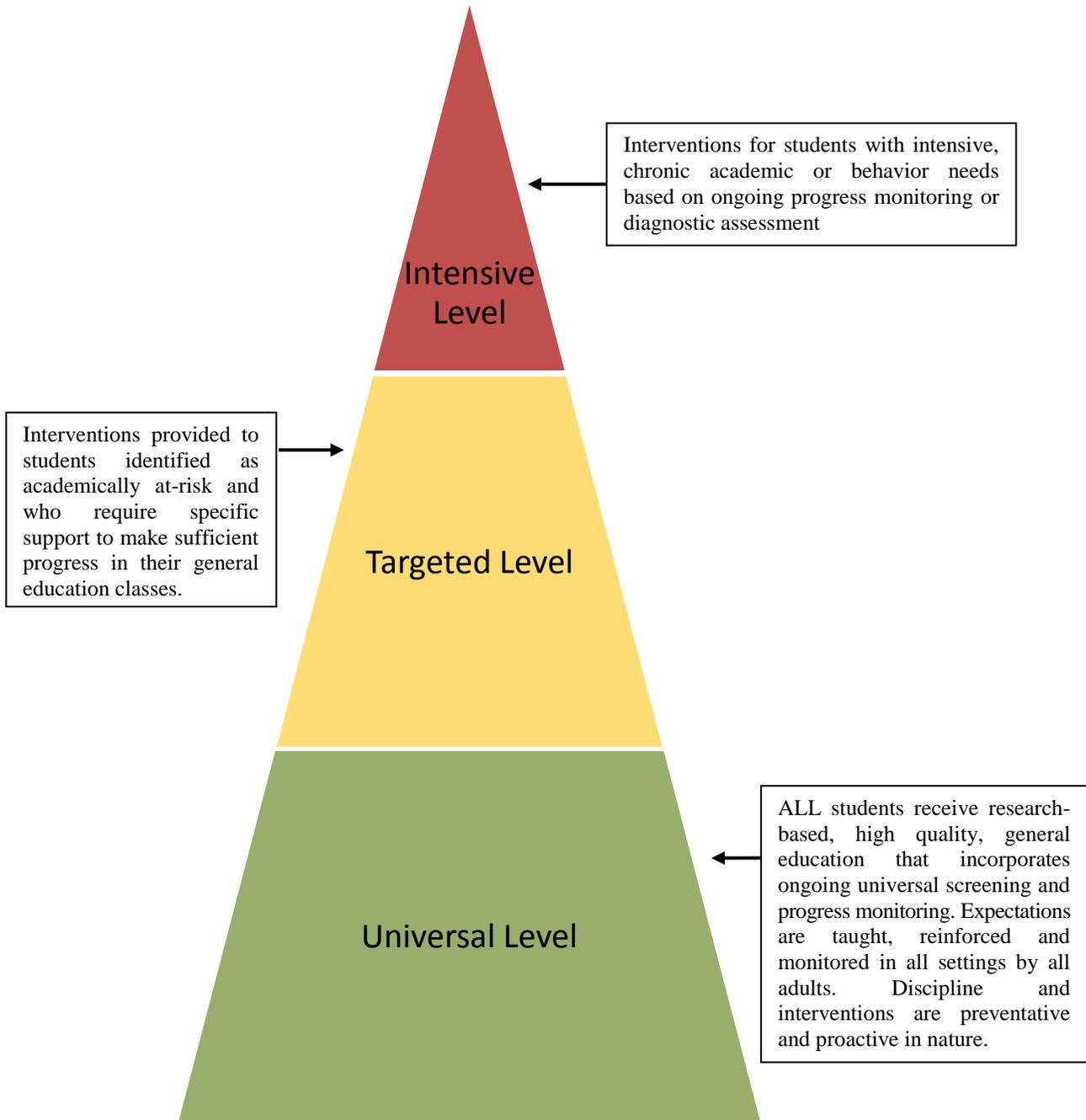


KUBASAKI HIGH SCHOOL PYRAMID OF INTERVENTIONS



Tier I: Universal Level

All Kubasaki students receive quality instruction through qualified, highly trained instructors. Core instruction is implemented with fidelity utilizing a curriculum that is viable, rigorous, relevant and standards-driven. Tier I also includes the universal supports that are available to all student in academics and behavior.

