



# ALEXIS I. DUPONT HIGH SCHOOL

## STUDENT HANDBOOK

2009-2010

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# ALEXIS I. DUPONT HIGH SCHOOL

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## TO THE STUDENTS:

Welcome to Alexis I. du Pont High School. As a member of the student body, you are part of a tradition of excellence in education that goes back over one hundred years. This student handbook is filled with useful information about school policies, activities, grades and many other questions that students ask daily. It is your responsibility as a student to become familiar with the Handbook, the Curriculum Guide, and the Student Code of Conduct for the Red Clay Consolidated School District.

While brief parts of these three documents overlap, each is distinct in the type of information it gives you. Keep them for easy reference. They will answer many questions that will continually arise about things you need to know.

If you have questions that are not answered in this book, seek help and advice from your advisory teacher, classroom teachers, school administrator and/or the nurse.

Your guidance counselor will probably be rather busy the first few weeks, but he or she will be glad to listen to your concerns and to answer questions. Get the maximum benefit from our educational and co-curricular programs. Joining a club or activity is an opportunity to form friendships, develop leadership capacities and to learn to work as part of a team. All of these qualities contribute to success in later life.

Enjoy your school. Respect its rules, protect its property and make the best contribution you can. These are the years you will look back on with fondest memories in the future. Our wish is that those memories be filled with the valuable contributions that you have made to the school, society, and world.

Sincerely,

THE ADMINISTRATION AND STAFF

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### **ALEXIS I. du PONT ALMA MATER**

Alexis I. we bring to thee  
Devotion tried and true.  
With honor, faith and loyalty  
Your standards we'll imbue.  
And when we think in later life  
Of years we spent with you,  
Then from within our hearts  
You'll hear  
Hail to the Gold and Blue.

### **du PONT FIGHT SONG**

We're from Old Alexis. We're not as big as Texas,  
But we've got what it takes to make a name.  
We've got lots of spirit and you're gonna hear it  
When we win this football game.  
Now there's a time for learning,  
But now it's time for turning  
To the boys who will get us what we want.  
The foes will suffer when they see we're tougher  
From Alexis I. du Pont.

MASCOT: The Tiger

COLORS: Blue & Gold

**MOTTO: Stand Upright and Endure**

**SCHOOL PRIDE SLOGAN: You Cannot Hide That Tiger Pride**

DAILY ROTATING SCHEDULE OF CLASSES

Class	Time	Day 1	Day 7	Day 6	Day 5	Day 4	Day 3	Day 2
1 <sup>st</sup>	7:40-8:45	1	7	6	5	4	3	2
2 <sup>nd</sup>	8:50-9:40	2	1	7	6	5	4	3
3 <sup>rd</sup>	9:45-10:35	3	2	1	7	6	5	4
4 <sup>th</sup>	<b>10:40-12:30</b>	4	3	2	1	7	6	5
5 <sup>th</sup>	12:35-1:25	5	4	3	2	1	7	6
6 <sup>th</sup>	1:30-2:24	6	5	4	3	2	1	7

TRADITIONAL DAY SCHEDULE

PERIOD	START TIME	END TIME	TOTAL MINUTES
1 <sup>st</sup> T	7:40	8:45	65
2 <sup>nd</sup>	8:50	9:40	50
3 <sup>rd</sup>	9:45	10:35	50
4 <sup>th</sup>	10:40	12:30	1hr. 50 min.
1 <sup>st</sup> lunch	10:35	11:00	25
2 <sup>nd</sup> lunch	11:05	11:30	25
3 <sup>rd</sup> lunch	11:35	12:00	25
4 <sup>th</sup> lunch	12:05	12:30	25
5 <sup>th</sup>	12:35	1:25	50
6 <sup>th</sup>	1:30	2:24	50

