

Hawaii Baptist Academy
High School
Student Handbook & Catalogue
2010-2011

Table of Contents

About HBA

About the School	1
Accreditation and Affiliation	1
History	1
Philosophy, Core Values, and Mission Statement.....	2
K-12 Expected Schoolwide Learning Results (ESLRs)	2
Our Community of Supporters	3

The High School

Student Life

Student Activities and Programs	5
Student Services	9
Student Behavior Expectations	10

Academics

Graduation Requirements	19
Course Descriptions: High School	19

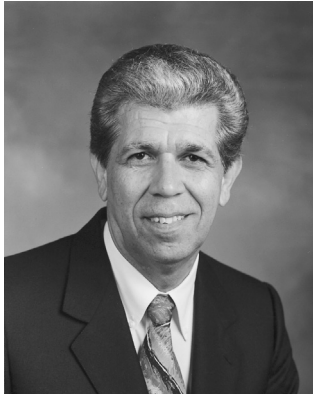
More About HBA Middle & High School

General Information	30
---------------------------	----

Admissions and Financial Information

Admissions Process	31
Financial Information.....	32

Glossary	34
----------------	----



Richard Bento
 President
 Hawaii Baptist Academy

HBA Board of Directors

Ron Shiira, <i>Chair</i>	Don Kim	Amy Vorderbruegge
Morris Kimoto, <i>Vice Chair</i>	Carl Kinoshita	Sharon Walsh
Robert Ahana	Bruce Matsui	Hisao Yamada
Kay Eargle	Ted Stout	

Administrators and Directors

President—Richard Bento595-5000

Vice President of Institutional Advancement—Timothy Morita.....533-7094

Principal, Elementary School—Rebecca Sanchez Ovitt.....524-5477

Principal, Middle School—Claudia Atta595-6302

Principal, High School—Marsha Hirae595-6301

Vice Principal/Admissions, Elementary School—Timothy Kaneshiro536-6830

Vice Principal, High School—Nolan Namba595-6301

Admissions Director, High School—Katherine Lee595-7585

Director of Curriculum, K-12—Pat Ota595-6301

Facilities Director—Suchart Archpru.....595-4702

Director of Finance—Patricia Matsumoto595-6283

Director of Human Resources—Steve Arita595-6119

Director of Supplemental Programs—Shirley Yahata545-4485

After School Enrichment Program (ASEP) Coordinator—Craig Chang.....533-1106

Athletic Director—Deren Oshiro.....595-6301

Director of Christian Ministries—Robert Lockridge.....595-6301

Director of Counseling, Middle & High School—Sharyn Smith595-6304

Registrar, Middle & High School—Helen Archpru.....595-6317

School Nurse—Joanne Kealoha595-6301

Middle-High School Faculty

Departments

Bible—Antony Traughber, Chair; Marty Sprankle, Erin Schlittenhart

Counseling—Sharyn Smith, Chair of Counseling; Nolan Namba, Chair of College Counseling; Susan Goya (11th & 12th A-M counseling and college advising), Jennifer Marshall (11th & 12th N-Z counseling and college advising), Carolene Neely (9th & 10th), Nikki Okazaki (7th & 8th)

English—Faye Takushi, Chair; Tariya Enos, Ryan Frontiera, John Hahn, Diane Hom, Hannah McGinnis, Esther Quek, Debra Tenney, Dynah Ustare

Mathematics—Alan Yeh, Chair; Lorraine Chandler, Kathy Kiriu, Aaron Kondo, Ross Mukai, Brad Shimizu, Lynn Silva, Cameron Taketa

Physical Education/Health—Nolan Namba, Chair; Tiffany Aguiar, Gregory Hayashi, Mark Witsell

Science—Traci Morihara, Chair; Shelley Hokama, John Hom, Franklyn Lau, Jr., Brad Shimizu, Melinda Swanson, Jordan Yasutomi

Social Studies—Lynne Nakano, Chair; Allison Buchik, Derek Coryell, Stan Herder, Maurine King, Matthew Stevens, Robert Weismantel, Diane Yorita

Visual and Performing Arts—Sean Malinger (film), Chair; Cindy Lee (middle school), Mark Kaneshiro (art), Brad Shimizu (band), Todd Yokotake (music & digital design)

World Language—Keyesy Logan, Chair; Dominique-Anne Derrien-Bartley, Li Schoolland, Yuriko Tcheou, Chie Watanabe

Programs

Computer Science—Pam Metthe

Journalism—George Honzaki

Library Media Services—Sean Malinger

Mechanical Drawing—Pat Ota

National Honor Society—Lynne Nakano

High School Student Council—Stan Herder, Antony Traughber

The School Administration reserves the right to change portions of this Handbook at any time. Parents and students will be given prompt notification should such changes occur.

Notice of Nondiscriminatory Policy as to Students: Hawaii Baptist Academy does not discriminate on the basis of race, color, national and ethnic origin, gender, or disability in areas of admissions, financial aid, athletics, and other school-administered programs.

About HBA

About the School

Hawaii Baptist Academy's motto is "Christ for every nation," and for 60 years, the school has stayed true to this Christian mission of preparing young people in Hawaii to honor God with their lives. Not every student who attends HBA is a Christian or becomes one; in fact, only about 50 percent of our students come from Christian families. But one of the school's primary purposes is to give every student the opportunity to hear the Gospel of Jesus Christ and to experience the life-changing difference He can make.

With caring, supportive teachers and a diverse, challenging curriculum, HBA helps students develop intellectually by teaching them to think critically about their world. In the last decade, 100 percent of our graduates have been accepted into college programs across the nation. HBA students regularly score above the national and state averages on both the Scholastic Aptitude Test and the American College Test. For many years, HBA has consistently ranked among the top private schools in Hawaii.

Hawaii Baptist Academy, a private, co-educational school, has a total enrollment of over 1,000 students from kindergarten through grade 12, making it large enough to offer a full academic program yet small enough to give students more personal attention and the opportunity to develop lifelong friendships. At the high school level, a college preparatory curriculum emphasizes the fundamentals supplemented by a rich variety of elective courses. Advanced Placement courses are also offered in the various disciplines.

Operating on a modified school year, HBA begins school in early August, ends in late May, and provides breaks of two or more weeks in October, December, and March. During the October and March breaks, HBA Elementary offers both instructional and fun classes. An After School Enrichment Program provides a structured and fun environment for elementary students after the school day, during breaks, and during the summer.

HBA prepares students physically through a comprehensive physical education program and a full slate of interscholastic sports. At the secondary level, student athletes compete in the Interscholastic League of Honolulu (ILH) on both HBA and PAC-5 teams. Each year, over 75% of students grades 7 through 12 participate on at least one team. Elementary student athletes (grades 5 and 6) compete in volleyball and basketball in the Christian Schools Athletic League.

Numerous clubs and student groups, activities, and programs give students ample opportunity to develop socially by interacting with classmates, teachers, and others. Student groups also coordinate and participate in many community service projects throughout the year.

At HBA, education is not complete unless students are spiritually prepared. HBA is committed to developing a school environment where students can hear the Christian message proclaimed clearly, see it lived consistently, and investigate it thoroughly. Through chapels, homeroom devotion and prayer times, camps, courses on the Bible and Christianity, and an annual Christian Emphasis Week, students have opportunities

to worship God and to learn about Him. Campus bible studies, discipleship groups, and daily interaction with Christian teachers give students an opportunity to explore their beliefs even further. Students also have on and off-campus ministry opportunities coordinated by the Christian Ministries director.

Accreditation and Affiliation

The elementary and secondary divisions of HBA are fully accredited by the Western Association of Schools and Colleges (WASC) and Hawaii Association of Private Schools (HAIS). The school is licensed by the Hawaii Council of Private Schools and is governed by a board of directors elected by the executive board of the Hawaii Pacific Baptist Convention, an association of Southern Baptist churches in Hawaii.

History

Hawaii Baptist Academy opened in 1949 in surplus Army barracks on a parcel of land at 1234 Heulu Street in the Makiki section of Honolulu, near Roosevelt High School. It began with 36 students in grades 7 and 8. The opening was a triumph for Southern Baptist missionaries Hugh P. and Mary McCormick, who had arrived in Hawaii several years earlier to start a school. They had joined a handful of other missionaries who, for the most part, had been ousted from Asian countries during World War II and were busy building churches. Mr. McCormick served as the school's first principal. Mrs. McCormick was the school nurse, the librarian and—according to those who knew her—the one who performed the unassigned tasks necessary in running a school.

In the beginning and during its first decade, HBA was financially supported and built with gifts from the Woman's Missionary Union of Virginia (the first \$125,000); gifts from individuals, churches and missionary organizations; and teacher support from the Southern Baptist Convention Foreign Mission Board.

After only one year in operation, the elementary division was started with the transfer of the primary grades from the Olivet Baptist Church, and by 1953, the school was complete with grades one through twelve. The first class of three young men graduated in 1954. Five years later, the Territory of Hawaii became the State of Hawaii and operational control passed from the Southern Baptist Foreign Mission Board to the Hawaii Baptist Convention. Enrollment at that time was already 340. The McCormicks retired and returned to the mainland, as did many of the missionary teachers.

During the 1960s, additional lots surrounding the small campus were purchased, expanding the property from about two acres to four, and the Hawaii Baptist Convention (renamed Hawaii Pacific Baptist Convention in 1997) struggled to build and grow churches, as well as attend to the needs of the school. The school continued to grow, offering a full curriculum, maintaining high standards, and earning accreditation in 1965.

In 1972, the academy purchased 13.5 acres in Nu'uuanu, the former Robertson Estate, for a permanent site. The secondary school moved to the new campus in 1975 when the four-story

classroom building was completed. The multi-purpose building (gym, classrooms, cafeteria) and the parking grounds were added in 1984. Funding for capital needs in more recent years has been provided by mission-minded individuals and churches on the mainland, friends and churches in Hawaii, corporations and foundations, and the Hawaii Pacific Baptist Convention.

In June 1987, HBA purchased the former Sacred Hearts Convent School as the new location for the elementary campus. It is about 1/2 mile from the middle & high school campus and includes nearly seven acres of prime land. The excellent facilities and spacious playground further enhanced the overall program of the school. As facilities permitted, school enrollment climbed to over 1,000 students in grades K-12.

On July 28, 2006, the HBA Middle School on the Dan Kong campus was officially dedicated, separating the 7th and 8th graders from the Sagert Campus. The middle school is adjacent to the high school campus on state-owned land leased by HBA. The new facility includes 13 classrooms, a multi-purpose room, and administrative offices. One notable feature of the middle school is that it is only one of two schools in the state to receive a prestigious Leadership in Energy and Environmental Design award from the U.S. Green Building Council.

Philosophy

It is the philosophy of HBA to provide academic excellence in a Christian context. We believe that the most effective citizen needs a well-trained mind; that the best education includes spiritual and moral values as well as intellectual, physical and aesthetic development; and that the best spiritual and moral teachings are those of Jesus. Through the entire program, HBA teaches Christian values and conduct. Christian commitment is presented as the highest goal, but students are free to make their own decisions regarding Christianity.

While providing preparation for college through a qualified faculty and a current, relevant curriculum, HBA seeks also to promote democratic citizenship, leadership experience, individual responsibility, a sense of individual self worth, a sense of fairness, health and physical fitness, good sportsmanship, an appreciation for beauty, and responsible decision-making.

Core Values

We believe the Bible is the inerrant Word of God ultimately fulfilled through His Son Jesus Christ. Our desire is that all may come to know and respond to Him through the Spirit of God and proclamation of His Word.

As a school we value excellence in:

Teaching. We believe that our academic community stands and falls on the quality of its teachers. We are committed to hiring and nurturing quality teachers who love God, their students, and their subject area. Our example of excellence in teaching is Jesus, who effectively taught truths in a life-changing way.

Learning. We believe that God's truth is found in Scripture. We are committed to providing our students with a serious learning community that encourages genuine inquiry into the nature and truths of God, His Word, and His world with the hopeful outcome of a transformed life.

Leading. We believe that effective learning involves training students to be effective leaders. We are committed to equipping our students with the insights and skills necessary

to produce leaders who will engage the world with strength of character, sincerity of heart, and enthusiasm to spread the Gospel.

Serving. We believe that all of the learning and leading in the world are for naught without the transformation that comes through the call to love God and our neighbors as ourselves. We are committed to meeting the physical and spiritual needs of those in our academic community, church communities, and others in the world around us.

Mission Statement

Hawaii Baptist Academy is a Christian college preparatory school that equips students spiritually, intellectually, physically, socially and emotionally so that they bring honor to God.

Expected Schoolwide Learning Results (ESLRs)

A Hawaii Baptist Academy Student is a . . .

Truth Seeker, who

1. Knows that he/she is loved by God
2. Understands that God's love provides the means for redemption through the atoning death of Jesus Christ
3. Evaluates his/her relationship with Jesus Christ
4. Seeks and demonstrates spiritual growth
5. Bases life decisions on biblical wisdom

Community Builder, who

6. Exhibits Christ-like love and respect for others
7. Contributes and leads in group settings to accomplish common goals
8. Practices good citizenship
9. Serves local/global communities and cares for the environment

Responsible Decision-Maker, who

10. Makes choices to foster emotional and physical well being based on a biblical self-image.
11. Takes responsibility for choices and learns from mistakes
12. Sets and pursues thoughtful personal goals

Reflective Learner, who

13. Builds a knowledge base necessary for continuing education beyond high school
14. Uses effective organization and learning strategies
15. Relates subject matter to his/her life and seeks opportunities for learning beyond the required curriculum
16. Appreciates beauty, values truth, and strives for excellence

Resourceful Problem-Solver, who

17. Reads, writes, reasons, and communicates effectively
18. Accesses, analyzes, and evaluates information and its sources
19. Employs creativity and innovation in his/her work
20. Creates well-crafted products that achieve their purposes and uses appropriate media

Our Community of Supporters

Office of Institutional Advancement

HBA's Office of Institutional Advancement is located at the elementary school campus and functions as the alumni, public relations, marketing, and fund raising department for the school. One of the annual programs of the Office of Institutional Advancement that involves students and parents is the February visit of the Mainland Advisory Council (MAC). This group of donors and friends has supported HBA since 1977 through prayer and financial giving. The local volunteer support group is The Aloha Council (TAC) and includes many parents of former students in its membership.

Fund raising for capital and program needs is on-going, and an annual campaign is conducted among parents. Tuition covers about 80% of the school's operating budget; the remaining 20% and all of the capital funds required for buildings are raised through the generous gifts of individual and institutional donors, churches, the Hawaii Pacific Baptist Convention, and other sources.

MAC and TAC

Mainland Advisory Council (MAC)

Since 1977, the Mainland Advisory Council has prayed faithfully for HBA, given to the school financially, and supported the school in many other ways. This is a unique group of Christian men and women, many of whom originally had no relationship to the school other than their commitment to God and HBA's purpose as a Christian school. Each February, HBA hosts about 100 MAC members for MAC Week, an opportunity for these mainland friends to meet teachers and students, visit the campuses, hear reports on what God is doing at HBA, hear the latest plans, and have a time of fellowship with one another. The Office of Institutional Advancement plans this annual visit for these mainland friends who have done so much for HBA.

The Aloha Council (TAC)

The Aloha Council consists of local supporters of the school, many of whom are parents of alumni. Founded in 1990, TAC members believe in the mission of the school and support HBA by praying for its ministry, making financial contributions, and promoting the school in their own circles of influence. Although not required for membership, many TAC members volunteer to help HBA in a variety of ways. The Aloha Council meets each fall to hear progress reports about the school, to share thoughts and concerns, and to have fellowship with each other.

Parent Organizations

Athletic Booster Club

Athletes and athletics are supported by the Athletic Booster Club, a parent organization dedicated to assisting the athletic program and the students who participate in sports. At HBA, over 75% of the middle & high school students are involved in the school sports program.

Parent Teacher Fellowship

The Parent Teacher Fellowship (PTF) is an active organization with these major objectives:

- To promote the welfare of children and youth in home, school, and community
- To bring into closer relation the home and school, so that parents and teachers may cooperate intelligently in the training of the child
- To develop between educators and home such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education
- The offices of president, president-elect, vice president, secretary, and treasurer are elected yearly. More specific information is presented in the bylaws of the PTF

Parent Communications and Publications

Student publications on all campuses are excellent sources of information for parents and others. The elementary students prepare the HBA Chronicle, which is a learning tool as well as an account of the students' involvement in learning activities. The middle and high school campuses have the Eagle Eye, a student-produced newspaper that has repeatedly won a variety of state awards. This newspaper focuses on general activities and student opinions.

In addition to these information sources, Hawaii Baptist Academy's website (<http://www.hba.net/>) is the official doorway to the HBA 'ohana (family). The website has upcoming campus events, current bulletins and newsletters. Emergency notifications and information about each campus is located at this website.

The High School

The Stan Sagert Campus

Student Life

Student Activities and Programs

Athletics

HBA is a member of the Interscholastic League of Honolulu (ILH), a league formed in 1909 by Punahou, Kamehameha and McKinley High School. Today, the ILH is comprised of 24 private schools with over 7,500 students participating in 22 different sports..

HBA fields 37 complete teams in basketball, volleyball, tennis, golf, bowling, cross country, soccer, and cheerleading. HBA students also participate on teams with students from other schools. The consolidated teams play under the name PAC-5.

PAC-5 was organized and admitted into the ILH in 1973. Its purpose was to give more students from the smaller member schools the opportunity to participate in a wider variety of sports, such as swimming, diving, track and field, football, baseball, softball, wrestling, soccer, water polo, canoe paddling, kayaking, judo, and gymnastics.

Over 75% of HBA's middle & high school students are involved in interscholastic sports. Intramurals and clubs provide additional opportunities for sports participation.

Since 2001, HBA has had a full-time athletic trainer (ATC). This person provides coverage for all practices and games that occur on the HBA Stan Sagert Campus. When available, the ATC also provides coverage for teams when they play games at other school and community sites, including off-island tournaments and competitions. The primary responsibilities of the ATC are to prepare athletes for practices and games, respond to medical emergencies, evaluate, assess and treat injuries, and provide follow-up for parents, coaches, the school nurse, and the athletic director.

Athletic Program Expectations—Students are encouraged to participate in athletic activities to enhance their academic and social development while at HBA. As representatives of HBA on and off campus, students are to display good sportsmanship, citizenship and respect for their opponents, teammates, coaches, and others in authority.