All teachers routinely use a variety of supports as soon as a student begins to struggle in their classroom. For example, teacher's strategies include small groups, differentiated instruction for application of skills and concept formation, re-teaching, enrichment, and additional practice. Teachers, on an as-needed basis, change their methods of instruction, provide students with additional help, as well as provide accommodations or modifications.

Counselors and administration also routinely screen all students to determine which students may be in danger of academic failure. Counselors strive to offer a safe place to discuss personal issues and offer support and guidance. The guidance counselors also provide in-class presentations relating to the importance of successful academic achievement, the use of good study habits, graduation requirements, professional technical studies certification, and post high school education opportunities.

Parental involvement is key to most students' success. By monitoring students' progress with the use of GradeSpeed, DragonNet, and school planners provided by the PTSO, parents can often determine what support is needed at home to encourage students to succeed.

Students are ultimately responsible for their own success. They must be proactive and monitor their progress in each course using GradeSpeed, DragonNet, and the school planners provided by the Parent-Teacher-Student Organization (PTSO). Further, every other day, students attend an 84-minute seminar class. Seminar is divided into two sessions and is designed to provide students the opportunity to study on their own, complete tests and quizzes missed due to an excused absence, or get personalized assistance from their teachers. Students should ask teachers to request them for one or more seminar sessions, if they need to complete work or find themselves struggling with the concepts of the class.

Additional resources provided by Kubasaki at the Universal Level include emotional support in the form of a monthly Deployment Skills Group presented by Focus © and a mentoring opportunity in the form of a monthly Deployment Buddies Group.

Assessment of students in Tier I includes: class placement, grades, attendance, district-wide screening, and progress monitoring. A primary tool for assessment which identifies students who should be placed in a higher Tier would be the weekly D/F report, as well as referrals to the Student Success Team (SST). When a member of the Kubasaki Learning Community (See Appendix 1) is concerned about a student's progress, they can initiate the first step in our Pyramid of Interventions by requesting a conference, meeting, or regular updates.

Below is some general information that can help students be proactive as they strive for academic success. It will also help parents to determine when additional support is needed at home.

Assignments and Due Dates: Assignments turned in at the specified due time will be eligible for full credit. After an excused absence or suspension, students have the opportunity to turn in assignments for full credit. They have as many class days – up to the number of class periods they missed – to complete this work. Some Examples:

- A student has an excused absence from class:
Assignments due that day must be submitted the class period the student returns to receive full credit. Work missed the day of the absence is due the second class period following the student's return.
- A student missed three consecutive classes due to an athletic or academic event:
All missing assignments must be completed and turned in no later than the third class period after the student returns to receive full credit.

Each teacher has a policy concerning late work and unexcused absences. Please see individual teachers' syllabi regarding the amount of credit that can be earned for late work or after an unexcused absence.

Gradespeed: In an effort to minimize the confusion experienced by students and parents when interpreting grades in GradeSpeed, below is an explanation of the codes.

Blank: The assignment is due at a later date or it has not yet been graded.

Abs: The student was absent when the assignment was given and has not yet had sufficient time to complete it. If the student was present when the assignment was assigned, it is due upon the day the student returns to school. (See "Due Dates" above.)

Msg: The student has had sufficient time to submit the assignment (see "Due Dates" above,) but has chosen not to do so. The teacher's individual late work policy applies to the assignment. A missing score counts as a zero on the student's grade. Refer to the teacher's syllabus to determine the amount of credit that can be earned.

Exc: The student has been excused from submitting the assignment.

0: The assignment was either not submitted in time to receive any credit, or it was turned in and did not merit a score.

An Example:

A student is gone for a week to a FE event. An "Abs" is entered for the grade and it remains there until the student returns and submits the assignment – or returns and has had sufficient time to make up the assignment. If no assignment has been submitted by the end of the grace period, then the grade is changed to "Msg." (See the teacher's syllabus concerning late work.)

Please note, teachers must have sufficient time to grade work before entering it. Late work and work submitted after an absence will not be graded and entered immediately.

Eligibility Checks: Grade point averages are checked on Mondays, Wednesdays, and Fridays at 0800. Those students failing two or more classes on the Monday morning grade check are notified of their grades by the MASH coordinator or the administration. Those students failing two or more classes on the Wednesday morning grade check are ineligible to participate in athletics and other activities from Wednesday of that week until Tuesday of the following week. Other consequences are outlined in Tier II under MASH. The Friday morning grade check is merely a progress check.

