonable damage to a textbook, I will be responsible to pay for a replacement.

_____ I have read and discussed the Majuro Cooperative High School Handbook with my child.

Parent or Guardian Signature

Date

I have read and discussed the Majuro Cooperative School Parent and Student Manual with my parent/guardian. *(Each student in family sign below.)*

Student/s Signature

Date

APPENDIX A: CHILD PROTECTION POLICY

PREAMBLE

It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused or unprotected children.

It is the firm commitment of staff of the Majuro Cooperative School to abide by the responsibilities stated in the **Majuro Cooperative School Child Protection Policy**. Any fears or worries that students bring to the attention of a staff member will not go unnoticed by staff and will therefore, be dealt with in accordance with the policy.

Majuro Cooperative School Child Protection Policy

Majuro Cooperative School fully recognizes its responsibilities for child protection.

1. Our policy applies to all staff, and volunteers working in the school. There are four main elements to our policy:
 - i) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
 - ii) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - iii) Developing and then implementing procedures for child support and protection.
 - iv) Establishing a safe environment in which children can learn and develop.
2. We recognize that because of the day-to-day contact with children, school staff is well placed to observe the outward signs of children who need guidance and support. The school will therefore:
 - i) Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
 - ii) Ensure children know that there are adults in the school whom they can approach if they are worried.
 - iii) Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe.
3. We will follow the procedures set out by the Majuro Cooperative School Child Protection Committee and approved by the School Board to:
 - i) Ensure we have a designated senior person for child protection who has the required qualifications and/or received appropriate training and support for this role.

- ii) Ensure we have a designated administrator responsible for child protection. The Principal will be the designated administrator.
 - iii) Ensure all staff and volunteers understand their responsibilities for referring any concerns to the designated senior person responsible for child protection.
 - iv) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
 - v) Develop effective links with relevant agencies and personnel.
 - vi) Cooperate as required with relevant agencies' inquiries regarding child protection matters.
 - vii) Keep written records of concerns about children, even where there is no need to refer the matter immediately.
 - viii) Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
 - ix) Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
 - x) Ensure safe recruitment practices are always followed.
4. The school will endeavor to support the pupil through:
- i) The content of the curriculum.
 - ii) The promotion of a positive, supportive and secure environment.
 - iii) The school will ensure that the pupil knows that some behavior is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
 - iv) Liaising with other agencies and personnel that support the pupil.
 - v) Ensuring that, where a pupil transfers to another school, any relevant Guidance Program information will be provided to the new school immediately.

APPENDIX B:

Academic Dishonesty/Cheating/Plagiarism Policy

I. Student's Rights

Students have the right to fair and consistent review of their own work.

II. Student's Responsibilities

1. Students have the responsibility to complete and submit their own work.
2. Students shall follow established procedures.

III. School Policy

Academic dishonesty, cheating, or plagiarism is prohibited at the Majuro Cooperative School.

IV. Dishonesty, cheating, and plagiarism is defined as:

1. Copying or stealing another person's work and submitting it as one's own;
2. Submitting someone else's paper or test;
3. Copying from a book or from the internet;
4. Allowing another person to copy one's own work and submit it as one's own;
5. Doing another person's work;
6. Creating more than one copy of one's work and allowing it to be used by someone else as their own;
7. Copying teacher's tests or answer keys;
8. Providing another person with the answers on tests or quizzes;
9. Any other method used in not being honest with the work one does.

V. Action

The class instructor will report the incident to the principal and contact the student's legal guardian. The classroom teacher will select the most appropriate consequence based on the incident. The consequences may be, but is not limited to, one or more of the following:

1. Personal conference
2. No credit given for the project/exam/quiz/homework, etc.
3. Lowered grade for project/exam/quiz/homework.
4. Alternative project/exam/quiz/homework, etc.
5. Retake
6. Loss of privilege (field trip, after school activities, etc.)
7. F in the class

Parents should be aware that the dishonesty is taken seriously. This will have a definite impact on final grades, GPA, and extracurricular participation.