The following is a list of policies most frequently requested by students and parents:

1. Requirements for ILH sports

- The athlete is required to have adequate insurance.
- All athletes must submit a complete HBA-Athletic Participation Form signed by their parent(s) and physician prior to participation. Physical Exam must be done every 12 months.
- All athletes must have parental consent.
- All athletes must be eligible according to the ILH Constitution and Bylaws.

2. ILH Transfer Rules

- A student who has represented an ILH school in athletic competition in Hawaii and who transfers to a member school shall be ineligible to represent the school to which he or she transfers in any sport in which he or she has participated at the former school,

for one calendar year from the date of leaving the former school. If the student has not participated for the previous school in the immediate past school year prior to transfer, he or she will be eligible immediately upon entering the new school, providing other eligibility rules are met.

- If a participant who has represented a combined ILH school group, i.e., PAC-5 team, transfers to another school of the same group, he or she may be eligible to participate in that specific group activity immediately.
- A student who represented a non-ILH high school in Hawaii in regular league play and whose name appears on that school's eligibility and participation lists shall be ineligible to represent the ILH school to which he transfers in any sport in which he has participated at the former school, for one calendar year from the date of release from the former school. If the student has not participated for the previous school in the immediate past school year prior to transfer, he or she will be eligible provided other requirements are met. Exception: Any ninth grader from a non-ILH school enrolling at a member school may participate starting at the tenth grade level.

3. Dual Participation

HBA does not encourage an athlete to participate in two sports within the same sports season. However, exceptions are possible on a case by case basis.

4. Academic Eligibility

Any student on academic probation will be ineligible to participate in interscholastic sports for the following quarter. Students placed on probation after the 4th quarter will be ineligible for the first quarter of the following year.

5. Quitting or Being Dropped from a Team

An athlete who has made a team and quits or is dropped for disciplinary reasons shall be ineligible to participate in athletics for up to one year, based on the discretion of the athletic director and the respective campus administrator. It is most important that the athlete realize his or her obligation to the team and carry out that responsibility for the duration of the season once he or she makes the team. It is an honor and privilege to make the team and others are being denied that honor if one player makes the team and then decides to quit. In cases where the athlete is dropped by mutual consent of the coach, player, and the athletic director, the ineligibility requirement is not in effect. An example of this is when the student is having academic trouble and it is agreed that it would be best for him or her to drop the sport in order to concentrate on studies. However, poor performance in the classroom has various definitions. Academic struggles have to be significant, detailed, and verifiable for dropping from a team to be even considered. This does not automatically exempt a player from his or her commitment to the team or sport.

6. Athletic Awards

- Intermediate sports—certificates of participation will be awarded.

- b. Junior varsity sports—certificates of participation and a JV letter (one per high school career) will be awarded.
- c. Varsity sports—certificates of participation and a varsity letter (one per high school career) will be awarded.

The ILH provides medals for all players of championship teams, as well as plaques for all varsity team league champions. For all sports except basketball (which has a classification system), HBA is eligible for ILH “Class A” or “Small Schools” championships in addition to the outright ILH titles. These championships are awarded to the highest finishing small school (based on enrollment).

The intermediate and junior varsity awards are presented at an athletic assembly during a school day at the end of each school year. The Athletic Booster Club provides each of these athletes with a lunch coupon.

The varsity awards are presented during the annual Varsity Athletic Awards Banquet, which is also sponsored by the Athletic Booster Club, as well as Mainland Advisory Council member Ken Street. Awards presented at the banquet include the Street Sportsmanship Award, Kirk Arasato Memorial Award, Outstanding Male and Female Athletes, and Male and Female Scholar-Athletes. Additionally, the Athletic Booster Club also purchases varsity jackets each year for all senior athletes. All varsity athletes must attend the banquet to claim their awards, letters, and jackets.

Christian Ministries

Knowing and responding to the love of God is of primary importance at HBA. The Christian Ministries Department is committed to giving each student the opportunity to have a personal relationship with Jesus Christ and respond to Him in an appropriate manner. This commitment is reflected in the school’s chapel services, camps, Christian Emphasis Week (CEW), and other similar activities.

Students who are interested in being more involved in Christian spiritual growth may become a part of numerous activities such as Bible/Discipleship teams and the Servant Group. Each activity is designed to help students discover and understand how God’s Word applies to their daily lives. The Servant Group consists of students who assist the Christian Ministries Director in such areas as sound, lighting, drama and music during chapel, along with others who will focus on campus and community outreaches.

Chapels are provided each week to encourage students and faculty to experience dynamic worship. Christian Emphasis Week is the spiritual highlight of the year. Group discussions, seminars, evangelistic services, and other activities are provided to help students recognize their spiritual needs.

Once a year, a camp is provided for each grade level, usually extending through two evenings. Each camp is Christ-centered and is intended to introduce students to the person and Lordship of Jesus Christ and to help those who already know Him to grow and become more like Him. Camp is designed to help teachers, counselors, and students know each other better through fun, fellowship, and worship.

The Christian Ministries Director is responsible for all Christian emphasis programs on campus. All Christian ministries (Bible study groups, praise bands, etc.) must have the approval of the Christian ministries director.

Class Council-High School

Class officers are elected by their classmates using these guidelines for nominations: the individual (1) must be willing to devote the time necessary to do the job; (2) cannot be an officer in the student council or National Honor Society. (In addition, candidates for senior class president who participate in varsity cheerleading—which spans several seasons—must limit their participation to one other sport or co-curricular activity); (3) must have at least a grade C average; and (4) must not have had a grade F in citizenship or have been suspended any time during the prior or current school year, depending on whether the election is held at the beginning of the new school year or at the end of the previous school year.

Clubs-High School

Clubs are available for participation by all students. The administration and faculty offer a variety of activities that encourage students to interact with other students and to benefit the community.

Counseling-High School

Counselors oversee the educational program of each student at HBA, offering academic support, guidance and personal counseling, career exploration and college preparation. Counselors work closely with staff, faculty, administration and parents to review and support the development of each student.

Academic Support

Counselors meet with students individually to monitor and discuss their academic progress. Standardized tests relative to grade levels are administered, and results of standardized tests are shared with students and their parents.

Students experiencing academic difficulties are monitored through interims and academic progress reports. Counselors work with the student, teachers and parents to address academic difficulties.

Guidance and Personal Counseling

Guidance and personal counseling are provided to individual students or small groups. Guidance and personal counseling involving specific concerns may be initiated by students, teachers or parents. Individual guidance activities include an overview of individual students’ grades, test scores, projections for college, and career aspirations. It offers an opportunity for students to review and take ownership of their educational journey. Counselors meet with students in the spring to complete course registration for the following year. Guidance lessons and activities may be provided within classroom setting as appropriate. Counselors meet with individual students at least once per year.

Counselors are part of the teaching team for the Life Skills and Service Learning course which juniors are required to complete. This course interweaves the teaching and practice of life skills with college and career planning and service learning.

A student who exhibits behavior that the school deems as potentially harmful to self or others may be required to complete an evaluation by a licensed psychologist or psychiatrist. A waiver of confidentiality is required to facilitate consultation between the school and the mental health professional. The student will be permitted to return to school when the administration is as-

sured by the mental health professional that the student does not pose a risk of danger to self or others.

All personal counseling and records are held in strict confidence as mandated by law and professional ethics.

Career Planning

Career planning is an important part of the educational process. Counselors are available to assist students in exploring a variety of career interests. Students have opportunities to hear various career speakers based on interests they have indicated through various means.

College Preparation

The college counselor provides students with general college information and assistance. It is the responsibility of each student to research, request, and submit college and scholarship applications prior to deadlines confirmed by their research. It is strongly recommended that every effort be made by at least one parent to attend the parent night presentations for current or revised information.

Students are responsible for direct submission of their college and scholarship applications unless otherwise specified by individual application instructions. In order to allow sufficient time for preparation of the Counselor Report and/or Secondary School Report by the counseling staff, and the official documents by the registrar's office (e.g., transcript, school profile, list of senior year courses), all requests for these items must be made **no later than three (3) weeks prior to the specified college or scholarship deadline**. Requests received with fewer than three (3) weeks processing time may not reach the college or scholarship agency by the required deadlines. When official documents are requested late, it is the responsibility of the student or parent to pick them up from the Counseling Center for mailing.

Applications that require *submission of a complete packet* (e.g., application, transcript, school profile, school reports, letters of recommendation, and essays or personal statements) must be received by the Counseling Center three (3) weeks prior to the receipt or postmark deadline. Counseling Center procedures for submission of applications are provided to students by the college counselor. Parents are informed of policies and procedures through the Senior Parent Night held in early fall.

Students and their representatives are not permitted to see letters of recommendation written by HBA faculty or staff.

Appointments with the college counselor may be made by calling 595-6304, Monday through Friday, 7:30 a.m. to 4:00 p.m.

National Honor Society (NHS)

The Hawaii Baptist Academy chapter of the National Honor Society adheres to the standards of the national constitution bestowing and maintaining membership based upon excellence in the qualities of scholarship, service, character, and leadership.

The selection process begins with a letter in the spring to all students in grades 9, 10, and 11 who have a cumulative grade point average (GPA) of 3.5 or better, stating they may be considered for membership. Membership in NJHS in grade 8 does not mean automatic membership in the NHS. Interested students must turn in an activity form and have each of his or her teachers complete a recommendation form. This information provided by the students and teachers is used by a faculty committee of five to score the candidate for service, leadership, and character. Students who receive an average at or near a four or better on the five point scale are considered for membership.

Students accepted into NHS at a previous school are automatically members in the HBA chapter.

Members must maintain these standards to remain in the National Honor Society. Candidates may be placed on probation for a semester after which time they must have demonstrated improvement or lose their membership for such reasons as dropping below 3.5 cumulative GPA, not participating in the required number of service projects.

Please see the NHS bylaws for further details.

Social Activities-High School

Social activities are common, often being initiated by class officers and class sponsors. Each homeroom or organization may hold one social activity under school sponsorship per quarter. Overnight trips or sleep overs are granted by special approval of the administration. All social activities given under the sponsorship of the school are to be cleared through the vice principal and placed on the school calendar at least one week in advance of the activity. At least one male and one female representative of the HBA faculty must be present at any scheduled school-sponsored social. When socials involve swimming, there must always be at least one qualified lifeguard on duty for every thirty students in the water, and a buddy system is required when students are in the water.

Dancing

When dancing is included as part of a school-sponsored social activity, student conduct and appearance are governed by the school's behavioral standards as outlined elsewhere in this Student Handbook & Catalogue. If an HBA student hosts a non-HBA student at these activities, the HBA student is responsible for the conduct and appearance of the other individual. Social dancing is only permitted at the Winter and Junior/Senior banquets and is for students in the 9th grade and above.

Court Members

Court members are elected for the Winter Banquet, Homecoming, and Junior/Senior Banquet using these guidelines for nominations: the individual (1) may not be on probation for academic or behavior reasons; (2) may not have earned an F in citizenship or been suspended during the year; (3) may not have been chosen as a member of another court in the same school year; (4) may not have been a member of the same court the previous year (exception is made for the senior year). Note: Students placed on academic or behavior probation or suspended after being chosen as a member of a court will be disqualified.

High School Student Council

The purpose of the student council is to promote school spirit. It is necessary that this organization cooperates with the school administration, and all activities are to be approved by the vice principal. All use of funds must be approved by the student council advisor(s).

Members of the high school student council are the executive officers and one representative from each homeroom. Representatives from the school newspaper staff, yearbook staff, cheerleading squads, and other organizations may attend meetings, but do not have voting privileges.

The executive officers are president, vice president, recording secretary, corresponding secretary, and treasurer. Each officer must maintain a cumulative B average while serving in

the position. Any officer placed on academic or behavior probation or is suspended during the term of office may be dropped from that office. According to the constitution of the student council, no officer may concurrently serve in any of the following positions: editor of the newspaper, editor of the yearbook, class officer, in more than one of the following positions: captain of a cheerleading squad, president of any school affiliated club, or captain of any ILH team. Guidelines for electing student council officers are found in the student council constitution, article VII, section I.

The Eagle Eye

The Eagle Eye is a student-produced newspaper serving HBA's middle and high school campuses. Focused on general school activities, teen issues, and campus opinions, the paper has repeatedly won a variety of state awards. The Eagle Eye is a free publication and is distributed to students through established pick-up points.

Supplemental Programs

Summer School

HBA offers a quality summer school program for academic review, enrichment, and recreation, operated by the Office of Supplemental Programs (ph: 545-4485). This office also provides enrichment classes for HBA's fall and spring intersession programs. Brochures with course offerings are distributed in advance of registration.

Students who attend HBA's summer school are expected to abide by the behavioral standards and dress standards outlined in this handbook. For incoming HBA 7th-12th graders, behavior guidelines in the HBA handbook apply during the summer. Any detention, probation, or suspension that occurs during Summer School will be applied in the next school year's 1st quarter. The same demerit system for middle and high school will be used. Other guidelines are outlined in the summer school catalog.

Non Credit for Summer School Enrichment or Review

Most students who enroll in summer school do so for non-credit enrichment or review purposes. For example, although a student may have passed a course, he or she may be deficient in some areas. Summer school may be advised for students who made a grade of D in a core class, or for students who are not reading, writing, or problem solving at grade level. In the spring, math and English teachers provide notice to parents of students needing extra help in reading, writing, or problem solving.

Credit for Summer School—Exceptions

In general, HBA does not give credit for summer school.*The exceptions are delineated below. Student enrolled in a credit course must attend a minimum of 80 percent of class time to receive credit.

1. Deficiency

Students who fail to meet basic requirements during the school year must make up the deficiency. Summer school provides the opportunity for addressing the following deficiencies:

- failure to achieve a C average in their first year of world language and teacher's approval to advance to next level
- failure to meet the prerequisite grade for continuation in mathematics
- failure in any required subject

Written approval must be obtained by the appropriate department chair prior to enrollment. An F grade is recorded on transcript and is computed in the cumulative GPA. The grade taken to make up an F deficiency grade will also be recorded on the transcript and will also be computed in the cumulative GPA. Other deficiency grades (other than an F grade), will be recorded on the transcript; however, the grade is not computed into the cumulative GPA. The grade from the course taken to make up the deficiency grade is recorded on the transcript and that grade will be computed in the cumulative GPA. If a student is unable to take the summer school option, he or she must make up the deficiency during a subsequent school year.

2. Mathematics Advancement

Students who wish to take calculus or precalculus in their senior year but have not completed Algebra 2 Honors prior to grade 11 with a minimum grade of B-, may seek permission from the mathematics department for summer school mathematics credit. The student must have demonstrated excellence in his or her recent mathematics class(es) and submit the Request For Summer School Mathematics Credit form to the department chair.

Entering Grade	Sem. Grade requirements in most recent Mathematics Class	Sum. Sch. Class
11	A- or better in Geometry and Algebra 2	Trigonometry
12	A- or better in Algebra 2-11	Trigonometry

Students who seek to advance in mathematics through summer school take these courses in addition to four credits of mathematics during the school year.

**Note: Students must earn a D or better in course work at an accredited summer school to receive credit, unless the HBA prerequisite grade is higher. Normally, only courses graded on an A-F basis are accepted for credit. Where a particular summer school uses the pass/fail or credit/no credit grading system, HBA will accept a grade P or grade C for credit. With the exception of pass/fail courses, the grades earned in all summer school courses for credit will be used in computing the overall grade point average.*

3. Special Elective Course Credit

Periodically HBA offers special elective summer school classes for credit. Written approval must be obtained by the appropriate department chair prior to enrollment. Grades earned in all summer school credited courses will be used in computing the overall grade point average. The campus principals determines which summer classes will be offered

Student Services

Cafeteria

Sodexo Alliance Services has been contracted to provide cafeteria management and food services to all three HBA campuses. At the elementary school, lunch tickets are purchased; at the middle & high school, lunch and snacks are sold on a cash basis. Cafeteria information and costs are provided to parents.

Health Services

Health Requirements

All HBA students must have the physical examination, tuberculosis clearance, and emergency contact documentation completed and submitted to HBA no later than one week prior to the first day of school. Students who do not meet these requirements will not be permitted to attend class.

Physical Examination

All new and returning students entering the 7th, 9th, and 11th grades are required to have a physical examination within twelve months prior to the beginning of the school year. The physical examination must be documented on the Hawaii Baptist Academy Student Health Record.

Tuberculosis Clearance

A tuberculosis (TB) Mantoux skin test is required for all new incoming students. If the result of the TB skin test is positive, then results of a follow-up chest x-ray are required. The results of the TB skin test and/or chest x-ray must be documented on the Hawaii Baptist Academy Student Health Record. It is recommended that TB testing be repeated every two years.

Health Insurance

All students must have state-approved group medical coverage to attend school and to participate in any HBA sponsored activity.

Illness or Injury

If a student is unable to participate in the classroom due to illness or injury, the parents/guardians will be notified to take the student home or to seek further medical care. If a student becomes ill at school, the student needs to get a note from his/her teacher to go to the nurse. Students are not to make independent arrangements to leave campus prior to being evaluated by the school nurse. If a student's health status places other students at risk, the parents/guardians will be notified to pick up their child from school. A medical certificate from a licensed physician may be requested by the school at any time when information is needed concerning a student's health status.

Medications

The school nurse or her designated representative will administer medication to a student only when it is not feasible to schedule the medicine dosage at home. Parents and physician must complete and sign a Medication Permission Request Form in order for the student to receive medication at HBA. The school nurse will only give the exact dosage of medication that is prescribed and only from the original prescription bottle as it was dispensed by a registered pharmacist. Students are not al-

lowed to carry medications on campus at any time without the school nurse's approval. Students must not share medication of any kind with other students.

Learning Center (Library and Technology Lab)

The Middle & High School Learning Center, which consists of the library and the technology lab, supports student learning by providing students and faculty with print and online resources as well as access to a variety of computer applications and technology. A middle school computer lab is available on the middle school campus during school hours.

Print resources—The library maintains an extensive, up-to-date reference collection, a variety of periodicals and newspapers, biographies, non-fiction, and fiction titles that have been carefully selected to support the curriculum and encourage recreational learning.

Borrowing policies—Books may be borrowed for four weeks, with the opportunity to renew. Students are assessed fines for overdue, damaged, or lost books. Delinquent accounts are subject to disciplinary actions.

Online resources—Students have access to many more resources from school or home via several online databases to which HBA subscribes. Students can find information on these online databases in their HBA Student Planner and the library.

Technology Lab—Located adjacent to the library, the technology lab offers students the use of computers and other technological equipment for a variety of school-related applications, including word processing, spreadsheet, database, web-page design, video production, and multimedia presentation. Printing is available for a fee.