Semester Assessments: Comprehensive, rigorous, standards-based semester exams and/or projects constitute at least 10% – but no more than 25% – of the semester grade as per DoDEA policy.

Tier II: Targeted Level

Tier II includes specific targeted supports for students, or groups of students, who have been identified as having more significant academic or behavior concerns, or have been identified as underachieving. Kubasaki High School has several key interventions in place that address these groups of students. Parental involvement through monitoring students at home, conferences, meetings, and updates is highly desired and may be initiated by any teacher, counselor, administrator, or the students or parents themselves.

Freshman Academy is a prevention program that utilizes more than a dozen research-based sessions to teach academic, social, and behavioral skills. The 2007/2008 school year showed a continual pattern of behavioral and academic concerns in the freshman class as they transitioned and adjusted to the increased expectations of high school. The adoption of the Freshman Academy in 2008/2009 resulted in a significant decrease in negative incidents involving freshman students in academics, social settings and overall behavior.

Advancement Via Individual Determination (AVID) is a special support program designed to prepare secondary students who have potential to meet the requirements for admission to institutions of higher education. The AVID curriculum is based on rigorous standards. It is driven by the WICR (Writing, Inquiry, Collaboration, and Reading) method. In order to expand the effectiveness of the AVID program at KBHS, we teach and reinforce the AVID strategies to all of our students, better preparing them for the challenges ahead – regardless of their chosen fields of endeavor.

The **Mandatory Afterschool Study Hall (MASH)** is a directive program that provides academic support to students who are at risk of failing classes and not graduating in a timely manner. Students failing two or more classes on the Monday morning grade check are notified that they have until Tuesday afternoon to improve their grades. Those students still failing two or more classes on the Wednesday morning grade check are assigned MASH from 1400 to 1645 on Wednesday, Thursday, and Friday of that week. If the MASH supervisor verifies in GradeSpeed that a student has brought all classes up to passing before the end of the week, the student will be excused from the remainder of the MASH sessions that week. Students may also voluntarily arrange with their teachers and tutors to receive help during the MASH sessions.

Once a student commits to the MASH program (either voluntarily or by having multiple Fs), the student earns the right to negotiate with the teachers of the affected classes concerning their late work and unexcused absence policies. Students should speak with the affected teachers at the teachers' earliest convenience, but no later than Wednesday of the week they are assigned to the MASH. At that time, students should also arrange to get work to complete during the MASH sessions. Late work – defined as class work that is no more than 1 week overdue – must be completed in the MASH program and will be eligible for a minimum of 50% of the points possible for those assignments. (See individual teacher syllabi for details.) Alternative assignments, in

conjunction with late work, may also be assigned to enhance the student's academic success. One or more staff members will provide assistance and tutoring.

Any student who arrives late (or fails to attend) for MASH will be assigned Saturday School the following Saturday. Failure to attend Saturday School will result in assignment to In-School-Suspension (ISS), documentation of a suspension in the students' disciplinary record, and a notification sent to the base IG's office.

Community Members, Honor Society Students (NHS) and Mu Alpha Theta (MAΘ), when available, will lend their academic expertise to our at-risk students during MASH sessions and during seminar.

Services for Students Who Are Borderline At-Risk: In addition to the MASH, teachers, counselors, and administrators continue to monitor student progress. Counselors and administrators meet with students who are failing or have behavioral or social concerns when they occur on a continual basis. Collaboration with colleagues and parents is a critical component in this tier.

The **Student Success Team (SST)** is a school-level support system. The primary purpose of an SST is to provide an organized way to assist in helping severely at-risk students succeed. (Please see Appendix 2 for additional information associated with SST.)

The **Parent-Teacher-Student Organization (PTSO)** is a non-profit organization made up of parents, guardians, staff, teachers, and students who attend KBHS. The PTSO strives to foster strong relationships and effective communication to benefit all KBHS students. The organization's goal is to provide a setting where members of the school community can regularly discuss issues and concerns regarding our school. The PTSO also engages in ongoing fundraising efforts to supplement student activities and school programs – as needed.