Internet access—Internet access for school-related work is available from all computers throughout the Learning Center. (See "Internet Acceptable Use," page 14.)

Hours—The Learning Center is open from 7:00 a.m. to 4:00 p.m. on school days; it is closed on holidays and after school on half-day schedules.

High School Student Behavior Expectations

Note: words or phrases denoted by asterisks, such as ***word*** are defined in the glossary section of this handbook.

Discipline Philosophy

The mission of HBA is to equip students to live their lives such that they bring honor to God. Hebrews 12:11 states “No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.” *In this light, the purpose behind the practice of discipline at HBA is to train students to choose the paths of righteousness and peace in their daily decisions that govern their actions, thoughts, and attitudes.* Also, Proverbs 13:24 states, “He who spares the rod hates his son, but he who loves him is careful to discipline him.” And Ephesians 4:15 says, “Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.” *Therefore, the approach behind the practice of discipline at HBA is grounded in loving and caring for students. Discipline is not administered for self-serving reasons, but because we care for students and desire them to become Godly young adults blessed with a strong measure of self-control.*

Student misconduct that occurs during school hours or at school-sponsored events are violations that are subject to school discipline as determined by the campus administrator which, for the high school, means either the vice principal or the principal.

HBA students are also responsible for maintaining positive school representation to the outside community at all times by exhibiting behavior that reflects favorably on HBA, its students, parents, faculty, and staff. Misconduct that occurs off campus, outside of school hours and school events may be considered conduct violations based on the circumstances as determined by the campus administrator.

HBA is a community of students, families, teachers, staff and administrators founded upon our faith in Jesus Christ as our Lord and Savior. Therefore, we encourage student conduct to be based on the principles given to us by our Lord through the bible.

Examples of Conduct Violations

Our expectations of student conduct fall in several broad categories of: (1) purity, (2) integrity, (3) respect for others, (4) respect for authority, and (5) commitment to excellence in learning. The following are examples of student conduct violations in each of these broad categories. These examples are not exhaustive and other conduct violations may be cited in the judgment of the school.

(1) **Purity.** Our goal is to help students understand their identity as children of God and choose to follow Christ rather than conform to the ways of the world; in following Christ, we recognize that His Spirit lives within us and we honor Him by keeping our bodies pure according to His commandments. (1^{Genesis 1:27, Romans 12:1-2, Ephesians 5:1-3, 1 Corinthians 6:18-20})

Examples:

- involvement in sexually immoral activities such as premarital sex, homosexuality, and pornography
- public displays of affection besides holding hands between couples of the opposite sex

(2) **Integrity.** Our goal is to help students appreciate the greater life-long importance of Godly character development over temporary accomplishments achieved through dishonest means. (2^{Proverbs 10:9})

Examples:

- ***academic dishonesty*** (see Special Situations: Academic Dishonesty section below)
- being untruthful to authority

(3) **Respect for others.** Our goal is to help students to care for others instead of being self-centered. (3^{Proverbs 4:24, Matthew 22:37-39, Philipians 2:1-5})

Examples:

- ***fighting***
- ***theft***
- ***harassment, bullying, cyberbullying, hazing, and extortion*** (See Special Situations: *Harassment, Bullying, Cyberbullying, Hazing, and Extortion* section below.)
- foul language
- disregard for health, safety, and well-being for self or others
- inappropriate behavior to others such as cutting in line or horseplay

¹So God created man in his own image, in the image of God he created him; male and female he created them (Genesis 1:27).

Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will (Romans 12:1-2).

Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God. But among you there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God’s holy people (Ephesians 5:1).

Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body. Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body (1 Corinthians 6:18-20).

²The man of integrity walks securely, but he who takes crooked paths will be found out (Proverbs 10:9).

³Put away perversity from your mouth; keep corrupt talk far from your lips (Proverbs 4:24).

Jesus replied: “ ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself’ (Matthew 22:37-39).

If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus (Philippians 2:1-5).

(4) **Respect for authority.** Our goal is to help students respect all authority knowing that God is the ultimate authority in control of all of us. (⁴Proverbs 24:21, 1 Peter 2:17)

Examples:

- ***property damage or vandalism***
- littering
- ***insubordination***
- leaving campus without permission
- not reporting to a detention or meeting
- parking violations such as speeding, reckless driving, or parking on campus before 4 p.m. (See "Parking," page 16.)
- community negligence such as jaywalking, littering off-campus, misbehavior at bus stops or off-campus events, not entering/exiting campus through the main entrance
- chewing gum;
- being in an unauthorized area;
- use of sound amplification devices such as speakers or horns;
- misuse of school property such as sitting on tables, writing on desks or walls, not returning rented books, posting signs without permission, not following Internet usage policy, not following policies about locker use (See "Lockers," page 15.)
- bringing inappropriate items to campus such as skateboards, fireworks, medications without permission
- eating and drinking in inappropriate areas
- encouraging unauthorized visitors to the school
- improper dress or appearance before or during school hours (See Special Situations: Dress Code section below.)

(5) **Commitment to excellence in learning.** Our goal is to help students prepare themselves for their future calling to serve Christ and to NOT disrupt learning for themselves or others.

(⁵Colossians 3:23-24)

Examples:

- disruptive behavior in class, chapels, assemblies, field trips, athletics, or other extra or co-curricular activities;
- inappropriate use of cell phones or other electronic devices during class;
- unexcused tardy or absence from class.

Consequences

Disciplinary actions for misconduct may include counseling, parent conferences, confiscation of contraband, billing for damaged or lost school property, demerits, probation, detention, suspension, behavior contract, dismissal, and other measures at the discretion of the campus administrator.

Progressive discipline will be used for repeat offenses and habitual offenders.

Enabling another person to engage in misconduct may result in the same consequence for the enabling person as that received by the person committing the violation. This is especially true for academic dishonesty.

For minor violations, which generally result in warnings or the issuance of a demerit (such as for tardies and gum chewing),

the student will be counseled and his/her discipline status on the school's data system will be updated. Parents can view this status at any time once they access this system. No additional notification to parents will be provided beyond these status updates for minor violations.

The procedures for determining whether a major violation has occurred (which could entail additional consequences) are:

- the incident is reported by the teacher to the campus administrator;
- the campus administrator, acting as an impartial investigator, gathers whatever information is needed to render a decision; and,
- after a decision is made, the campus administrator contacts the student's parents to notify them of the incident, its consequences, and allow for a meeting as needed.

An investigation by the campus administrator will constitute due process for determining responsibility and consequences for misconduct. In extenuating circumstances, parents may appeal to the President of the school. Once the campus administrator has rendered a decision, the consequences of the violation will be administered immediately even if the decision is appealed. However, if the President, subsequent to a review of the case, reverses the decision, then the consequences will cease and be reversed to the extent possible.

When contraband material are confiscated (such as non-approved clothing), they may be retained for the remainder of the quarter, after which students may retrieve them. For cell phones confiscated for inappropriate use during classes, they may be retained for 24 hours and up to one week for repeat cases or cases of academic dishonesty.

When suspensions are issued they may be out-of-school or in-school. For out-of-school suspensions, the student is not allowed to be on campus or to participate in any school-related activities. For in-school suspensions, the student reports to the campus administrator's office and remains there for the entire school day. In both suspensions, the student's absence from classes is unexcused and therefore any missed assignments or tests receive zero grades and are not allowed to be made up.

Detentions may be issued by teachers or administrators for disciplinary reasons for after school or weekends with a 24 hour notice to parents.

During suspensions and detentions, students will perform duties as assigned by the campus administrator or teacher.

When demerits are issued, quarterly citizenship grades may be affected as follows: A = 0-3 demerits; B = 4-6 demerits; C=7-9 demerits; D=10-12 demerits; and F=13+ demerits.

Students who receive a B grade or below in citizenship will not be eligible for the President's Honor Roll. Students who receive a C grade or below in citizenship will not be eligible for the Principal's Honor Roll. Students who receive an F grade in citizenship in any quarter will not be eligible to receive an "honors" or "highest honors" designation at graduation.

Further, a student who receives a C grade in citizenship will be immediately placed on probation for two consecutive weeks. A student who receives a D grade in citizenship will be immediately placed on probation for a second two consecutive week period. A student who receives an F grade in citizenship

⁴Fear the LORD and the king, my son, and do not join with the rebellious (Proverbs 24:21).

Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king (1 Peter 2:17).

⁵ Colossians 3:23-24

Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

will be immediately placed on probation for the remainder of that quarter plus all of the following quarter.

During a probation, students are not eligible to participate in any extra-curricular or co-curricular activities with the exception of CEW week activities, chapels, and grade-level camps.

Students who receive 15 or more demerits in any given quarter, two F's within the same school year, or F's for the 4th quarter of a year and the following 1st quarter of the next school year will be reviewed for possible dismissal or placement on a behavior contract.

A student may be placed on a behavior contract by the campus administrator as circumstances warrant. The duration and consequences of the behavior contract will be determined by the campus administrator.

Special Situations: Dress Code

The school maintains generally conservative views on school dress and appearance standards for students. As such, there will be generational differences and potential disagreements between administration/faculty and students in taste and appropriateness. In this area, students will be expected to comply with the school's dress code despite such differences in respect of the school's authority. Examples of violations include but are not limited to:

- wearing unapproved clothing, such as non-Mills clothes or blankets;
- NOT wearing covered shoes;
- altering approved Mills clothing (tearing, shortening, drawing, or painting);
- having hairstyles that are judged to be inappropriate such as mohawks;
- having exposed tattoos;
- wearing pierced jewelry of any kind except for girls wearing no more than two pairs of conventionally worn earrings;
- having hair color other than their natural color or a shade close to one's natural color, including frosting, streaking, or colored hair extensions;
- wearing hats, sunglasses, or hoods indoors;
- boys with straightened hair covering their eyes, ears, or shirt collar or with sideburns longer than their ears;
- boys unshaven or with beards.

Special Situations: *Harassment, Bullying, Cyberbullying, Hazing, and Extortion*

The school is committed to maintaining an environment in which young people have the confidence to become critical thinkers and socially responsible citizens of the world. Each student attending HBA has a right to learn in a safe and friendly environment, free from ***harassment, bullying, cyberbullying, hazing, and extortion***. Teachers and administrators at the school are responsible for fostering this atmosphere in classrooms and in all school programs and are expected to exhibit the highest degree of professionalism in their guidance and development of students. These acts will not be tolerated by HBA. Anyone who feels he or she has been subjected to ***harassment, bullying, cyberbullying, hazing or extortion*** should contact the campus administrator immediately. A confidential investigation will be promptly conducted on the matter.

Special Situations: Zero-Tolerance

In some situations, student misconduct or students who facilitate others toward misconduct can result in immediate dismissal and, when appropriate, law enforcement personnel will be notified. No formal parent conference will be called.

Examples of zero-tolerance misconduct include:

- illegal use or possession of a ***firearm***, ***dangerous weapon***, or ***dangerous instrument or substance***;
- misuse of an object in a threatening manner with intent to injure or intimidate or other ***terroristic threatening***;
- use or possession of alcoholic beverages or other ***intoxicating substance*** use;
- use or possession of ***illegal drugs***, ***drug paraphernalia***, ***controlled substances***;
- use or possession of tobacco in any form; and,
- use or threats of bombs, other explosives, arson, toxic substances, or any actions deemed threatening to the well-being of students or staff by the campus administrator.

Special Situations: *Academic Dishonesty*

Academic dishonesty is a violation of integrity that is of special concern because it involves the core responsibility of the student at school. Given the advance of technology and the increasing academic pressures on students as they progress through high school, the temptation to cheat increases. Students who feel compelled to cheat or who enable others to cheat are engaging in damaging habits that could follow them into adulthood where the consequences of their behaviors become far greater. With this in mind, it is a priority at HBA to counsel, discipline, and encourage students to pursue the wiser path of integrity, knowing that God sees and accounts for everything we do.

The following actions are considered ***academic dishonesty*** but are not exhaustive:

- copying from another person's work or allowing someone to copy one's work;
- using unauthorized aid;
- falsifying grades;
- purporting to have prepared assignments that were not prepared;
- copying from published works without proper citation, changing or rearranging material to make it appear that copied work is original, or paraphrasing others' ideas without proper citation;
- studying in small groups without doing one's own written work, thus producing identical or very similar responses;
- stealing or possessing test or assignment material; and,
- altering grade documentation.

The consequences of ***academic dishonesty*** are as follows:

- First offense: 7 demerits and two hours of detention;
- Second offense: 13 demerits and one day in-house suspension; and,
- Third offense: dismissal.

In the event of a serious violation of academic dishonesty (such as stealing test material or altering a teacher's grade book), the consequences may be accelerated to the next or even final level of consequence, depending on the circumstances as determined by the campus administrator.

Note: The above 3-step progressive consequences for academic dishonesty takes effect with the Class of 2014 and all classes thereafter in recognition of the separate consequences of the middle school. Earlier classes will continue to be governed by the previous 5-step progressive consequences from grades 7 through 12. (See glossary for previous 5-step progression.)

Absence and Attendance

Students are expected to be present and on time for classes and required school activities. **Note: Students who are absent more than half of the school day will not be allowed to participate in any co-curricular or extracurricular activity that day.**

Illness

When a student is ill, the parent is to call the attendance office at 595-6305 between 7:00 and 9:00 a.m. on the first day of absence and daily thereafter until the student returns to school. A parent may leave a voice mail message to report an absence between 4:00 p.m. and 7:30 a.m. When doing so, the following information must be provided: 1) name of the parent or guardian, 2) name of the child, and 3) a call-back number.

An absence of three (3) or more days due to illness requires a **written** medical excuse from a licensed physician, which should be turned in to the high school attendance clerk. A medical certificate from a licensed physician may be requested by the school at any time when information is needed concerning a student's health status.

Other Approved Absences

Absences for reasons such as medical/orthodontic appointments, legal obligations (e.g. appearance in court), death in the family are approved. Medical and dental appointments, however, should be scheduled after 3:00 p.m. whenever possible. Written verification will be required from the doctor, dentist, or place of appointment for the time away from school to be excused. Students are responsible for obtaining and completing class and homework assignments.

Unexcused Absences

Absences for vacations, non-school athletic trips, college trips, driving tests, job interviews, staying at home to work on projects, papers, and the like are unexcused. Students are not allowed to make-up any work, quizzes or tests for unexcused absences. **See exception below.**

Exempted Absences

To pursue academic, athletic, educational and personal goals that require an absence from school, students will be granted four exempted absence days. Approval of the four exempted absence days, which would have ordinarily resulted in unexcused absences, is left to the discretion of the respective campus administrator. Request for exempted absence must be made in writing or via email to the high school vice principal. Such requests must be made no later than one week prior to the requested leave to allow for adequate decision making time and coordination with teachers. The requested days, whether they be single days or multiple days, must be taken at least a full day at a time, will be approved successively based on the school calendar, and cannot be scheduled during the semester/final exam weeks.

Example 1: A student requests a five day leave from school for a family vacation. If approved, the first four days will be designated as the four exempted days. The fifth day will be an unexcused absence.

Example 2: A student requests a day of school to take his driver's license exam and is granted the first exempted absence day. He later requests two days for an athletic trip and is granted the 2nd and 3rd exempted absence days. Due to a cancelled flight, the student returns to school one day late. The late day is considered an unexcused absence and will count as the 4th exempted absence day. Any additional requests for leave at a latter date will not be granted and will be considered unexcused.

Example 3: A student is planning to take three 2-day vacations with his family when school is in session. The total number of absences for the year will result in six days of unexcused absences. A request is submitted for the first 2-day trip and two exempted absences are granted. No request is made for the next 2-day trip, resulting in two days of unexcused absences. However, the third and fourth exempted days will automatically be assigned to the two aforementioned unexcused absences. When the last 2-day leave is requested, it will be unexcused since all four exempted absences have been granted.

Absence/Make Up Work

It is the student's responsibility to check with teachers about any missed assignments. All class work should be made up as promptly as possible but may not exceed 2 days for each day absent. (See also "Incomplete Grade," page 26.) For example, if a student receives an excused absence due to sickness for 3 days, he or she will have up to 6 days from the time they return to school to complete their assignments. Whether or not a parent calls to request homework assignments during a student's absence has no impact on the final due date of these assignments. Also, this guideline does NOT apply to long term assignments (i.e., assignments whose due dates are 3 weeks or more in the future) when a teacher clearly states in writing to all students (e.g., via the class syllabus) that a future assignment is due on a given date and that no grace period is applicable. Finally, at the teacher's discretion, students who are absent on unit or major test days may be required to make up the test on the first day they return.

If homework assignments from the student's classes are desired on the same day of the absence, the request must be made by 9:00 a.m. The pick-up station for these assignments is located just outside the front office.

Field Trips and Extra-curricular/Activities—Field trips and extra-curricular activities are important extensions of the teaching/learning process. Participation is encouraged as long as it does not interfere with the student's overall academic performance. Because students must maintain at least a C average grade in their classes, they may not participate in any activities that will require them to miss any classes in which they are averaging less than a C grade. Exception is made for grade-level field trips and camps. When students miss class field trips or camps, they may be required to complete alternate assignments. This work will need to be completed whether or not the student attends school that day.

Unexcused Absences/Class Cutting

Unless a student has been reported ill or has notified the school a week prior to a scheduled excused or unexcused absence, he/she must be present at school during the school day. Absence from school or leaving campus without permission will be considered cutting class and will be subject to disciplinary action. Such absence will be unexcused and no make-up work will be allowed.

Excessive/Chronic Student Absences

It is very important that a student be in class for all of the sessions. Class instruction and participation are a vital part of the learning experience. Excessive/chronic absences (excused or unexcused) will have a negative effect on a student's learning. Therefore, when a student is absent for ten or more days (or ten or more class absences) during any given quarter, the administration will examine the situation to evaluate the cause of the absences. A conference with the parents may be called to discuss the conditions under which the student will be allowed to remain at HBA. Excessive absences may result in not receiving credit for class(es).

Non Attendance

If a student fails to attend five consecutive days of classes and the absences are deemed to be unexcused, HBA reserves the right to officially dismiss the student. Parents will be bound by the financial terms of the Enrollment Contract, and in addition, will be billed for any unreturned textbooks and other fees that have been incurred.

Parent/Guardian Off-Island

In the event that parent(s) or guardian(s) will be off island, the school must be notified in writing of the following information:

1. Dates of absence (i.e., leaving and returning to Honolulu)
2. Contact number of parent(s) or guardian(s) off island
3. Person(s) who will be caring/responsible for student: name, address and phone numbers (home, work, and cellular), and relationship to the student
4. Person authorized to make legal and medical decisions: name, address, and phone numbers (home, work, and cellular)

Tardiness

Tardiness to School

Students are tardy to school if they are not in their assigned seat when the 7:50 a.m. bell rings for the high school. In order to receive the most benefit from school, it is important that students acquire the habit of regular, punctual attendance. Any student who arrives to school 7:50 a.m. will be in "lockout" and must report to the attendance office to get a pass to class. All tardiness will be unexcused.

Tardiness to Class

Students shall be considered tardy to class if they are not in their seat when the start of class bell rings. When a student is tardy to class, the student will be in "lockout" and must report to the attendance office for a pass to class. If a student is absent from class for more than ten minutes without permission from a teacher or authorization from an administrator or counselor, it

will be considered a cut and the student will be required to see the respective campus administrator for disciplinary action.

Homework Lab—High School

Homework Lab is scheduled for after school from 3:00 to 4:00 in a designated classroom.

Students who have not completed their homework may be referred for homework lab by their teachers. The lab will be supervised by a counselor, and all Guided Study rules will be enforced. Students may not have passes to the learning center or the tech lab. Students will remain in the homework lab for the entire hour, regardless of whether the homework is completed early. They may use the remainder of the time for other homework.

Students are referred to homework lab by their teachers via email, a copy of which will be forwarded to parents to notify them of the referral.

Attendance in homework lab will take priority over athletic practice or games unless discussed with the athletic director. A student who does not show up for homework lab may be referred to the vice-principal who may issue demerits.

If the teacher identifies lack of organization as the problem preventing the student from getting his/her work completed, the teacher may refer the student for homework lab on the day his or her counselor is assigned to the lab. The counselor will assist the student in getting his/her papers, backpack, etc. organized.

Technology Policies and Agreements

Internet Acceptable Use Policy

The purpose of the Internet's use at HBA is educational. It is essential that everyone who uses HBA's Internet connection understand that purpose. This purpose remains the same for Internet access on school owned computers used in the labs and classrooms and as well as personally owned computers connected to HBA's network via wire, WiFi, and/or other wireless technologies. The most important prerequisite for someone's receiving Internet access is that he or she takes full responsibility for his or her actions. HBA will not be liable for the actions of anyone connecting to the Internet through this hook-up; all users shall assume full liability—legal, financial or otherwise—for their actions.

HBA makes no guarantee, implied or otherwise, regarding the reliability of the data or data-connection. HBA shall not be liable for any loss or corruption of data resulting while using the Internet connection.

No user shall use this Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on the network.

HBA strongly condemns the illegal distribution of software, otherwise known as pirating. Any students caught transferring such files through the Internet may have their access permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment. HBA takes no responsibility for any information or materials that are transferred through the Internet.

HBA reserves the right to examine all data stored in the machines involved in the Internet link to make sure that all users are in compliance with these regulations, and reserves the right to change these rules at any time without notice.

Finally, all users should keep in mind that when they use the Internet, they are entering a global community, and any actions taken by them will reflect upon the Hawaii Baptist Academy family as a whole. As such, all users must behave in an ethical and legal manner. Conduct that violates this policy includes but is not limited to the following activities:

- Sending or displaying offensive messages, pictures, audio or video files
- Violating copyright laws
- Using obscene language
- Using or changing another's user name and/or password
- Changing a school issued password
- Entering into another student's folders or files without authorization
- Intentionally wasting resources
- Employing the network for commercial purposes
- Using or representing the school name, reputation, facilities, or staff names without appropriate authorization
- Sending unsolicited email messages including "junk mail" or other advertising material to individuals who did not specifically request such material (email spam)
- Any form of harassment via email, chat, instant messaging, telephone, or paging, whether through language, frequency, or size of messages
- Unauthorized use or forging of email header information
- Solicitation of email for any other email address other than that of the poster's account with the intent to harass or to collect replies
- Creating or forwarding "chain letters" or other "pyramid" schemes of any type to or from HBA email accounts. (Contact technology services if you receive email regarding viruses before forwarding it to other users.)
- Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam)

Internet Operating Agreement

By signing the "Agreement to Follow the HBA Student Handbook" found in the front of this catalogue-handbook, students and parents agree to abide by the following rules, and agree to accept all financial and legal liabilities which may result from use of the HBA Internet connection.

I agree that the use of the Internet is a privilege, not a right. I accept that inappropriate behavior (examples of which have been stated above) may lead to penalties including revoking of account, disciplinary action, and/or legal action. I agree not to participate in the transfer of inappropriate or illegal materials through the HBA Internet connection. I realize that in some cases, the transfer of such material may result in legal action against me.

I also realize that the purpose of the HBA Internet connection is educational. Thus, I agree not to use it for non-educational related purposes, such as chatting and non-course related email and surfing.

I allow HBA to collect the information I provide through HBA owned and operated websites. I understand that HBA will not sell, rent or share this information to a third party.

I release HBA and all other organizations related to the HBA Internet connection from any liability or damages that may result from the use of the Internet connection. In addition, I will accept full responsibility and liability for the results of my actions with regards to the use of the Internet. I release the school and related

organizations from any liability relating to consequences resulting from my use of the Internet.

Google Docs and Email Policy for HBA Students

In an effort to integrate technology into the curriculum at HBA, the school provides students in grades 7-12 with email and Google Docs accounts. Students are responsible for ensuring that these account privileges are used in an effective, ethical, and lawful manner. This account may not be used for business transactions or for personal gain.

Students are responsible for the content of all text, audio, video or image files that they place or send over the Internet. All messages communicated on the Internet shall have the student's name attached. No message may be transmitted under an assumed name. A student may not attempt to obscure the origin of any message. Students may not use HBA-provided Internet services to express personal opinions for personal gain or to express views detrimental to HBA's mission.

HBA has the right at any time to retrieve and review any file or message created, composed, sent, received, or downloaded to monitor student's Internet usage, including the Web sites accessed and any downloaded information and to monitor or access an student's accounts or files. Even when a file or message is deleted or erased, it is still possible to recreate the file or message; therefore, no one can expect that messages remain private. While electronic mail and the Internet may require the use of passwords for security, confidentiality cannot be guaranteed. Messages and downloaded data may be reviewed by someone other than the intended recipient.

Lockers

Each student is assigned a locker for securing personal items, valuables, books, and other school-related items for which they are responsible during the year. Students' book bags and other property should be stored in their lockers whenever they are not able to physically keep them with their person while on campus. They should not share or switch lockers. At the end of the school year, students are to vacate the lockers, leaving them in the same condition as when they were issued. Failure to do so will result in a cleaning/damage fee. Students are not to glue, tape or secure anything to the outside of the lockers.

The lockers must be kept locked at all times. A student will be cited each time his or her locker is reported unlocked, and demerits will be issued as well as other consequences. If a student accumulates three locker citations in one quarter, he or she will not be allowed to use a locker for the remainder of the semester.

The school reserves the right to inspect lockers with or without the presence of the student, where school safety, school policy and/or law enforcement issues are involved.

If there is reasonable belief that a locker contains any prohibited items (drugs, alcohol, tobacco, weapons, and any other items that may affect the well-being and safety of the school community), a search will be conducted with or without notification or the presence of the student.

Hawaii Baptist Academy assumes no liability for anything in the lockers that has been stolen or damaged.

Lost and Found

Books and other items left outside lockers or in the mall will be confiscated, and the owner must pay a fine to retrieve them.

All Lost-and-Found articles, with the exception of school rental textbooks, are located in the student services office. Unclaimed items will be disposed of after two weeks. Students are strongly advised not to leave their books and personal belongings unattended. HBA assumes no liability for articles in the Lost-and-Found.

Parking

A limited number of parking spaces is available for student use. If there is a greater demand than there are student parking spaces available, students who apply for parking will be selected by lottery. Parking stickers are issued and must be displayed on the designated area of the car. Any student who has an unauthorized car in the HBA designated parking areas will be subject to a fine, disciplinary actions, and the car may be towed at the owner's expense. Each student is responsible for making arrangements for parking, and payment is through the front office. Students may carpool to share a parking space. All students and cars of a carpool must register through the front office.

Regulations for students driving to school:

1. Only authorized vehicles may park at designated parking areas.
2. No loitering in the parking lot.
3. No one is to ride on the outside of a car. Vehicles are not to be overloaded. The driver is held responsible for these violations.
4. No speeding or reckless driving.
5. Students who violate any of these regulations may lose their privilege of parking.
6. Students' cars may not be brought on campus until after 4:00 p.m. unless the student has obtained permission from the office of the high school vice principal, and cars must be parked in marked stalls on the upper level (not by the mall).
7. No loaning of parking stalls unless authorized by the vice principal.

Violations of the above regulations may result in disciplinary actions, loss of student parking privileges, disallowance of students' cars on campus at all time, and the towing of student vehicles with the subsequent recovery costs being borne by the student.

Permission for Use of Likeness and Name

Photographs, slides, film, video, digital photos and other visuals of students, faculty, staff and administration are taken on campus and at HBA activities throughout the year. Some of these are subsequently used by the school in publications, promotional materials, and electronic media. By signing the Agreement to Follow the Student Handbook in the front of this catalogue-handbook, students and parents give permission for their likenesses and names to be used in this manner. This includes permission for the school to publicize graduating seniors with accompanying information regarding colleges they will be attending. In May, parents will be given an opportunity to decline release of college information for their graduating senior.

HBA Intellectual Property

Student projects, such as video projects, that are created within an HBA class remains the property of HBA and HBA retains editorial and distribution rights to such property. Any such student work that is intended to be distributed outside of HBA must receive prior approval from an internal review committee comprised of the class teacher, department chair of that class, director of Christian Ministries or Bible department chair, and a member of senior administration (principal, Vice President, or President). The content of such work shall be screened such that there is no identification of HBA within it and there should be a disclaimer statement prominently displayed within the work declaring that the content of the work does not necessarily reflect the beliefs, values, and positions of HBA.

Selling Items on Campus

Selling any product that is not directly related to a school-sponsored fund raising activity is strictly prohibited. No products of any type are to be sold during the school day. Permission for school-sponsored fund raising activities is only given by the principal.

Honors and Awards

Grades 7 to 12

Gold Club—Students who raise their quarterly grade point average by 0.3 between any two consecutive quarters will be eligible for the Gold Club. Their names will be placed on a special list and they will receive a special reward. Seventh graders are not eligible for the 1st quarter Gold Club because they do not have a middle school grade point average (GPA) from the previous quarter. Ninth graders are not eligible for the 1st quarter Gold Club since they do not have a high school GPA to improve on from the previous quarter. Students on the Honor Roll cannot qualify for more than one reward. The exceptions to the Honor Roll requirements below do not apply for the Gold Club.

Honor Rolls—There are two honor rolls at HBA. The President's Honor Roll consists of students who earn A's in all subjects and an A in citizenship. The Principal's Honor Roll consists of students who earn at least 50% A's and no grade lower than B in their academic courses. These students must receive a B or higher in citizenship. Students on either of these Honor Rolls cannot qualify for more than one academic reward each quarter.

Guided Study, Pass/Fail Citizenship, and P.E. "M" (medical) grades are not used in computing grade point averages. However, a C or F for guided study, an F in a Pass/Fail course, or a C or F in citizenship will eliminate a student from honor rolls.

Scholastic Honors—Special awards are given by all departments and scholastic organizations at the awards program in the spring.

Athletic Honors—Varsity awards are presented at an athletic banquet in the spring. Varsity athletes must attend the banquet to receive their awards. Junior varsity and intermediate awards are presented at a special awards assembly. (See "Athletic Awards," page 5.)

PTF Service Award—The purpose of this award is to honor students who demonstrate service to and through HBA. The honored student should also demonstrate citizenship through words and actions, and serve as a role model for fellow students. This award, determined by the grade level advisors, is open to all students who maintain at least a 2.0 GPA. Awards may be given to one male and one female student of each grade at the middle and high schools at the academic awards program.

Grades 10 and 11

PTF High Achievement Award—This Parent Teacher Fellowship award recognizes all 10th and 11th graders who have received the grade of "A" for all classes for each semester of high school through the fall semester of the current school year.

L.O. and Johnnie Taylor Outstanding Service Award—This award will be granted to a junior who has made a significant contribution of time, talent and resources to worthy causes throughout the community. A dominant character trait of this recipient is that of helping others selflessly, typifying the giving spirit of Mr. and Mrs. L.O. Taylor.

The recipient will be chosen from the junior class by a committee consisting of the high school principal, vice principal, director of Christian Ministries, chairman of the Bible department and chairman of the counseling department, and will receive

a certificate of recognition and a trophy. In addition, his or her name will be placed on the L.O. and Johnnie Taylor Outstanding Service Award perpetual trophy kept on display at the school.

Graduation Honors and Awards

Honor Graduate Diploma—The honors or highest honors diploma is awarded to students who have chosen an intense scholastic program that will give them a broad foundation beyond what is required of all students. The valedictorian and salutatorian will be chosen from among the honor diploma recipients. Students who receive an F in citizenship in any quarter during the junior or senior year will be ineligible to receive an honor diploma.

All credit units to be applied toward an honor or highest honor diploma must be earned in grades 9-12. A single course may fulfill only one criterion listed below.

With honors—24 credits including 2 elective credits to be the following:

1. One AP course credit
2. One elective credit in any one of the following areas: 3rd year world language; 4th year math; 4th year science or a second AP elective
3. 3.5 GPA

With highest honors—24 credits including 3 elective credits to be the following:

1. Two AP course credits
2. One elective credit in any one of the following areas: 3rd year world language; 4th year math; 4th year science or a third AP elective
3. 3.8 GPA

Valedictorian and Salutatorian—The valedictorian and salutatorian will be chosen from among the honor diploma recipients. These honors are awarded to the students who have attained the highest overall academic performance. They must have been enrolled at HBA for a minimum of two full academic years.

PTF Eagle Scholar Award—The Parent Teacher Fellowship presents a monetary award to any graduating senior who has received the grade of "A" in all classes (including Citizenship) for each quarter of high school.

H.P. and Mary R. McCormick Distinguished Founders Award—This award is granted to the graduating senior who has consistently exemplified Christian character throughout his or her high school years while a student at Hawaii Baptist Academy. The student's life shall typify the pioneer Christian spirit of the McCormicks who dared to be bold, reflecting commitment to Christ in the face of obstacles, struggles and discouragements. The senior's life should honor Jesus Christ as Savior and Lord.

A plaque recognizing the senior recipient is accompanied with a cash gift. The committee members making the selection include the president, high school principal and vice principal, director of Christian Ministries, chairman of the Bible department and chairman of the counseling department.

Mr. and Miss HBA—The highest honor the students and faculty bestow on an HBA student are titles of Mr. and Miss HBA. To be eligible for this honor, students must be seniors whose cumulative semester grades, from grade 9 through the fall semester of grade 12, average 3.0 or better and not receive any semester grade lower than D-. A student with any quarter citizenship grade of C, D, or F in the 11th and 12th grades will

also be disqualified. Nominees must have been at HBA for the entire junior and senior years. Mr. and Miss HBA should typify the best in HBA students.

Guidelines for selection: (1) Contributions to school life through leadership and extra-curricular activities, (2) Citizenship: attitude, attendance, punctuality, dependability, service, and compliance with rules and school regulations.

Procedures for election: (1) Names of eligible seniors are listed on a ballot and students in grades 9 through 12 vote for one boy and one girl; (2) After faculty review, the top five boys and five girls make up the run-off ballot; (3) Five descriptive statements are listed under each name; (4) The boy and girl receiving the most votes on this ballot become Mr. and Miss HBA.

Gifts from the school to Mr. and Miss HBA consist of (1) names put on a plaque along with Mr. and Miss HBAs of previous years; (2) a monetary gift; (3) a Bible.

As an honor given by the school, the faculty and administration reserve the right to ensure that the students are excellent representatives of HBA.

Academics

Graduation Requirements

In order to fulfill requirements for graduation, twenty-four credits must be earned in grades 9-12 as specified below. After admission to HBA, all graduation requirements must be taken in residency.

English—Four units of credit, one each year, to include the following:
English 9, English 10, English 11 or Advanced Placement (AP) English 11, and English 12 or AP English 12.

Social Studies—Four units of credit to include the following:
Ancient World History 9 and Hawaiian History 9, U.S. History (10), World History (11) or Advanced Placement (AP) World History, Economics 1/2 unit (12), Political Science 1/2 unit (12).

Mathematics—Three units of credit to include one of the following sequences:
• Geometry, Algebra 2, and one of the following: Algebra 3/Trigonometry, Algebra 3/Statistics, or Pre-calculus; *or*
• Algebra 1-9, Geometry, and Algebra 2; *or*
• Algebra 2-9, Geometry, and Algebra 3/Trigonometry; *or*
• Algebra 2-9, Geometry, and Pre-calculus.

The mathematics department strongly recommends that all of our college intending students take 4 years of high school mathematics, including a course in statistics.

Science—Three units of credit to include one of the following sequences:
• Biology, Chemistry, science elective(s)
• Conceptual Physics, Biology and Chemistry

World Language—Two units of credit in the same world language, taken in two consecutive years.

Bible—Two units of credit, 1/2 unit each year at HBA.

Physical Education—One unit of credit, 1/2 unit each in grades 9 and 10 preferably. These courses must be taken in two different years.

Communication Skills—1/2 unit of credit (grades 11 or 12).

Life Skills—1/2 unit of credit (grade 11).

Computer Literacy—1/2 unit of credit of computer applications.

Fine Arts—1/2 unit in music, art, or drama.

Elective Courses—Three units of credit. These can be additional courses beyond the requirement in any field.

Early Graduation

Because HBA is a college preparatory school, it is our belief that students need to attend four full years before beginning college or employment. Consequently, early graduation is not allowed.

Graduation Policy Regarding Required HBA Semester and Year-Long Courses

High school students (grades 9-12) are responsible and accountable for passing all semesters of HBA courses required for graduation. Students must make up failed semesters by enrollment in pre-approved summer school equivalent, as determined by the respective department chair and the principal, or by enrollment in the appropriate course the following semester or school year. (See “Summer School” section on page 8 regarding credit for summer school.) An official grade report of the approved course taken outside of HBA must be submitted to the registrar immediately at the end of the course. A senior who fails a required course will undergo an administrative review conducted by the principal. The review will include an interview with the appropriate faculty member and/or department chair and with the student and parents. After careful review of the students academic and disciplinary record, a recommendation will be made to the Vice President, Academics regarding:

- the student’s participation in the graduation ceremony and project grad activity
- how the academic deficiency may be corrected
- other measures need be taken in the best academic interest of the student, i.e. no participation in athletics, extracurricular-activities, etc.