The **Adolescent Substance Abuse Counseling Service (ASACS)** provides free treatment services to Kubasaki adolescents experiencing alcohol and other drug problems as well as education and coping skill training to prevent future substance abuse for those not currently abusing. An adolescent can talk with ASACS Counselors about problems they and their friends are facing, such as:

- Understanding the effects of alcohol and other drug use
- Helping friends who are experimenting or having problems with alcohol/tobacco/other drugs
- Coping with substance abuse in the family
- Developing better refusal and/or stress coping skills
- Coping with other stressors (i.e.: low grades, parent deployment, loneliness/sadness, etc) that could lead to alcohol or other drug abuse in the near or far future

Families Over Coming Under Stress (FOCUS) is a program that is available to all military families residing on island. FOCUS assists families and students in learning skills related to Emotion/Stress Management, Communication, Problem Solving and Goal Setting. We offer a four session workshop facilitated by FOCUS during seminar at Kubasaki High School. The FOCUS Program is also available to families in the community as well. Parents and teachers may directly

refer students to the FOCUS program in the school setting by emailing Jennifer Greubel. Teachers and school staff may also refer families to the FOCUS program in the community with parent permission. FOCUS can be contacted at 645-6077.

The **Special Education** department teaches and mentors students of varying disabilities to ensure success in their Individualized Education Plans (IEPs). The teachers manage caseloads and teach classes – sometimes independently and sometimes in collaboration with general education teachers. The aides are strategically placed in general education classrooms to assist teachers and ensure that Special Education students receive their appropriate accommodations and modifications. Samples of accommodations include providing extra time to complete tests/assignments, providing students with a quiet place to work or take an exam, and utilizing software that enunciates words to students as they read silently. Samples of modifications include reducing the number of test items or homework questions, reducing the number of possible answers on a test question, or providing an alternate assessment.

Counselors work with students to identify **Credit Recovery Options** for classes the students have previously failed. Currently there are several options available to students including summer school, on-line high school study programs, and credit by examination.

Tier III: Intensive Level

Intensive supports are intended for students with significant or chronic deficits as well as for students with significant underachievement who require the most intensive services available in a school. Students who are below a 2.0 GPA, are failing three or more classes, or are failing two classes for four or more weeks are placed at the intensive support level. Continued monitoring of progress and grades as well as consistent collaboration with teachers and parents is a key element to providing support at this Tier. Involvement of the SST team is critical to the success of this program. In many cases a **Functional Behavior Assessment (FBA)** is needed to ascertain how much student behavior is affecting academics. In most cases, an academic or behavioral contract will be put in place to supplement or supersede previous interventions. Parents may be asked to escort their children to classes to show support for the school and their child's academic progress. In extreme cases, a referral to the **Case Study Committee (CSC)** for special education testing, a referral to the **Crisis Team** for psychological support, or a referral to family advocacy may be warranted. In all cases, both students and parents must be actively involved in the solution at this level.

Kubasaki High School Learning Community

The KBHS Learning Community is comprised of the parents, students, faculty, volunteers, and administration.

Responsibilities of Each Component of the Kubasaki Learning Community:

Teachers: Keep accurate records of student progress on GradeSpeed. Attempt to identify academically at-risk students early, and carry a dialogue with concerned parents and their students about problems related to the student's academic progress. Remind students to print a progress report for each class before attending a MASH session. Prior to a scheduled academic conference or SST meeting, the affected teachers complete a Student Information Form (See Appendix 4.) and submit it to the counselor or SST coordinator facilitating the meeting.

Students: Are actively engaged in learning. Actively monitor progress on GradeSpeed and DragonNet. Review the daily planner with parents every evening. Explain to parents what was learned in each class every day. Complete all assignments. Arrive at all MASH sessions, when assigned, on time. Complete a Student Reflection Form (See Appendix 5.) prior to an academic conference or SST meeting. The form is intended to provide an opportunity for a student to reflect on academic performance and behavioral habits which are inhibiting curricular success.

Parents: Be actively engaged in students' learning. Actively monitor students' progress on GradeSpeed and DragonNet. Review student's daily planner. Have students explain what they learned in each class every day. Question students to check for understanding and to model the importance of lifelong learning. Attend parent-teacher-student-counselor conferences. Ensure that students attend MASH sessions, when assigned. Complete a Parent Reflection Form (See Appendix 6.) prior to an academic conference or SST meeting.