Course Descriptions: High School

Note: [NR 10-11] denotes courses not running in the 2010-2011 school year.

Bible

Exploring the New Testament is a required semester study for grade 9. Emphasis will be placed on the origins of the New Testament, ways to read and understand the various genres found in the New Testament, the historical contexts of Jesus, Paul, and the early Church, and the implications of this part of the biblical story for the Christian life.

Exploring the Old Testament is a required study for grade 10. Emphasis will be placed on the origins and transmission of the Old Testament, ways to read and understand the various genres found in the Old Testament, and the implications of this part of the biblical story for the Christian life.

Introduction to Christian Thought focuses on philosophical questions concerning God, Jesus, the Bible, and the problem of evil. Students will then work to form a Christian worldview that answers questions of man, nature, life after death, and history from a biblical point of view.

Critical Issues in Christian Thought is a required semester study for grade 12. In the first half of the course, students will compare the key beliefs and practices of the Christian faith with those of other major world religions. In the second half of the course, students will articulate Christian responses to contemporary ethical issues such as genetic engineering, abortion, and euthanasia.

School Service—Ministry Internship is a semester or year-long course in which students work alongside the Christian Ministries Director in planning, implementing, and doing follow-up for the ministries at HBA. Prerequisite: Christian, interview with Campus Minister; and instructor's approval.

Computer Science

Computer Applications is a semester course required of every high school student. In this course, students learn to use word processing, spreadsheet and presentation software. The software package currently used in this class is Microsoft Office.

BASIC Programming is a semester elective in programming using the language True BASIC. Emphasis is placed on the structured programming principles of problem-solving, top-down modular programming design, structured coding, and programming style. Students have the normal amount of homework and testing and should expect to spend some time outside of regular class hours in the computer lab in order to complete assignments. Prerequisite: Algebra 1-9 or concurrent registration with Algebra 2-9. [NR 10-11]

English

English 9 focuses on developing each student's reading, writing, and oral communication skills. Students read a variety of genres, ranging from Greek mythology to Shakespeare, and write a variety of genres, ranging from poems to editorials. They also invest one semester preparing for the Ninth Grade Showcase Night.

English 10 (American Literature and Composition) focuses on expository writing and the research paper process. Students also read a variety of American authors from colonial to modern times. As much as possible, units are arranged to coincide with what students are learning U.S. history.

English 11 (British Literature and Composition) focuses on British literature from the Anglo-Saxon period to the twentieth century. The course emphasizes advanced composition and research alternatives.

AP English 11 (Language and Composition) may be taken in lieu of English 11. This course surveys the major works of British literature from the Anglo-Saxon period to the twentieth century with emphasis on effective writing and critical reading, preparing students for advanced placement college composition. Students are required to take the advanced placement exam in May. Prerequisite: sample essay, recommendation of the English 10 teacher, and 55 or higher on the PSAT verbal. Fee.

English 12 (World Literature and Composition) is a survey of world literature from Classical Greek and Roman literature to modern world authors. Advanced research and writing are emphasized.

AP English 12 (Literature and Composition) may be taken in lieu of English 12 - World Literature and Composition. It surveys major authors, philosophies, and genres of Western literature while preparing students for advanced placement in college literature. Students are required to take the advanced placement examination in May. Prerequisite: sample essay, recommendation of the English 11 teacher, and 55 or higher on the PSAT verbal. Fee.

Communications Skills is a required semester course for students in grades 11 or 12. Students will practice interpersonal communication and public speaking skills that they will need to function effectively in today's society.

Journalism

Introduction to Newspaper and Yearbook (grades 9-12a) is a semester elective which introduces the basics of yearbook and newspaper production. The class emphasizes the techniques of producing newspapers and yearbooks, including writing, photography, design, computer, and editing skills. Students publish stories and photographs in the yearbook and student newspaper. Seniors cannot take this course during their last semester.

Yearbook Production (grades 9-12) offers on-the-job experience as a staff member and editor of the school yearbook, *The Light*. Emphasis is placed on content, organization, photography, design, computer and editing skills for book publication. Business aspects, such as distribution, budgeting, and time management are also emphasized. Prerequisite: Introduction to Newspaper and Yearbook and/or instructor's approval.

Newspaper Production (grades 9-12) is designed to teach the practical aspects of producing a newspaper. It includes planning and producing page layouts, proof-reading, writing headlines, using a computer desktop publishing program, and using graphic supplies and equipment to produce the student newspaper, *The Eagle Eye*. Prerequisite: Introduction to Newspaper and Yearbook and/or instructor's approval.

Layout & Graphic Design is a semester elective course emphasizing the basic aesthetics and application of good design. Students will apply these principles to develop page and ad designs for the school newspaper, the Eagle Eye, as well as the literary magazine, *The Scribe*. Prerequisite: Introduction to Newspaper and Yearbook or Middle School Journalism, and/or instructor approval.

Mathematics

Note: Three high school math credits (including Geometry and Algebra 2) are required for graduation.

The core courses* of Geometry and Algebra 2 each concentrate on six or seven main ideas that are introduced, practiced, revisited, and mastered throughout the year and are reinforced in subsequent courses. Problem solving and other skills are taught throughout. These mathematics classes emphasize active learning and group work. Students are introduced to problem solving, communication, and reasoning through investigations and real-world applications. The application of skills through problems engages the students in both individual and collaborative work and addresses a variety of learning styles. Concepts are developed through guided instruction, individual and teamwork, tactile and kinesthetic activities, data collection, class work, and homework. Students are encouraged to develop a positive attitude and become more aware of their own thinking about problems and to describe their efforts both orally and in writing.

**Algebra 1-9* is a one-year course that focuses on topics such as writing, solving, and graphing equations as well as symbol manipulation. Minimum Prerequisite: Department recommendation. [NR 10-11]

**Geometry* is a one-year course that focuses on geometric properties, spatial visualization, conjecture and proof, and explanation. This course is structured around problems and investigations and emphasizes a conceptual understanding of geometry topics and the connections between different ideas, such as transformations, properties of plane figures, and angle relationships. Lessons

are structured for students to collaborate actively by working in study teams. Algebraic concepts are reviewed throughout the course.

***Algebra 2-Honors** is a one-year course that focuses on multiple representations of functions and relations and on finding connections among algebraic ideas. The course is structured around problems and investigations that build conceptual understanding of algebraic topics. These topics include: polynomial, exponential, logarithmic, and trigonometric functions; sequences; transformations of graphs; matrices; probability; and conic sections.

***Algebra 2-9** is a one-year course that focuses on representation and modeling, intersections and systems, algorithms, and reasoning and communication. Minimum Prerequisite: A in Process Algebra 8 or department recommendation. [NR 10-11]

Algebra 2, a one-year course, is a continuation of algebra 1, with emphasis on polynomials, quadratic functions, complex numbers, rational and irrational numbers, solution sets of systems of equations, conic sections, and logarithmic and exponential functions. Minimum Prerequisite: C- in Algebra 1.

Algebra 3, a one-semester course, is a continuation of Algebra 2-11 for those students who need further preparation for pre-calculus or college algebra. This course emphasizes second-degree equations, polynomial functions, exponential and logarithmic functions. Minimum Prerequisite: C- in either Algebra 2-9, Algebra 2-11, or equivalent.

Trigonometry, a one-semester course, is a detailed study of trigonometry, including the six functions, right triangle trigonometry, radian measure, graphing, inverse functions, identities and formulas, equations, triangles, and vectors. Minimum Prerequisite: successful completion of Geometry and either C- in Algebra 2-9 or A- in Algebra 2-11.

Analytic Geometry, a one-semester elective, is a study of Cartesian and vector geometry in two and three dimensions. Students will apply the principles of algebra, geometry, and trigonometry to address concepts used in physics and calculus. Minimum Prerequisite: B- in Trigonometry or Pre-Calculus. [NR 10-11]

Pre-Calculus is a one-year elective intended for those students who plan to take calculus later. The course undertakes the study of trigonometric, algebraic, logarithmic, and exponential functions. Analytic geometry, sequences, matrices, and the binomial theorem are also studied. Minimum Prerequisite: B- in Algebra 2-9 and C- in Geometry; OR C- in Algebra 3 and Trigonometry; or A- in Algebra 2 and C- in Trigonometry.

Math Analysis with Calculus Foundations. This senior level mathematics elective prepares students for calculus in college by concentrating on mathematical modeling, logarithms, trigonometric relationships, transformations of functions, vectors, polar coordinates, conic sections, parametric equations, and matrices. The course previews the calculus concepts of limit, area under a curve, instantaneous rate of change, and the derivative. Minimum Prerequisite: Pre-Calculus or department approval.

AP Calculus is a one-year elective comparable to the first course of college calculus. It includes the study of the elementary functions, differential calculus, and integral calculus. Emphasis is placed on preparing for advanced placement in college calculus. Minimum Prerequisite: B+ in Pre-Calculus and/or teacher's recommendation. Fee.

Introduction to Statistics is a semester elective in which descriptive and inferential statistical concepts are studied. Topics include exploring and comparing data, sampling, design of experiments, probability, sampling distributions, confidence

intervals and tests of significance. Emphasis is placed on real data and relevance to the real world. This course is valuable for all students as they learn to correctly interpret data in the media and for post-high-school studies in all fields. Minimum Prerequisite: C- in Algebra 2 or Algebra 3, or teacher's recommendation.

AP Statistics is a one-year elective comparable to a one-semester (three credit hour) introductory college statistics course. Topics include exploring data, planning and producing studies (both experimental and observational), producing models using probability and simulation, and statistical inference. Students use TI-84 graphing calculators and software readouts. Emphasis is placed on preparing for the AP Statistics exam for college credit. Students who are planning to take an AP science course in their senior year will benefit from taking this class in their junior year. Minimum Prerequisite: C- or better in, or concurrent registration with, Pre-Calculus or successful completion of Introduction to Statistics. Fee.

Permission for Summer School Mathematics Credit

It is the intention of the mathematics department that each student of Hawaii Baptist Academy be enrolled in an appropriately challenging mathematics course each year of their high school career. HBA considers requests for awarding high school credit for summer school mathematics classes only as a support to a regular program of study (i.e., retake to pass, retake to maintain, or attempt to accelerate to a program with a greater scope). Students seeking permission for summer school mathematics credit should apply through their current mathematics teacher or the mathematics department chair. (See also "Mathematics Advancement," on page 8.)

Physical Education and Health

PE 9 and PE 10 are required Coed PE classes that meet daily for one semester in grades 9 and 10. Recreational games and physical fitness form the core of these classes. Students learn the rules and fundamental skills to develop hand-eye coordination by playing a variety of recreational games. Recreational games are played in tournament format to teach sportsmanship, team work, and game strategy in competition. Students learn safety and correct lifting techniques to strengthen muscles. They develop their own workout routine for weight lifting and cardiovascular workouts as part of their physical fitness training. Some health is taught on the relationship between physical fitness and exercise, nutrition, body mass index (BMI), and blood pressure. The effects of diabetes, alcohol, tobacco, and drugs on the body are also taught.

Weight Lifting is a semester elective course for grades 11 and 12. Students learn safety, proper care of equipment, correct lifting techniques, and weight lifting as a healthy lifestyle activity. They will develop their own weight lifting and cardiovascular workouts to improve their level of physical fitness.

School Service—Physical Education Internship is a semester elective for grades 11 and 12. Students earn 1/4 credit per semester for this pass/fail course. This is a restricted course where students must have PE grades that are B or better in grade 9 and 10 and the approval of the department chair. The student intern helps the teacher to set up and put away equipment, to lock and unlock the locker rooms, and to monitor student behavior during class. This course may be repeated with the approval of the department chair. [NR 10-11]

PE Athletics Credit—Students may petition for 1 semester of PE credit for full participation in two HBA or Pac-5 sports within a school year for grades 9-11. At least one of the sports must include aerobic training and/or weight-training. This pass/fail course will fulfill a semester PE requirement for any school year that the student is not already enrolled in a PE class. Unlike the regular PE class that assigns a letter grade, the PE Athletics grade will be recorded on the student's transcript without affecting his/her G.P.A. Pre-requisite: Athletic Director's approval

Science

Science tracks—Students who are interested in a career in **Medicine** should take electives such as AP Biology, AP Chemistry, and Statistics. Students who would like to pursue careers in **Engineering** should take electives such as Physics, AP Physics, and Mechanical Drawing. It is possible to accelerate in science by enrolling in Biology and Chemistry during the sophomore year.

Conceptual Physics is a one-year required class for all students in grade 9. It is designed as an introductory course covering a broad range of physics topics, such as mechanics, electricity and magnetism, fluid mechanics, thermal physics, and wave theory. Dual emphasis is placed on: (1) conceptual understanding of core physics topics through lecture and demonstrations; and, (2) application of the scientific method through hands-on experiments and major projects. Course work does not require prior knowledge of algebra nor involve significant mathematical computation. [NR 10-11]

Biology is a one-year required course for all sophomores. This course covers a wide variety of topics, including cell biology, biochemistry, photosynthesis and respiration, ecology, classification, evolution, origins, speciation, behavior, genetics, plant anatomy and physiology, and animal anatomy and physiology. Particular attention is given to the relationship between structure and function, and the process of doing science. There are many hands-on labs that help explain key unit concepts, and a science fair project is completed in the first semester. Students also read and respond to article to explain how their everyday lives demonstrate the concepts they are learning.

Chemistry is a one-year required course which involves the study of matter and its changes. Emphasis is placed upon experimentation in order to help students acknowledge that chemical theories predict the behavior of natural phenomena. Major concepts include the study of physical and chemical changes, atomic structure, kinetic theory, thermochemistry, the study of electrons, chemical bonds, acids and bases, and aqueous solutions. These concepts are developed to prepare the student to better understand physics, advanced chemistry and advanced biology as well as to provide an understanding of the effects that chemistry has on modern society. A research-based science project is required during the first semester. Lab safety is stressed, since many challenging skills have similar parallels in future employment.

Introduction to Forensic Science is year-long elective study of forensic science, crime scenes, physical evidence, drugs, toxicology, microscopes, serology, DNA, trace evidence, fire investigation, explosions, fingerprints, firearms, document examination, computer forensics, the Internet, and careers. Prerequisite: Conceptual Physics and Biology

Astronomy is a semester elective course that explores our universe through exploratory and descriptive studies of our solar system, stars, constellations, black holes, galaxies, quasars, asteroids and cosmology. We will examine ancient and modern

views of astronomy, the impact of the heavens on the earth, stellar motions, galactic structure, and astronomical distance scales. Particular attention will be paid to common misconceptions, and how science is done in the field of astronomy. Several mandatory "night labs" will be conducted, along with various field trips and in-class labs to help students understand key concepts. A lab fee is required. [NR 10-11]

Physics is a one-year elective college-level course designed for those who would like to pursue engineering as a career, or for those who would like to investigate the fundamental physical principles governing matter in motion and how these principles are applied in our technological world. Students are guided through the process of understanding the physical concepts and principles as well as the process of developing analytical and problem-solving skills. Laboratory demonstrations and student-conducted experiments and projects are designed to reinforce the student's understanding of physical principles. Topics include mechanics, heat, electricity, magnetism, electronics, light, sound, and modern physics. Optional projects include bridge building, and robotics. Prerequisites: Algebra 2 and Geometry. One high school credit may be earned. [NR 10-11]

AP Biology is an intensive, one-year elective class designed to be the equivalent of college biology. It is recommended for those students who are either pursuing a degree in medicine-related fields or research science, or those wanting to explore biological concepts in more detail. Summer reading and independent study is required. Writing across the curriculum is developed through essay writing on tests, and in lab write-ups. Twelve college-style labs that take between 2-4 hours to complete are conducted during the last period on extended period days, allowing for after school time to complete them. Students must also take the National AP Biology exam in May. Prerequisite: A or B in biology and chemistry, junior or senior classification and approval of instructor. One high school credit may be earned.

AP Chemistry is an advanced course which includes study in stoichiometry, gas laws, electron configurations, covalent bonding, thermochemistry, liquids and solids, aqueous solutions, kinetics, equilibrium, acids and bases, buffer systems, and electrochemistry. When possible, labs are structured to simulate university experiences, and emphasis is placed on preparation for the national AP chemistry exam in May. Students considering science-based careers are encouraged to apply. Prerequisite: B or higher in chemistry, A- or better in Algebra 2 or Algebra 3, and instructor's approval. Fee.

AP Physics B is an intensive, one-year elective class for students in grades 11 and 12. It is designed as the equivalent of a college level, noncalculus-based course typically taken by biology, premedicine, biochemistry and other life-science majors. Using algebra and trigonometry, a broad range of topics will be covered, including mechanics, electricity and magnetism, fluid mechanics, thermal physics, waves and optics, and atomic and nuclear physics. This course can also provide advanced preparation for students who plan to major in engineering, chemistry, and physics. Emphasis is placed on preparing students for the National AP Physics B exam in May, which they are required to take. Prerequisites: B or better in Conceptual Physics, Algebra 2, and Trigonometry or Pre-Calculus.

Marine Science is a one-semester elective course for grades 11-12 introducing the physical, chemical, geological, and biological properties of the ocean, with an emphasis on man's involvement in the marine environment. The course is lab-based, incorporating several field trips to various marine-related destinations during extended periods and an

all-day trip to Hanauma Bay and The Oceanic Institute at Sea Life Park. Students will also learn how to set up, stock, and maintain a salt-water aquarium. Dissections of squid, dogfish shark, and perch are also done with an emphasis on comparative anatomy and proper dissection techniques. A lab fee is required. [NR 10-11]

Social Studies

Ancient World History 9 is a required semester course for ninth graders, covering civilizations of the world from ancient times to the Renaissance. Units are organized chronologically and thematically to emphasize cultural, political, and economic patterns across civilizations as well as cause and effect relationships.

Hawaiian History 9 is a required semester course designed to introduce historical, political, economic, and cultural contributions from ancient Hawaii to the present, with the intent to be more informed citizens of our state.

U.S. History 10 is a required year course for sophomores that begins with contemporary events, reviews the Revolutionary and Civil Wars from American History 8, and focuses in on the period from the Industrial Revolution through the Vietnam era, emphasizing the skills and the process of “doing history.”

Modern World History 11 is a required year course but can be replaced by AP World History if taken in the junior year. The survey begins with the Renaissance and emphasizes the contributions of many times and cultures to our way of life up until the present.

AP World History is a one-year course that can be taken instead of World History 11 or as an elective senior year, that prepares students for a national exam for which they can earn college credit. The emphasis is on global interaction, continuity, and change. Summer reading is required. Department chair approval required. Fee.

Economics 12 is a required semester course that emphasizes micro and macro economic concepts including supply and demand, savings and investment strategies, fiscal and monetary policy, and international trade. Highlights include a stock market investment state competition and a global economic simulation.

Political Science 12 is a required semester course that examines the American political process and how citizens participate in and influence the process. The material will be organized around three simulations, namely, Mock Legislature, Mock Supreme Court, and foreign policy simulation.

AP US Government and Politics is a semester course for seniors that can be taken instead of Political Science 12 to prepare for a national exam for which they can earn college credit. The course covers 6 areas including the Constitution & civil rights, the political process, the three branches & public policy. Department chair approval required. Fee.

AP United States History is a year elective open to juniors and seniors designed to prepare them for a national exam for which they can earn college credit as well as learn the process of “doing history.” Students can expect a challenging work load, including summer reading and participation in History Day. Department chair approval required. Fee.

Introduction to Psychology is a semester elective course for juniors and seniors. General psychology principles discussed include child development, classical and behavioral conditioning, memory, perception, personality theories, motivation and emotion, stress and conflict, human relationships, and adjustments to society in marriage, parent-child, college, and work relationships.

AP Psychology is a semester elective for juniors and seniors to prepare students for a national exam for which they can earn college credit. Topics covered include approaches & research methods, states of consciousness, cognition, motivation & emotion, developmental psychology, abnormal psychology, and social psychology. [NR 10-11]

Life Skills & Service Learning 11 is a required semester class for juniors. The course aims to help students make a healthy life as good stewards including topics like goal setting and personal finance. Students will plan a service learning project and formal oral presentation. Time is scheduled in for guidance issues with counselors as well as for students to initiate college planning.

Visual and Performing Arts

Visual Arts

Art & History of Film examines the history of cinema by studying a selection of landmark films. Students will learn cinematographic theory and filming techniques as they analyze films, write screenplays, draw storyboards, create computer animation, as well as produce a public service announcement and two short films. The films students create will be televised and entered into local and national film festivals. *This course meets the fine arts prerequisite requirement for the UC schools.*

Basic Art is a semester elective course emphasizing a variety of different techniques and the use of various materials in several areas of art: cutfilm and photographic silkscreening, air-brushing, charcoal and pencil drawing, and acrylic painting. Fee.

Basic Drawing is a semester elective course in basic drawing which enables students to understand drawing concepts, sketch the human form, and develop strong drawing skills. This lab-oriented course concentrates on the ability to render forms three-dimensionally in perspective as well as on how light can describe form. Fee.

Introduction to Photoshop is a semester course that focuses on artistic expression in the digital age by addressing the basic concepts of photography (both film and digital cameras) and digital imaging using Adobe Photoshop. Students will be required to keep a portfolio showing their developing skills.

Digital Filmmaking is a project-based class. Students will build upon the foundational knowledge and skills acquired in *The Art and History of Film* and create digital films for television broadcast and submission to local, national, and international film festivals. [NR 10-11]

Digital Photography is a semester elective course, which offers a well-rounded and complete scope of the basics of photography, using digital media and film. This class does not use a darkroom. Instead, it introduces various methods of producing film and digital prints. Pre-requisite: Instructor’s approval. Students must provide their own digital SLR cameras.

Layout & Graphic Design (See description in Journalism section.)

Advanced Drawing and Painting is a year-long elective course in which students develop skills in drawing and painting as they apply the fundamentals of the elements and principles of fine art and design. They will learn to produce artwork that demonstrates creativity and an ability to problem solve. Mediums include acrylic, oil, and watercolor painting; color and watercolor pencils; chalk; charcoal; and oil pastels. Pre-requisite: Basic Drawing (formerly Drawing I) or Instructor’s approval. *This course meets the fine arts prerequisite requirement for the UC schools.*

Textile Design is a semester elective course offering experiences in fabric decoration by exploring the techniques used in different silk screening processes, air brushing, silk painting, and tie dyeing. Students learn to appreciate color and texture and apply basic principles of design. Fee.

Art History. This semester elective is an introduction to the history of art that will provide students with an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and the present from a variety of cultures. They will learn to look at works of art critically, with intelligence and sensitivity (analyzing what they see). This class includes visits to museums. [NR 10-11]

Music

Wind Ensemble (formerly Concert Band) is a semester elective for students in grades 9-12. It is a continuation of Middle School Band and requires some band experience or an audition that demonstrates the student's ability to play at a concert level. Emphasis is on the individual instrumental skills and techniques used in group rehearsals and performances. Prerequisite: Audition and Instructor's written consent. Fee.

Concert Choir is a semester elective open to students in grades 9-12. It provides opportunity for individual participation in group choral activities. The work of the choir is concentrated in the area of performance. The chief goal of the choir is for participants to have well-rounded musical growth and experiences. There is no limit to the number of times you can choose choir as an elective. Fee.

Handbells is a semester elective open to all student in grades 9-12. Handbells provides an opportunity to participate in a small instrumental ensemble. Students will be required to learn musical notation, performance techniques, the history of English handbells, care and maintenance of the bells as well as the history and form of any musical piece that is studied and/or performed. Students may also be required to participate in performances both during and outside of school hours.

Handbell Ensemble is a one semester-based elective open to students in grades 9-12. Enrollment is by audition only with the instructor. Students will continue to build on their knowledge of music theory, interpretation, and history. The ensemble will be expected to perform on and off campus throughout the semester. Prerequisite: Handbells or Instructor's approval.

Hawaiian Music is a semester course that will explore the contributions of Hawaiian music legends such as Leina Machado, Charles E. King and John Alameida and different kinds of music and chants and instruments. Students will also have the opportunity to sing and to play the ukulele. [NR 10-11]

AP Music Theory introduces the student to musicianship, theory, musical materials, and procedures. It will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, and to some extent, history and style. Prerequisite: one semester of Concert Choir or Concert Band with basic performance skills in voice or an instrument, the ability to read and write musical notation, and Instructor's approval. *This course meets the fine arts prerequisite requirement for the UC schools.*

Select Choir-Soldiers of Light is a one-year elective course open to students in grades 9-12. Enrollment is by audition only with the instructor's written consent. The primary purpose is a Christian music ministry to various churches in the Hawaii Pacific Baptist Convention and to other evangelical Christian

churches on Oahu. All enrolled students are required to perform at least once a month outside of school hours. Fee.

Select Choir-Soldiers of Light or Wind Ensemble with Music Theory & History. Juniors or Seniors in these Ensembles may enroll in this class to study Music Theory & History independently, while fully participating with their respective performing groups. *This course meets the fine arts prerequisite requirement for the UC schools.* Prerequisite: Instructor's approval.

Drama

Theater is a semester elective that emphasizes acting theory and the responsibilities of a production team. Students who enroll in this course must participate as a primary cast or crew member in the production. Attendance for several weeks of evening rehearsals is mandatory. The course requires no prior experience in theater; however, it does require a desire to learn and a willing attitude. Theater is repeatable. Each term, the Theater course is designated by the type of production (e.g., Comedy, Drama, or Musical). Pre-requisite: Instructor's approval.

Mechanical Drawing

Mechanical Drawing is a year elective course that introduces students to the fundamentals of graphic communication. Topics include freehand sketching, mechanical drafting, lettering, the geometry of drawing in 2D and 3D. In addition to the drafting assignments, students will use their drawing skills to produce original designs. This class is helpful for those students interested in engineering, architecture, and graphic design.

Pre-requisite: Geometry. *Note: This course does not fulfill the fine arts or math requirement.* Fee.

World Languages

Two consecutive years of the same world language in grades 9-12 are required for graduation. All of the world language courses are year-long courses. Independent study is available beyond the fourth level, but the number of independent study students per language per year is limited to two.

Chinese 1 introduces students to Mandarin and the culture of China. The basic structure of the language is presented, and the four skills - listening, speaking, reading and writing are stressed.

Chinese 2 is a continuation of Chinese 1. Listening, speaking, reading and writing skills are further developed. The student's abilities in writing and reading skills are enhanced with the addition of Chinese characters. Culture is included for better understanding of the Chinese people and their customs. Prerequisite: Completion of Chinese 1 with a grade of C or higher for the year and/or instructor's approval.

Chinese 3 offers advanced work in the four language skills. At this level, students will learn to read and write short stories in Chinese characters and carry on a basic conversation in Chinese. Prerequisite: Completion of Chinese 2 with a grade of C or higher for the year, and/or instructor's approval.

Chinese 4 is a continuation of Chinese 3. Prerequisite: Completion of Chinese 3 with a grade of B or higher for the year, and/or instructor's approval. Students are expected to take the AP exam.

French 1 presents the basic structures of the language and stresses the four skills of listening, speaking, reading and writing. Fundamentals of pronunciation and grammar as well as study of culture are integrated into the program. Tapes and videos are used extensively. [NR 10-11]

French 2 is a continuation of French 1. Grammatical skills are further developed. More attention is given to listening comprehension and oral production. Prerequisite: Completion of French 1 with a grade of C or higher for the year, and/or instructor's approval. [NR 10-11]

French 3 is a continuation of French 2 with continued emphasis on conversational skills. The program includes a review of grammar as well as an introduction to new grammatical structures, readings in French civilization, geography, and some literary excerpts. Prerequisite: Completion of French 2 with a grade of C or higher for the year, and/or instructor's approval. [NR 10-11]

French 4, Independent Study is a continuation of French 3 with emphasis on developing advanced skills in conversation and composition. Students will also increase their awareness of the francophone world and become more familiar with the many contributions that French speaking people have made in the arts and sciences. Prerequisite: Completion of French 3 with a grade of B, and/or instructor's approval. This is a restricted course with limited enrollment. Students are selected based on academic work, fluency, classroom behavior, and ability to work independently. [NR 10-11]

French 5, Independent Study is a continuation of French 4 with an overview on "treasures of time" bequeathed to us by the many centuries of history, literature, and art that make up France's past. This course addresses the needs of advanced high school students. It is a comprehensive approach of classical and modern texts, including a grammar review and expansion in the reading/translation phase. *Trésors du temps* is the perfect preparation for college and university classes. Prerequisite: Completion of French 4 and instructor's approval.

Hawaiian 1-A is a one semester elective designated to expose students to the reading, writing, and conversation skills of the Hawaiian language and Hawaiian culture, history and crafts. This course does not fulfill a world language graduation requirement. [NR 10-11]

Japanese 1 introduces elementary conversational Japanese through the four language skills of listening, speaking, reading, and writing. "Hiragana" and "katakana" syllabary are introduced. Cultural skills are stressed to enhance the language learning process and to better understand the Japanese people and their customs.

Japanese 2 is a continuation of Japanese 1. The four skills will be increased with more fluency in elementary conversational Japanese. The student's ability in writing and reading skills will be furthered with the addition of "kanji" (adopted Chinese characters). Culture will be included for better understanding of the Japanese people and their customs. Prerequisite: Completion of Japanese 1 with a grade of C or higher for the year, and/or instructor's approval.

Japanese 3 offers advanced work in the four language skills. At this level, more "kanji" characters are introduced. Cultural knowledge is increased through various media. Prerequisite: Completion of Japanese 2 with a grade of C or higher for the year, and/or instructor's approval.

Japanese 4 is a continuation of Japanese 3. With more firmly established aural-oral skills, concentration on more complete sentence patterns increases. Reading and writing skills are further developed with more "kanji." An introduction to the behavior and characteristics that appear in the language are also introduced. Prerequisite: Completion of Japanese 3 with a grade of B or higher for the year, and/or instructor's approval.

Japanese 5, Independent Study is a continuation of Japanese 4 with further emphasis on new grammatical structures,

reading Japanese newspapers, and reading and writing skills with more "kanji." Students are selected based on academic work, fluency, classroom behavior, and ability to work independently. Prerequisite: Instructor's approval. [NR 10-11]

AP Japanese Language, Independent Study is a college-level course that enables students to develop the speaking and comprehension skills necessary to communicate with native speakers of Japanese. It will also develop the students awareness to understand and interpret authentic literary texts. Students will master approximately 500 KANJI characters. Pre-requisite: C or better in Japanese 4 for the year, or instructor's approval. [NR 10-11]

Spanish 1 presents the basic structures of the language and stresses the four skills of listening, speaking, reading, and writing. Fundamentals of pronunciation and grammar as well as study of culture are integrated into the program. Both the present and preterite tenses are used extensively. CDs and videos are used extensively.

Spanish 2 is a continuation of Spanish 1. Grammatical skills are further developed and the subjunctive and imperfect tenses are introduced. Listening comprehension and oral production are emphasized. Prerequisite: Completion of Spanish 1 with a grade of C or higher for the year, and/or instructor's approval.

Spanish 3 is a continuation of Spanish 2 with continued emphasis on conversational skills. The program includes a review of grammar, as well as an introduction to new grammatical structures. Literary excerpts are read and discussed, as are readings on Hispanic culture and civilization. Prerequisite: Completion of Spanish 2 with a grade of C or higher for the year, and/or instructor's approval.

Spanish 4, Independent Study is a continuation of Spanish 3 with the introduction of more new grammatical structures and further development of conversation and listening skills. Two short novels are read and analyzed. Prerequisite: Completion of Spanish 3 with a grade of B or higher for the year, and/or instructor's approval. This is a restricted course with limited enrollment. Students are selected based on academic work, fluency, classroom behavior, and ability to work independently.

Guided Study

Guided Study 9-12 is designed for students who need time in school to work on their regular assignments. A student can be enrolled in only one (1) Guided Study per semester. Students receive a grade of A, C, or F and are expected to come to class fully prepared to work on daily or long-range assignments from other classes. A grade of C or F keeps a student off the honor rolls, although guided study grades are not computed in the GPA.

Athletic Guided Study - Athletes who must leave early for practices should elect to be placed into this course, which is scheduled during G period. Students receive a pass/fail grade for this course.

Junior Independent Study Period - With parental permission, juniors are allowed to study independently in the Learning Center (with a pass) or in the mall under the gym. They are allowed to eat and listen to mp3 players in the mall area. Students must maintain a minimum GPA of 2.5 throughout their junior year and cannot receive any interims or be placed on academic or behavior probation or contract. Eligibility for this privilege for the year will be lost if any of the above conditions is not met.

Senior Independent Study Period - With parental permission, seniors may study independently in the senior area, where they can eat or listen to mp3 players, or off campus. Students who

leave campus are required to check out at the Security Guard Station and check in when they return. Students receive a pass/fail grade for this course.

Students who receive two interims in a given quarter will be assigned to a regular guided study for the remainder of that quarter. Seniors on academic or behavioral probation will be assigned to a regular guided study for the period of time they are on probation. For seniors on academic probation, reinstatement into Senior Independent Period the subsequent quarter will be automatic if the senior achieves a minimum quarter GPA of 2.0.

Seniors on behavioral probation or behavioral contract will be reassigned to Guided Study from Senior Independent Period effective the next quarter(s) as stated in the behavioral probation letter.

Off-campus privileges will be revoked for the remainder of the semester if a senior is tardy three (3) times in the same semester to a class following the Senior Independent Period.

School Service

School Service is a program in which students, under the supervision of an adult, participate in serving other students and the school. Students in grades 9, 10, 11 and 12 may sign up for one school service period per semester. Students receive a pass/fail grade and are granted 1/4 credit per semester of enrollment. School service assignments are made by the school. The high school principal and vice principal will determine the school service assignments. Every student who signs up for school service must also list an alternate elective. Students who are not selected for school service positions will automatically be enrolled in their alternate course choice. A select number of students enrolled in Guided Study, who are willing to assist on an "as needed" basis, will be trained to be part of the school service program (with parental permission).

Grading System

The following grading system is used:

A+	98-100	B+	88-89	C+	78-79	D+	68-69
A	92-97	B	82-87	C	72-77	D	62-67
A-	90-91	B-	80-81	C-	70-71	D-	60-61
						F	0-59

Quarter Grade Point Average (QGPA)

Quarter GPA is calculated by counting up the total of each category of letter grades for regular academic courses and advanced placement (AP) courses (i.e., A's, B's, C's, AP A's, AP B's, etc.) for a specific quarter, multiplying each total by the appropriate letter grade points (see below), and then dividing this overall point total by the total number of courses.

Cumulative Grade Point Average (CGPA)

Cumulative GPA is the computation of all semester grades for all academic courses taken middle school (grades 7 and 8) and in high school (grades 9, 10, 11 and 12.). It is calculated by counting up the total of each category of letter grades for regular academic courses and advance placement (AP) courses (i.e., A's, B's, C's, AP A's, AP B's, etc.), multiplying each total by the appropriate letter grade points (see below), and then dividing this overall point total by the total number of courses.

Each semester grade is given a value as follows:

A = 4 B = 3 C = 2 D = 1 F = 0

In computing values for advanced placement (AP) courses, the following weightings are used:

A = 5 B = 4 C = 3 D = 1 F = 0

Semester letter grades are calculated differently by the different academic departments. Some departments calculate their semester grades by averaging the two preceding quarter grades. Other departments may have a semester exam, paper or project that factor into the semester grade. Questions pertaining to the semester grade calculation should be directed to the student's teacher.

Incomplete Grade

An Incomplete Grade (letter grade I) is given to students who have been absent and do not have enough time to complete all of the required assignments before the end of the grading period. Normally, students will have 2 days for each excused day of absence to make up work. However, if absences occur at the very end of grading periods, it may not be possible to allow the full amount of time usually given for make up work. All incomplete work must be made up within two weeks of the end of each quarter. Failure to complete assignments will reflect the student's final course grade with the missing work.

Medical Grade for Physical Education

Students who miss an excessive number of PE classes due to physician-documented medical reasons, will receive a letter grade M that is not calculated into their GPA. Since PE is a required class for graduation, students with letter grade M in a quarter or semester will be required to make-up the participation part of the grade. They will take the sport and health unit tests when given with the class.

To make-up a quarter or semester letter grade, the student will work with the PE teacher to develop a plan of physical education activities to make-up the participation part of the grade. This will be done as soon as possible when the student is able to resume physical activities after a long illness or injury. When the make-up participation part of the grade is completed, the M grade will be changed to a letter grade.

Course Registration and Scheduling

Registration for classes and course selections are made in the spring for continuing students. The students are responsible for annotating their desired courses and alternate/secondary courses on their registration form. These courses will be used to develop their schedule for the following school year completed. **Completed registration forms not turned in by the deadline will incur a late registration fee. Senior Independent Study will not be approved for seniors who do not meet the registration deadline.** After the student's courses are scheduled, they will be provided a list of the courses for their information with the fourth quarter report card mail out. A draft of the student class schedule will be provided with the return to school mail out. If any schedule changes are authorized, the courses that are added must be one of those noted on the student's registration form. The course enrollment balancing will continue during the summer, and the final class schedule will be issued in homeroom the

first day of classes. The counselors assist students in the registration process.