Guidance Counselors: Monitor student progress prior to and after enrollment in MASH, as well as provide academic counseling by reviewing grades on a weekly basis and maintaining a data base. The At Risk Counselor forwards MASH student names to the counseling technician for entry into the database. The counseling technician schedules parent-teacher-student-counselor conferences in accordance with the intervention chart (See Appendix 3). Complete Counselor/Psychologist Reflection Form (See Appendix 7) prior to academic conferences or SST meetings. Continue to monitor student progress and follow up with interventions as outlined in Appendix 3.

Administration: Supervise the planning and implementation of the Kubasaki High School Pyramid of Interventions and the MASH Program.

Community Volunteers: Community members who have the time available are encouraged to provide tutoring to students during the MASH sessions and/or seminars.

MASH Supervisor: Maintains a student attendance log. Once students complete their assignments, the supervisors return the completed assignments to the affected teachers to be scored and entered into GradeSpeed. (Please note that the assignments completed in MASH cannot be entered immediately. Please allow sufficient time for the teacher to grade and record assignments.)

Parent-Teacher-Student-Counselor (and Administrator) Conferences: The Student Information and the Student, Parent, Counselor Reflection Forms are utilized by the Learning Community representatives at the conferences to promote an understanding of the student's problems and to promote dialogue. As the meeting comes to a close, all parties will be asked to sign an academic and/or behavioral contract to ensure commitment to a common goal.

Student Support Team (SST) at Kubasaki High School

An SST is a school-level support system. The primary purpose of an SST is to provide an organized way to assist students toward success. The current committee members at Kubasaki High School are the counselors, school psychologist, administrators, school nurse, regular education teacher(s) and the ASACS counselors. The SST would like to help students who may be experiencing difficulties with behavior, academics, learning, language, attention, social or emotional skills, or organizational skills. Teachers, counselors or other school staff members are welcome to bring referrals to the SST for help in generating potential academic, behavioral, or emotional interventions. Parents are welcome to request a teacher to make a referral on their student's behalf. In order to initiate a referral, teachers should complete the Student Support Team Request Form and give it to the SST Chairperson after appropriate classroom interventions have been attempted and documented.

After a student is referred to the committee, it is SST's role to identify which activities – or recommendations for further intervention or services – are appropriate for each student. The following are examples of recommendations or interventions that may be utilized.

- ❑ Counseling
- ❑ Utilizing community agency resources
- ❑ Accommodation Plan
- ❑ Parent/Teacher Conference
- ❑ Behavior Contract
- ❑ Study Groups
- ❑ Peer Tutoring/Mentoring

The basic premise of the Kubasaki SST is that all Learning Community members should share responsibility for the successful education of all students in the building. Many students' instructional, behavioral, and/or motivational problems can be resolved faster and more directly if teachers have access to their colleagues' knowledge and support. Classroom teachers experiencing learning problems with students need not feel responsible for solving it alone; they can participate as active members of a problem-solving team. The combined knowledge, experience, and skills of teachers and the SST members can result in a broader range of possibilities for problem resolution.

APPENDIX 3

Kubasaki High School Intervention Steps for Academically At-Risk Students

| F for One Week | F for Two Weeks | F for Three Weeks | F for Four or More Weeks |
|---|---|--|---|
| Teacher initiates dialogue with student. Teacher recommends ways to improve grade (make up work, etc.) | Teacher contacts parents via progress report, email, phone call, or letter. Teacher maintains contact with student | Counselor initiates dialogue student and parents Teacher maintains contact with student and parents | Counselor maintains dialogue with student and parents Teacher maintains contact with student and parents |
| | | | Student assigned to MASH Program |

Additional Interventions for Students with Multiple Fs

| Multiple Fs for One Week | Multiple Fs for Two Weeks | Multiple Fs for Three Weeks | Multiple Fs for Four or More Weeks |
|----------------------------------|--|--|---|
| Student assigned to MASH Program | Student assigned to MASH Program | Student assigned to MASH Program | Student assigned to MASH Program; SST coordinator schedules SST |
| | Counselor initiates dialogue with student and parent | Counseling Assistant schedules conference with affected teachers and grade level counselor | Academic and/or Behavioral Contract will supplement and/or supersede previous interventions |

Note: An at-risk database will be maintained by the Counseling Assistant and monitored by counselors on an on-going basis.