Administrative Course Changes

Administrative course changes are allowed in the following cases: (1) there has been a computer or clerical error, such as incomplete schedule, two of the same classes, etc.; (2) there is a course(s) a senior must take to meet graduation requirements; (3) counselor initiated; (4) teacher initiated; and (5) conditions of course approval. Schedules will not be changed because of a student's personal preference. The following are some examples of "personal preference":

The student wants:

1. To be in the same section as his/her friends
2. To move a course to a specific period
3. A particular instructor
4. Senior Independent Period in G period, so they can leave campus early for work
5. Senior Independent Period in A period, so they can come to school later

Non-Administrative Course Changes

All course changes that do not fall under the five administrative reasons listed above must be initiated by an instructor. All other requests are non-administrative course change requests. These exceptions may be granted if space is available in the requested course and the change can be made easily without overloading the enrollment in other classes. These exceptions will require special department and administrative approval, and a course change fee of \$50.00 will be assessed. Non-administrative course changes must be made prior to the first day of school.

Textbooks

The instructional materials for **required** courses include textbooks, workbooks, laboratory manuals, and paperback books, binders with course materials, magazines, video or audio cassette tapes, and student planners. Items are designated **rental** (belonging to HBA) or **consumable** (used and kept by the student). Elective courses incur additional course fees and are billed through the business office.

Rental books are the property of Hawaii Baptist Academy, and students are expected to keep all assigned instructional materials in good condition. Students must cover all textbooks and print their names in a designated area on all instructional materials. No pencil, pen, highlighting, or other marks should be made in the rental materials. Upon completion of the course, textbooks and other rental materials will be checked for damages that prevent the school from renting the book again. Parents will be responsible for the full replacement cost of books and rental materials returned in unusable conditions.

Lost and found rental textbooks will be returned to the library and will accrue a daily fine which must be paid when claiming a lost textbook.

Advanced Placement (AP) Course Textbooks

Students who sign up for AP classes must order their books on-line via the link on the HBA website (www.hba.net).

Course Withdrawal

All course withdrawals are initiated by the instructor. Should the instructor recommend that a student withdraw from class within the first ten school days of the semester, the student will receive a letter grade of W, or withdrawal grade and will be enrolled in school service. If the instructor recommends a student withdraw after the 10th school day, but before the 20th school day, the student will receive a WF or withdrawal failure and be enrolled in school service. If a student withdraws from a year-long course during the 1st semester, the letter grade of W or WF will be used for the third and fourth quarter of the second semester.

Educational Records

Student cumulative records are open to review by parents upon request. Requests are to be directed to the principal's office 48 hours in advance to viewing. A student's educational records are released in accordance with the guidelines established by the Family Educational Rights & Privacy Act (commonly referred to as the Buckley Amendment).

Transcripts

The high school transcript is a record of semester grades from grades 9-12. Class rank is not reported. Official school transcripts are mailed directly to colleges, scholarship organizations, and to other schools in cases of transfer.

Requests for official or unofficial transcripts can be submitted to the Registrar's office using the school's college counseling system (for current students) or the school's website (for alumni).

Official transcripts will be sent directly to the agency requiring them. Advanced Placement (AP), SAT, or ACT test scores must be requested from the testing agency by the student/graduate. If letters of recommendation are required, please contact the Counseling Office.

Unofficial transcripts can be provided to the student, former student, or alumni submitting the request. Advanced Placement (AP), SAT, or ACT test scores must be requested from the testing agency by the student/graduate. (Middle school transcript used for counseling students is available upon request.)

Official transcripts will not be issued for any reason for students whose account is more than 45 days in arrears. Official transcripts will be issued once a student's account is brought to zero balance due.

Academic Probation and Continuing Enrollment

Definition of Academic Probation

Academic probation is a period of time in which a student whose academic performance falls below 2.0 is carefully monitored and given an opportunity to improve within a certain number of quarters. A student whose academic performance is above 2.0 is able to “maintain academic status.”

A student is placed on academic probation when the quarterly grade point average (GPA) falls below a 2.00, or when the student receives two or more F’s in any of the courses taken. A student is removed from academic probation after having maintained a quarterly GPA of 2.00 or more and not having received two or more F’s in any of the courses taken, for three consecutive quarters. All grades except for Pass/Fail grades (e.g., school service and guided study) and citizenship are computed into the quarterly GPA. Pass/Fail classes do not affect the GPA, but may affect eligibility for Honor Rolls.

A student is dismissed from HBA when he or she is unable to maintain a quarterly GPA of 2.00 or has received two or more F’s in any of the courses taken for three out of five consecutive quarters.

Levels of Academic Probation

There are three levels of academic probation, levels I, II, and III, and a “waiting” status. Academic performance/progress reports are sent home periodically for students on academic probation levels I, II, and III (waiting status).

Summer school attendance and grades cannot nullify HBA academic probation actions taken at the end of the fourth quarter.

Level I—A student initially entering academic probation is placed on level I. Parents receive an explanatory letter from the principal and a conference is held with the student, parents and grade-level counselor.

Level II—A student on academic probation level I advances to academic probation level II for failing to “maintain academic status” during any consecutive five quarters. Parents receive an explanatory letter from the principal and a conference is held with the student, parents and principal.

Level III—A student on academic probation level II who fails to “maintain academic status” for the third time during any consecutive five quarters will be dismissed from HBA. This action is final and no appeal is permitted.

“Waiting” status—A student who is able to “maintain academic status” after having been placed on levels I and/or II is placed into a “waiting” status. During this period of time, the student may participate in extra-curricular activities.

High school students placed on academic probation levels I and II are not eligible to participate in athletics, cheerleading, math league, major drama and music productions, camp counseling, or other extra-curricular activities. Students on a “waiting” status are eligible to participate in extra-curricular activities.

Recognizing that students at the middle school level (7th and 8th grades) are in transition from the elementary to high school and that their maturity level and ability to engage in long-term, abstract thinking may not be as developed as students in high school, the eligibility rule for co-curricular (extra-curricular) activities is modified as follows:

When a student in Grade 7 or 8 is placed on academic probation level 1 at the end of the quarter, that student will be ineligible for participation/ try-outs for a co-curricular activity for two weeks following the issuance of the report card (from the next Monday until, but not including, the Monday fourteen days later). If his or her grades have been raised to a 2.0 GPA (with no grade below a C-) or higher by the Friday, three days before Monday, he or she may participate in/ try out for co-curricular activities for the next two weeks, with this cycle being repeated until the next report card. At that time, if the student is no longer on academic probation, his or her eligibility is restored to that of a regular student. (Note: For eighth graders continuing to the ninth grade at HBA, placement on academic probation at the end of the fourth quarter will be treated in the same manner as a high school student.) However, if the student’s grade is not raised to a 2.0 (with no grade below a C-), he will be ineligible to participate/ try-out for co-curricular activities for the rest of the quarter.

Academic Reports

The school seeks to keep parents informed of their children’s academic progress in school. There are 2 kinds of academic reports to parents:

Report Card—Report cards are sent home at the end of each grading period. These reports indicate the student’s overall work, citizenship grade and attendance during the grade period. Comments from the teachers must be included with each quarter’s report card for students who have course grades of C- or below. The report card comments can be used by teachers to communicate with parents of students with course grades higher than C-. Teachers may communicate with parents via email.

Progress Reports—Progress reports may be sent home at any time throughout the grading period to indicate improvement or the need for student improvement. Teachers are required to send parents the following types of Progress Reports:

Interim Academic Progress Reports—Interim Academic Progress Reports are issued for courses in which students have a grade of C- or below at the mid-point of each quarter. The reports are sent home to make students and parents aware of potential trouble spots in academic work, so that improvement can be made before final grades are issued. Parent conference days are scheduled approximately one week after the issuance of interim reports, with the exception of the fourth quarter.

Academic Performance Progress Reports—Students who are on Academic probation level I, level I “waiting”, II, and level II “waiting” will be sent a performance report for each course before and after the mid point of each quarter. These reports are in addition to other progress reports teachers may send home during the quarter. Progress reports are not required for students in Guided Study or courses with pass/fail grades.

AP Exams

Students enrolled in advanced placement (AP) courses should expect to take the national examinations in May. Performance on these exams may earn students college credits in these subjects. Students who do not take the exam will have their second semester grade reduced one letter, and the AP exam fee will not be refunded. Students making a second semester grade of D or below must consult with their AP teacher to determine whether or not to take the exam. Students are not required to report their scores to colleges/universities. If they elect to do so, by law, only the student can forward the AP scores, not HBA.

Exams

HBA has semester examinations on two days as scheduled each semester. Two or three exams per day are given. Students are reminded of the need to keep up in their work so that these fairly long testing periods will not find them unprepared. Seniors with a grade of B+ or higher for the year grade in a year-long course, or the semester grade in a semester course, are exempt from its final examination at the teacher's discretion.

Early Exams Request

Requests to take early semester or final exams for family or medical reasons must be submitted to the principal's office at least two weeks in advance to allow time to schedule and to administer the exam. An administrative proctoring fee of \$50.00 per test will be assessed.

Conferences, Parent-Teacher

Parent-teacher conferences may be initiated at any time by either parents, teachers, or counselors to discuss student progress. Parents may direct conference requests to the principal.

Parent-Teacher Conference Days

During the first, second, and third quarters, one afternoon is set aside for conferences between teachers and parents, primarily for students who have received interim reports. Students are dismissed at 12:35 p.m. and are expected to leave the campus by 1:00 p.m. Parents may see the teachers in their rooms between 1:00 p.m. and 3:45 p.m. Dates of these conferences are listed in the school calendar.

Extra Credit

"Extra credit" work offered to students by teachers should not change a student's quarter grade more than one-third letter grade above the "raw grade" that would have been earned without extra credit work. For example, extra credit work can raise a grade from a C+ to a B- grade at the maximum. In addition, the following criteria apply to extra credit work:

1. Extra credit work is initiated only by the teacher and not requested by the student.
2. No extra credit work can be authorized by a teacher until the student has submitted/completed all previously assigned basic course assignments, tests, and quizzes to date.

Reasonable and specific time limits are to be imposed by the teachers for all extra credit work. All extra credit work must be submitted to the teachers before the end of each applicable grading period. Submission of extra credit work after the end of the quarter is not permitted.

The nature of the extra credit work must be related directly to the course in question.

Homework

Homework is assigned to broaden students' background knowledge and to further develop their skills. Aside from the standard reading, writing, and mathematics assignments, homework can take the form of studying for a test, or doing research for projects or reports.

The amount of time spent on homework will vary according to a student's academic ability, course load, and use of homework/study time.

More about HBA Middle & High School

General Information

Location of Campus

HBA has three campuses located about 1/2 mile apart in Nu'uauu. The elementary campus for grades K-6 is on the corner of Nu'uauu Avenue and Bates Street at 21 Bates Street, Honolulu, Hawaii 96817. Access to the front of the school is on Bates Street. Limited parking is available along the circular driveway. (Access to the large parking lot is from Kuakini Street at the Malulani Hale condominium, near the entrance to the Rehabilitation Hospital of the Pacific.)

The entrance to the high school campus for grades 9-12 is off the Wyllie Street overpass at 2429 Pali Highway, Honolulu, Hawaii 96817. The entrance to the middle school campus for grades 7 & 8 is adjacent to the high school campus at 2425 Pali Highway, Honolulu, Hawaii 96817. Many parents identify the location as "behind the Philippine Consulate off Pali Highway." Visitor parking spaces are located across the high school administration building and next to the entrance of the middle school campus. See website for maps and detailed directions: <http://www.hba.net/about/maps>.

Hours

The middle school day begins at 7:35 a.m. and ends at 2:05 p.m. Students opting to enroll in the FLEX program will be dismissed at 2:55 p.m. Students are expected to remain on campus from the time they arrive in the morning until school is dismissed in the afternoon. The middle school front office opens at 7:15 a.m. and closes at 3:45 p.m. on work days. The high school day begins at 7:50 a.m. and ends at 2:45 p.m. except on "early release" days. Students are expected to remain on campus from the time they arrive in the morning until school is dismissed in the afternoon. The high school front office opens at 7:30 a.m. and closes at 4:00 p.m. on work days.

No one is permitted to come on campus between 10:00 p.m. and 6:00 a.m. without administrative approval.

Student Drop-off

Middle & high school students may be dropped off at the Stan Sagert Campus or at the middle school campus adjacent to the school. Students should not be dropped off on the grounds of neighboring churches, businesses, or homes, and not at the corner of Nuuanu and Wyllie Streets.

Visitors

All visitors must sign in upon arrival on campus and receive a visitor's badge. To prevent disruptions in our instructional program, scheduled appointments for official school business will be considered a legitimate reason for a visitor's pass.

- Parents are encouraged to arrange their visits in advance.
- HBA alumni are welcomed to visit and are asked to call

- ahead to ensure that teachers are available for visitors
- Non-HBA students are not permitted on campus before, during, or after school hours unless authorized by the administration or unless there is an event open to the public. Visits by non-HBA students during school hours are limited to participants in authorized student exchange programs or school-sponsored visitation days.
- Students who have been dismissed from HBA for behavioral reasons are not allowed on campus except to attend those events open to the general public. This policy remains in effect for one calendar year from the date of dismissal.

Telephone

The office and classroom telephones are not available for students' personal calls. Urgent messages for students will be taken by front office staff and be delivered until the end of the school day.

Emergencies

With the assistance of the Civil Defense Agency, HBA has developed emergency procedures for the middle & high school campus. These procedures give specific guidelines to be followed in the event of a major hazard. It is important for students and parents to familiarize themselves with the Civil Defense Agency guidelines.

If a disaster or emergency occurs during normal school hours, teachers and school officials will remain at school during the entire time for the specific purpose of seeing that students are safe and their needs are met.

If the State Department of Education closes ALL public schools on the island of Oahu during any emergency/disaster, HBA will follow suit and notify families through our school Web site and designated radio or other mass media channels. In the event of a mid-day school closure, students will remain at school until parents or designated guardians can safely pick them up, or, with parent permission, students will be allowed to leave campus on their own.

Admissions Process

Admission to HBA

Entry level grades at HBA are kindergarten (48 new students in 3 classes of 16 each), grade 4 (when one additional class is added) and grade 7 (where two additional classes are added). There are usually limited openings available at other grade levels since most students continue their education from year-to-year at HBA, but parents are encouraged to call the admissions offices to check for openings due to attrition. Applications are accepted beginning September for the following school year.

Kindergarten applicants must also submit a copy of their legal birth certificate. Applications are not accepted for Grade 1. More information on requirements will be mailed upon request from the elementary or high school office. Admissions documents can be downloaded from HBA's website: www.hba.net. The deadline for Kindergarten is December 15; the deadline for Grades 2-12 is January 31.

Selection for admission is made on the basis of previous grades in school, recommendations of former teachers, a personal interview, and tests.

For the middle & high school, performance on the Secondary School Admission Test (SSAT) and on placement tests in math, reading, writing and skills ability are considered. In the elementary division, selection is based on performance on achievement tests administered for grades 1-6, and a developmental skills test for kindergarten.

Because of limited enrollment, not all who qualify are accepted. Only those students who demonstrate a potential for the greatest success with the HBA program are admitted. If a student is accepted, parents will be mailed an Admission Reply Data Form with instructions and deadlines for responding.

For transfer students, the invitation to join the student body at HBA is conditional upon a student's satisfactory completion of the current school year and the receipt of records indicating that completion. Out-of-state students should obtain transfer papers authorizing HBA to request records. Local students must obtain a release card, signed by a parent, from their previous school. HBA reserves the right to determine which courses and grades from transfer schools will be accepted and computed into the HBA cumulative grade point average. Parents of new students should retrieve their children's health examination and immunization reports from the school previously attended and submit them to HBA. All new applicants are required to have an entrance physical examination and a tuberculosis (TB) clearance. These are to be documented on the HBA Student Health Record. In addition, the Health Services authorization form must be completed and submitted. These forms are mailed to the parents of all new students.

Hawaii Baptist Academy welcomes applications from students that have been home schooled. Applicants should submit documentation that substantiates the curriculum used, assessment instruments used including standardized tests and report cards. A copy of the daily homeschool schedule and calendar of the school year is also required. Homeschool applicants for grades 10-12 must also submit an official transcript from an authorized homeschool documenting institution or from the homeschool program to which the student is enrolled.

Acceptance is conditional upon HBA receiving official records validating a student's completion of the school year. HBA reserves the right and power to control its own internal disciplinary procedures. The submission of a signed Enrollment

Contract is considered an acceptance on the part of the student and the part of their parents or guardians of all the rules and regulations of HBA, including the judgment of school authorities on discipline, suspension, or expulsion of students. Hawaii Baptist Academy reserves the right to withdraw its acceptance of an incoming student's application for enrollment, for any reason or no reason at all, prior to the first school day of the 2010-2011 academic year.

Continuing Enrollment

Early in the second semester, parents are mailed financial and re-enrollment information for the following year. At that time, students who intend to re-enroll should complete the Re-enrollment and Tuition Contract and return it to the school with a \$300 re-enrollment fee. HBA reserves the right to withdraw a student's enrollment if accounts are not paid in full by April 30. If a student does not intend to return or cancels re-enrollment, parents should indicate so on the contract or send a letter to the principal by May 10 in order to be refunded a portion of the deposit.

Students with unacceptable behavior will be reviewed by their teachers and the administration at the end of each school year. The purpose of this review is to determine whether or not the student should be allowed to enroll in HBA the next year. Parents of students being reviewed will be notified before the review board meets.

HBA reserves the right and power to control its own internal disciplinary procedures. The enrollment of students at HBA is considered an acceptance on their part and the part of their parents or guardians of all the rules and regulations of HBA, including the judgment of school authorities on discipline, suspension, or expulsion of students. Hawaii Baptist Academy reserves the right to withdraw its acceptance of a returning student's application for enrollment, for any reason or no reason at all, prior to the first school day of the 2010-2011 academic year.

Readmission to HBA

Withdrawals—A student who voluntarily withdraws from HBA and who wishes to reapply should submit an application. Readmission is not automatic and is considered on an individual basis.

Dismissals—When students are dismissed from HBA, they must wait a calendar year before they can be reconsidered for regular or summer school admission. This means a student who is dismissed may not begin the admission process earlier than a year after the dismissal. An administrative review of a request for readmission is required. Readmission is not automatic and is considered on an individual basis.

Withdrawal from HBA

When a student withdraws from HBA, he or she submits a parent's written notice of complete withdrawal to the high school or middle school principal's office in a timely manner. Clearance must be obtained from the registrar before a student's withdrawal is official and financial actions are finalized. The withdrawing student must also return all books to the library

and teachers on or before the last day of attendance. Any tuition refund due is computed in accordance with the Tuition Refund Plan. A student who voluntarily withdraws from HBA and who wishes to reapply should submit an application. Readmission is not automatic and is considered on an individual basis.

If a student fails to attend five consecutive days of classes and the absences are deemed to be unexcused, HBA reserves the right to officially dismiss the student from school. Parents will be bound by the financial terms of the Enrollment Contract, and in addition will be billed for any unreturned textbooks and other fees that the student has incurred.

Financial Information

Annual Tuition

Grades K-6: \$11,900
Grades 7-12: \$12,090

Comprehensive Fee and Book Fee

Grades K-6: \$470
Grades 7-12: \$595

The comprehensive and book fee is required in addition to the tuition. It covers the cost of yearbook, testing, field trips, student newspaper, handbook-catalogue, and book rental. For middle-high school students, the fee also covers locker rental, special course supplies and materials, class scheduling, shower fee, and athletics.

After School Enrichment Program (for elementary school only)

Grades K-6: \$1,420

Middle School FLEX Program Course Fees

Additional course fees are required for supplies and other materials. These fees are billed in September.

High School Elective Course Fees

For some courses, additional course fees are required for supplies and other materials. These fees are billed in September.

Class Dues (for middle-high school only)

Class dues at the middle & high school help support class activities. Dues include the cost of a class shirt. They are non-refundable upon withdrawal or dismissal.

Senior Class: \$80 Sophomore Class: \$65 8th Grade: \$55
Junior Class: \$80 Freshman Class: \$65 7th Grade: \$55

Payment Options

Families may choose one of the following payment options:

Annual Payment—Tuition is payable in advance in one single payment, together with all comprehensive, book fees and other fees. Payment is due on or before July 1st prior to the

beginning of the school year. This option includes a \$150 tuition reduction (not applicable for financial aid recipients). The advance deposit of \$300 is applied to this amount. Tuition Refund Plan (TRP) insurance is optional.

Semester Payments—Tuition is payable in advance in two installments. The first installment of at least one-half of the tuition, together with all comprehensive, book fees, and other fees is due on or before July 1st prior to the beginning of the school year. The advance deposit of \$300 is applied to this amount. The second installment of the balance is due on or before December 1st of the academic year. Tuition Refund Plan (TRP) insurance is required.

Monthly Payments (automatic deduction from checking or savings account or monthly charges to a credit card) —Tuition is payable in advance in ten installments. Each installment of one-tenth of the tuition is due on or before the 5th day of each month beginning July 5th prior to the beginning of the school year, and ending April 5th of the school year. This option requires a \$150 handling fee per family. Comprehensive fees, book fees and other fees are included in the July 5 automatic deduction/charge to credit card. The advance deposit of \$300 is applied to this amount. Tuition Refund Plan (TRP) insurance is required.

Tuition Refund Plan (TRP)—Parents should understand that the obligation to pay the charges for tuition and fees for the full academic year is unconditional and that no portion of such charges, paid or outstanding, will be refunded or cancelled in the event of absence, withdrawal, or dismissal from Hawaii Baptist Academy. As a result, HBA recommends that parents consider the merits of the Tuition Refund Plan. The TRP will provide substantial assistance in limiting the financial loss that may result due to withdrawal, dismissal, or death of a student's parent or legal guardian during the school year, provided the student is enrolled for fifteen (15) consecutive calendar days commencing with the student's first day of attendance. Participation in the plan is required for those choosing the semester or monthly payment option schedule and voluntary for those choosing the annual payment option schedule.

Late Payment

Timely payment of tuition is essential. All delinquent accounts will be assessed a charge of 1.5% (annual percentage rate of 18%) on all overdue accounts. We offer a 10-day grace period after each due date before finance charges are assessed. A \$25 service fee is charged for each returned check or automatic non-deduction because of insufficient funds.

HBA works sensitively and diligently with families to meet their financial obligations in a timely manner. However, when tuition accounts fall forty-five (45) days in arrears for any reason, official transcripts for college and scholarship applications will be placed on hold until the account is current. Students will not be permitted to participate in HBA's commencement ceremony until their account is paid in full.

Accounts in Arrears

Accounts in arrears (i.e., past due balances) will have the following impact on HBA students:

- Official academic transcripts will not be issued for any reason for students whose account is more than 45 days in arrears. Official transcripts will be issued once a student's account is brought to zero balance due.
- All students must have their financial accounts paid in full prior to participation in graduation ceremonies. The student's account must be brought to a zero balance due status a minimum of five (5) working days before the day of graduation.
- Students may be dismissed if payments are not made in a timely manner.

Fines/Financial Obligations

Students are responsible for damages to or loss of textbooks, borrowed books/materials from the Learning Center, sports uniforms, or any school property. Transcripts and report cards may not be released until financial obligations are paid.

For classes that allow student use of expensive equipment during school or after hours that could be lost, stolen, or damaged, students are responsible for such equipment up to \$1,000 of its replacement cost.

Financial Aid

HBA administers a limited financial aid program to assist students who lack the resources to meet the full cost of an education at the school. Financial aid is awarded to students on the basis of financial need only. Students in grades 7-12 receiving financial aid are encouraged to help the school by volunteering for school service.

Financial aid awards are made for one year only. In the event that a student should withdraw from HBA for any reason before the school year ends, the financial aid award amount will be prorated through the date of withdrawal. All families who accept a financial aid award will be required to remain current in their tuition payments for the entire school year.

Parents who desire financial aid must reapply for financial assistance for the next school year. Information and applications are available at TADS, online at www.tuitionaid.com beginning December. Parents must submit all required documents by February 15 in order to be considered for financial aid for the following school year. Applications which fail to meet the deadline will be considered only if there are funds available. All information provided is kept strictly confidential.

Insurance

All students, staff, and volunteers must have medical insurance to participate in any school sponsored activity, including but not limited to camps, excursions off-campus, off-island, and out-of-state trips.

Glossary of Terms

Academic Dishonesty—Willfully producing school work (including homework) by copying, plagiarizing, sharing answers during a test or quiz, downloading or using sources without appropriate citation/credit, violating or compromising testing procedures, forgery or other deceitful practices, whether or not benefit/advantage was gained. This also includes knowingly providing assistance or sharing answers/homework with another, unless the teacher has specifically allowed such action.

Academic Honesty Violation consequences from 2009-2010 HBA Handbook applicable to the Class of 2013 and earlier classes.

Consequence	Level 1	Level 2	Level 3	Level 4	Level 5 Dismissal
(a) Conduct referral	X	X	X	X	X
(b) Parent conference	X	X	X	X	X
(c) Couns. referral	X	X	X	X	X
(d) Christ. Ministries referral	X	X	X	X	X
(e) Zero on assignment	X	X	X	X	X
(f) Demerits	2	7	12	12	12
(g) Detention hours	--	4	6	8	--
(h) Suspension days	--	--	1	2	--
(i) Suspension from extra-curricular activities	--	--	Field trips, Hnr Society, leadership roles for rest of year	Level 3 activities, trips, & other extra-curricular activities until graduation	--

Bullying—Any written, verbal, graphic, or physical act that a student or group of students exhibits toward other particular student(s) and the behavior causes mental or physical harm to the other student(s); and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.

Contraband—Property or goods as defined by HBA or campus administrator that is prohibited on campus, other premises, transportation, or school-sponsored activity or event on or off campus.

Controlled substance—A drug or substance as defined in Schedules I through V in chapter 329, Hawaii Revised Statutes. Refer to <http://www.capitol.hawaii.gov/site1/hrs/default.asp> for information.

Cyberbullying—Electronically transmitted acts, i.e., Internet, cell phone, personal digital assistance (PDA), or wireless laptop or hand-held device that a student has exhibited toward another student or employee of the department which causes mental or physical harm to the other student(s)/school staff and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or abusive learning environment:

- (1) On school campuses, premises, transportation or during a school-sponsored activity or event on or off campus, or;
- (2) Through HBA's data system without authorized communication, or;
- (3) Through an off campus computer network or private internet provider

Dangerous instrument or substance—Any explosive device, instrument, material, or chemical, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or bodily injury. Examples of such items include but are not limited to knives, pipe bomb devices, fireworks, pepper spray, mace, martial arts devices such as sticks and throwing stars; and inanimate objects such as pipes, sticks, or baseball bats swung at a person in a menacing manner so as to cause or threaten bodily injury.

Dangerous weapon—An instrument whose sole design and purpose is to inflict bodily injury or death. Examples of such instruments include but not limited to a dirk, dagger, butterfly knife, switchblade knife, blackjack, slug shot, billy, metal knuckles, or other weapons that inflict bodily injury or death.

Dress/Appearance standard violation—A student wears clothing that is not within the dress code guidelines defined by HBA.

Drug paraphernalia—Equipment, products, or materials of any kind, or combination thereof which used, intended for use, or designed for use, in planting, harvesting, producing, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance. It includes, but not limited to: hypodermic syringes, needles, and other objects used, intended for use, or designed for use by injecting the controlled substances into the human body; Objects used, intended for use, or designed for use in ingesting, inhaling, or otherwise introducing marijuana, cocaine or other forms of methamphetamine, or anabolic steroids into the human body, such as: pipes, masks, clips, vials and all other drug paraphernalia as described and defined pursuant to section 329-1, Hawaii Revised Statutes. Refer to <http://www.capitol.hawaii.gov/site1/hrs/default.asp> for information.

Diabetics and other medical conditions requiring drug paraphernalia for treatment are considered an exception with physician's referral to and approval by the school nurse

Electronic transmissions include but are not limited to the use of data, computer software that is accessed through a computer, a computer network system, other computerized systems, cellular phones with internet capability or other similar electronic devices that display e-mail, text messaging, blogs, wikis, photos, drawings, video clips, on-line community or social networking websites, or a combination of the above listed.

Extortion—An act committed and behaviors include, but are not limited to, the following:

- (1) Compels or induces another person to engage in conduct by threatening by word or conduct to:
 - a. Cause bodily injury to the person threatened or to any other person;
 - b. Cause damage to property or possessions;

- c. Subject the person threatened or any other person to confinement or restraint;
 - d. Expose a secret or publicize an asserted fact, whether true or false, tending to subject some person to hatred, contempt, or ridicule, or to impair the person's reputation i.e. spreading gossip or rumors about someone or threaten to reveal a secret.
 - e. Reveal any information sought to be concealed by the person threatened or any other person;
 - f. Withhold information or action to gain advantage over any other person;
 - g. Includes one or a combination of the acts described but not limited to any other act which would not in itself substantially harm some person with respect to that person's health, safety, education, future career, financial condition, reputation or personal relationship i.e. intentionally excluding someone from the group and urging others to do the same;
- (2) Obtains, or exerts control over, the possessions or services of another with intent to deprive that person of the possessions or services by threatening by word or conduct to do any of the actions in the above (a-g) listing.

Fighting includes but is not limited to:

- (1) Engaging in mutual physical contact involving anger or hostility to others;
- (2) Teasing, harassing, threatening or intimidating others resulting in physical contact involving anger or hostility;
- (3) Retaliating physically for teasing, harassing, threatening, or intimidating behavior; verbally inciting; or
- (4) Physically supporting a fight by one's presence, actions and verbal encouragement.

Firearm—

- (1) Any weapon including but not limited to a starter gun, shotgun, air guns which includes BB guns, pellet guns, paintball guns, or cross bow or any other instrument which will or is designed to or may readily be converted to expel a projectile;
- (2) Any destructive device. The term "destructive device" means any explosive, incendiary, or poison gas including but not limited to a bomb; grenade; rocket having a propellant charge; missile having an explosive or incendiary charge; mine; or any other similar like-device(s).
- (3) The possession or use of a firearm is prohibited on school campuses, premises, transportation or school-sponsored activity or event on or off school campuses except for participation in athletic teams, clubs and/or classes shooting sports programs and marksmanship training, education, and competitions.

Harassment—A student who is annoying or alarming another person by engaging in the following conduct of harassing, bullying including cyberbullying and hazing but not limited to the: person's race, color, national origin, ancestry, sex, including gender identity and expression, religion or physical or mental disability that creates an intimidating, hostile or offensive educational environment, or interferes with the education of a student, or otherwise adversely affects the educational opportunity of a student or students:

- (1) Striking, shoving, kicking, or otherwise touching a person in an offensive manner or subjecting such a person to offensive physical contact;
- (2) Insulting, taunting, or challenging another person in a manner likely to provoke a violent response;

- (3) Making verbal, or non-verbal expressions that causes others to feel uncomfortable, pressured, threatened, or in danger;
- (4) Name calling, mocking, making rude gestures, insulting, or teasing another person who feels humiliated, intimidated, threatened or embarrassed;
- (5) Making repeated electronic transmitted communication in the form but not limited to cellular, email, text messaging, or written or verbal communication all without purpose of legitimate communication;
- (6) Making repeated communications anonymously, or at extremely inconvenient hours, or in offensively coarse language on campus or, other school premises, transportation, or during a school-sponsored activity or event on or off school campuses.
- (7) Causing fear as to prevent others from gaining legitimate access to or use of school buildings, facilities, services, or campuses such as, but not limited to, restroom facilities; or
- (8) Physically harming, physically restraining, threatening, or stalking, or a combination of the above listed.

Hazing—Any conduct or method or initiation into any student organization or activity, whether on campus or other school premises, transportation, or during a school-sponsored activity or event on or off school campuses, which willfully or recklessly endangers the physical or mental health of any student. Such conduct shall include, but not limited to beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, indecent exposure, or any other treatment or forced physical or mental health, or both, or safety of any student, or which subjects any student to extreme mental stress, including deprivation of sleep or rest, extended isolation, or personal humiliation.

Illegal drugs—substances, the possession, distribution, ingestion, manufacture, use, sale, or delivery, of which are prohibited under chapter 329, Hawaii Revised Statutes and chapter 712, part IV, Hawaii Revised Statutes. Refer to <http://www.capitol.hawaii.gov/site1/hrs/default.asp> for information.

Insubordination—a disregard or refusal to comply with instructions or directives provided by a teacher, administrator or other HBA staff entitled to give. Non-compliance behavior maybe demonstrated by making verbal and/or nonverbal gestures or actions toward staff suggesting/indicating defiance, disrespect, disobedience, rudeness or impoliteness, and failing to comply to adult requests.

Intoxicating substance—a psychoactive substance possessing the ability to alter mood, anxiety, behavior, cognitive processes, or mental tension; usually applied to pharmacologic agents. Recent ingestion of or exposure to substance-specific drug causes a reversible state in which a person's normal capacity to act or reason is inhibited resulting from the physiologic effects on the central nervous system include but not limited to alcohol, kava, beetle nut and other substance-specific drugs.

Property damage or vandalism—

- (1) Damaging the property of the school or another person; or
- (2) Damaging campus landscaping; or
- (3) Destroying or defacing school property or premises; or
- (4) Destroying or defacing school materials, such as but not limited to planners, classroom/student projects, identification nametags, or classroom supplies.

Terroristic threatening—

- (1) A threat, by word or conduct, to cause bodily injury to a person(s) or serious damage to property of a person(s); or
- (2) With the intent to cause, or in reckless disregard of the risk of causing evacuation of a school building, campus or premise including transportation or school-sponsored event on or off-campus.
- (3) Displaying a “look-alike” gun or any other object in a threatening or inappropriate manner as determined by respective campus administrator on or off campus. All “joking around” will be treated a violation under this category.

Theft—Taking, possessing/retaining or using property that belongs to another without permission of the owner or that one knows or reasonably should have known to have been obtained without the owner’s consent. Included is retaining the property of another which the student knows to have been lost or stolen and the student fails to take reasonable measures to discover and notify the owner such as delivering item(s) to the respective school campus Lost & Found.

INDEX: High School

A		Exams	29	Permission for use of likeness	16
About the School	1	Expected Schoolwide Learning Results (ESLRs)	2	HBA Philosophy	2
Absence and Attendance	13	Exempted absences	13	R	
Academic Dishonesty	12	Extra Credit	29	Registration	26
Academic Probation	28	G		S	
Academic Reports	28	Google Docs & email policy	15	School Service	26
Accreditation and Affiliation	1	Grade Point Average	26	Selling Items on campus	16
AP Exams	29	Grading System	26	Senior Independent Study period	25
Athletic Booster Club	3	Graduation Policy	19	Social Activities	7
Athletics	5	Graduation Requirements	19	Student Council-HS	7
		Guided Study	25	Student Drop-off	30
B		H		Summer School	8
Behavior expectations	10	Harassment	12	Supplemental Programs, Office of	8
C		HBA Intellectual property	16	Suspension (Consequences)	11
Cafeteria	9	Health Services	9	T	
Christian Ministries	6	History of HBA	1	Tardiness	14
Class Council-HS	6	Homework	29	Technology Lab (see learning Center)	9
Clubs-HS	6	Homework Lab	14	Telephone	30
Conferences, Parent-Teacher	29	Honors and Awards	17	Textbooks	27
Core Values	2	Hours	30	The Aloha Council (TAC)	3
Counseling-HS	6	I		Transcripts	27
Course changes	27	Incomplete Grade	26	U-Z	
Course descriptions: High School		Institutional Advancement, Office of	3	Visitors	30
Bible	19	Internet Acceptable Use	14		
computer science	20	Internet Operating Agreement	15		
English	20	J			
guided study	25	Junior Independent Study per.	25		
journalism	20	L			
mathematics	24	Learning Center (Library and Technology Lab)	9		
physical education	21	Library (see Learning Center)			
science	22	Location of campus	30		
social studies	23	Lockers	15		
visual & performing arts	23	Lost and Found	16		
world languages	24	M			
Course Withdrawal	27	Mainland Advisory Council (MAC)	3		
D		Medical Grade for Physical Education (grade M)	26		
Discipline		Mission statement	2		
Philosophy	10	N			
Conduct violations	10	National Honor Society (NHS)	7		
Consequences	11	P			
Dress code	12	Parent Teacher Fellowship	3		
Harassment & bullying	12	Parent-Teacher Conference	29		
Zero-tolerance	12	Parking	16		
Dress and Appearance Standard	12	Payment Options	16		
E					
Eagle Eye	8				
Early Graduation	19				
Educational records	27				
Emergencies	30				