Student Information Form

| | | |
|----------|---------|----------|
| Student: | Grade: | Date: |
| Teacher: | Period: | Subject: |

NOTE: Please provide information regarding academic and/or behavior performance:

| Student's strengths: | Student's weaknesses: | Classroom behavior/attitude: |
|----------------------|-----------------------|------------------------------|
| | | |

Strategies/Interventions tried: (Please check the appropriate ones)

| | | | |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | Used nonverbal cues to help student remain on task | <input type="checkbox"/> | Offered after school assistance |
| <input type="checkbox"/> | Had a conference with student | <input type="checkbox"/> | Used positive reinforcements |
| <input type="checkbox"/> | Used success planner | <input type="checkbox"/> | Used modified materials |
| <input type="checkbox"/> | Allowed extra time to complete assignments | <input type="checkbox"/> | Provided verbal directions |
| <input type="checkbox"/> | Used a peer tutor | <input type="checkbox"/> | Simplified concepts |
| <input type="checkbox"/> | Used a modified grading system | <input type="checkbox"/> | Provided frequent breaks |
| <input type="checkbox"/> | Provided written directions | <input type="checkbox"/> | Utilized high interest class assignments |
| <input type="checkbox"/> | Repeated, reviewed, drilled instruction | <input type="checkbox"/> | Used a supportive, "I care about you," attitude |
| <input type="checkbox"/> | Encouraged participation | <input type="checkbox"/> | Provided cooling off periods for the student |
| <input type="checkbox"/> | Developed a private understanding with student | <input type="checkbox"/> | Conference with parents |
| <input type="checkbox"/> | Developed a contract with student | <input type="checkbox"/> | Utilized preferential seating |
| <input type="checkbox"/> | Used below grade level materials | <input type="checkbox"/> | Simplified complex directions |
| <input type="checkbox"/> | Developed a non-verbal signal between student and teacher to control behavior | <input type="checkbox"/> | Other: |
| <input type="checkbox"/> | | <input type="checkbox"/> | Other: |

Teacher Signature

Student Reflection Form

| | | |
|-------|--------|-------|
| Name: | Grade: | Date: |
|-------|--------|-------|

Current Grades

| | | | | | | | |
|---------|--|--|--|--|--|--|--|
| Subject | | | | | | | |
| Grade | | | | | | | |

You have been asked to complete this reflection form because you are struggling academically or behaviorally in one or more areas. Please look at the list below and select the items you have tried to help your academic success.

Things you've tried to do to improve your grades: (Please check the appropriate ones)

| | | | |
|--|--|--|--|
| | Visited teachers after school to get additional help. | | Arrived on time and prepared for class every day. |
| | Took notes every day in my classes | | Set a study time to do my homework every day |
| | Wrote my assignments, projects, etc. and their due dates in my planner | | Removed distractions like TV, radio, telephone, and social networking from my "study spot" |
| | Took all my materials home for completing my work | | Used online resources or checked the library for additional help |
| | Asked teachers to be requested for seminar | | Summarized my notes before a test |
| | Shared with my teacher(s) why I'm struggling in class | | Explained the concepts I learned to my parents or a "study buddy" |
| | Set a "study spot" away from school to do my homework | | Reviewed and studied my notes and the textbook when having problems doing my assignments. |
| | Talked with my teachers or the NHS sponsor about requesting a tutor from the NHS | | Created note cards to help memorize individual concepts |
| | Requested a seat away from distractions in the class | | Asked questions during class |
| | Reviewed past material on a regular basis | | Asked friends to start a study group |

In the space below, we would like you to reflect on the nature of your struggles. What do you believe to be the cause? What do you believe to be the cure? What have you done, up to this point, to help yourself be successful? How can the Kubasaki Learning Community help you get on the right path? (Feel free to use more paper.)

Student Signature

Parent Reflection Form

| | | |
|----------|--------|-------|
| Student: | Grade: | Date: |
|----------|--------|-------|

Current Grades

| | | | | | | | |
|---------|--|--|--|--|--|--|--|
| Subject | | | | | | | |
| Grade | | | | | | | |

You have been asked to complete this reflection form because your student is struggling academically or behaviorally in one or more areas. Please look at the list below and select the items you have tried to help your student be successful.

Things you've tried to do to help your student: (Please check the appropriate ones)

| | | | |
|--|--|--|--|
| | Attended a conference with my student and the teacher(s) | | Monitored my student's academic progress by checking GradeSpeed daily |
| | Helped my student meet with a tutor | | Helped to simplify complex directions |
| | Had my student summarize what he or she learned on a daily basis | | Listened as my student struggled through explanations of the materials |
| | Encouraged participation in the classroom | | Used positive reinforcements |
| | Monitored my student's use of the Success Planner | | Used negative reinforcements (when appropriate) |
| | Provided a quiet structured time for study | | Developed a contract with my student |
| | Provided a structured place for study | | Read directions to my student |
| | Monitored my student's study time | | Other: |

In the space below, we would like you to reflect on the nature of your student's struggles. What do you believe to be the cause? What do you believe to be the cure? What have you done, up to this point, to help your student be successful? How can the Kubasaki Learning Community help your student get on the right path? (Feel free to use more paper.)

Parent Signature

Counselor/Psychologist Reflection Form

| | | |
|----------|--------|-------|
| Student: | Grade: | Date: |
|----------|--------|-------|

Current Grades

| | | | | | | | |
|---------|--|--|--|--|--|--|--|
| Subject | | | | | | | |
| Grade | | | | | | | |

You have been asked to complete this reflection form because a KBHS student is struggling academically or behaviorally in one or more areas. Please look at the list below and select the items you have tried to help the student be successful.

Strategies/Interventions tried: (Please check the appropriate ones)

| | |
|--|--|
| <input type="checkbox"/> Held a conference with the student and the teacher(s) | <input type="checkbox"/> Administered career planning or interest inventory test |
| <input type="checkbox"/> Had a conference with the parent | <input type="checkbox"/> Teacher Articulation |
| <input type="checkbox"/> Presented study strategies in classes | <input type="checkbox"/> Schedule change |
| <input type="checkbox"/> Referred student to SST | <input type="checkbox"/> Referral for Special Education services |
| <input type="checkbox"/> Placed student in reading or math lab | <input type="checkbox"/> Career interest testing |
| <input type="checkbox"/> Reviewed student's records | <input type="checkbox"/> Transcript and graduation status review |
| <input type="checkbox"/> Created or reviewed the student's 4-year plan | <input type="checkbox"/> Behavioral or academic contract |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

Please document the following interventions:

Dates of Student Conferences:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Dates of Grade Monitoring:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Dates of Parent Contacts or Conferences:

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Counselor/Psychologist Signature

Student Contract

| | | |
|----------|--------|-------|
| Student: | Grade: | Date: |
|----------|--------|-------|

Grades in Affected Courses

| | | | | | | | |
|---------|--|--|--|--|--|--|--|
| Subject | | | | | | | |
| Grade | | | | | | | |
| Teacher | | | | | | | |

I, _____, understand that this contract is developed to assist me in raising my grades in the above classes and enhancing my academic success at KBHS.

I understand that by committing to the MASH program, I earn the right to negotiate with the teachers above concerning their late work policies. I also understand that I am responsible for the completion of missing work.

I also understand that I am responsible for my actions and will receive consequences based on the identified Kubasaki High School Consequences for Behavior Infractions Matrix.

I, _____, am specifically committing to the following behaviors:

| | |
|---|---|
| Make a genuine effort to improve my grades | Study during my seminar classes |
| Submit all assignments and projects on time | Take On-Line Classes |
| Complete extra projects | Work with a tutor or Study Buddy |
| Study in the Media Center during lunch time and/or after school | Meet with my teachers to learn what I need to do in order to improve my grades and receive extra help |
| Stay after school to receive additional help from my teachers | Wear my clothing appropriately based on KBHS Dress Code |
| Check Grade Speed on a daily basis | Be on time and in class the entire period |
| Display positive attitude and positive interaction with teachers and students | Be respectful of all adult authority figures in and outside of instructional periods |
| Control my temper and verbal expression | Be professional in all academic capacities |
| Enter the cafeteria only during my designated lunch time | |

I understand that failure to follow this contract will result in a lost opportunity to make-up work and improve my grade(s); it may also jeopardize future opportunities to enter into a student academic contract.

Student Signature and Date

Parent Signature and Date

Administrator Signature and Date

Counselor and Date