ADVISORY DAY SCHEDULE

PERIOD	START TIME	END TIME	TOTAL MINUTES
1 <sup>st</sup> T	7:40	8:25	45
Advisory period	8:30	9:00	30
2 <sup>nd</sup>	9:05	9:50	45
3 <sup>rd</sup>	9:55	10:35	40
4 <sup>th</sup>	10:40	12:30	1hr. 50 min
1 <sup>st</sup> lunch	10:35	11:00	25
2 <sup>nd</sup> lunch	11:05	11:30	25
3 <sup>rd</sup> lunch	11:35	12:00	25
4 <sup>th</sup> lunch	12:05	12:30	25
5 <sup>th</sup>	12:35	1:25	50
6 <sup>th</sup>	1:30	2:24	50

## SUCCEED IN HIGH SCHOOL

As a High School Student, you hear many opinions about what it takes to be successful. From the Administration & the Guidance Counselors the following recommendations are the keys to your success

- Every student should get involved in a sport, an activity or a club
- As a Freshman begin planning for the future
- Achieve high grades-starting with the first marking period
- Challenge yourself with harder classes
- Be responsible
- Be consistent; do not get behind in your class assignments; homework assignments; projects and schedule allotted study time for test.
- Study every evening what you learned in your classes that day
- Seek help whether it is academically, emotionally, or socially
- Study hard
- Have fun
- Get a job no more than 3-4 hours a day to make some money.
- develop good organizational skills, discipline and responsibilities
- Make the use of your School Agenda routinely by writing in your; homework assignments, projects & test dates.

Success in High School leads to success in later in life. Whether you choose to continue your education at a higher level or pursue a career, find the balance that works for you to start achieving success now.

## A QUICK GUIDE TO THE STUDENTS' DAY

1. First period meets for 65 minutes. During this time, your first period teacher is responsible for taking attendance, gives out information from the office. The pledge of allegiance is said, a moment of silence is observed, and announcements are read over the public address system.
2. **SCHEDULED CLASSES:** The school operates on a seven period cycle and a six period day. Because of the rotating schedule, each class does not meet every day. The one that did not meet begins the next day. The numbered day is announced each morning on the public address system.
3. **LUNCH:** Lunchtime is from 10:55 to 12:50. You eat with your class that meets during the 4th session. A schedule of which classrooms have which lunch slot is posted on each teacher's bulletin board.
4. **LOCKERS:** Each student is provided with a locker and a combination that is known only to you, your first period teacher, and the office staff. ***Do not give your combination out.*** It only causes problems. You may go to your locker before classes and at lunchtime. Keep your locker clean and organized. You are responsible for its contents at all times. If a locker problem occurs, put it in writing and hand your concerns to the office staff. A form is provided for that purpose in the main office.
5. **USE OF SCHOOL GROUNDS DURING THE DAY:** All outside areas are off limits during the school day.

## WHEN STUDENTS & PARENTS HAVE PENDING QUESTIONS:

- Please gather your facts/information on topic.
- If the topic is related to a class situation or subject matter immediately contact the teacher through email or a phone call.
- If the topic is guidance related please call the Guidance Office and request the assigned guidance counselor to call you.
- Contact the Administration if protocols are not followed through.

## HOME ACCESS (HAC) CENTER

Is a website for parents, guardians and students to visit this site on a routine basis as one means of monitoring student scheduling, grades, assignments etc. Any questions regarding student academic performance should be directed to the teacher involved, counselor or building principals.

## Student Success Plans (SSP)

The SSP program is both unique and exciting in that it empowers students to plan their own success. The online tools are user friendly and invite exploration and discovery. Students can use the program at school and home or anywhere they have computer access. While teachers and counselors will provide guidance, students will be encouraged to use the program on their own to create their future.

## ADVISORY PROGRAM

Advisory is a program to assist students in meeting the challenges of their high school career:

- All students meet at 8:30-9:00 during pre-arranged dates
  - It supports students in meeting their goals
  - Helps students develop self-advocacy skills
  - A vehicle for quality control of information
  - A feedback mechanism from students
  - Forum for open communication....school...student...parent...community
  - Proactive strategies to help seek out students in crisis
  - Monitors and assess progress...academics...involvement...and career activities
- 

## STUDENT BEHAVIOR STANDARDS

Red Clay Consolidated School District schools are positive learning environments in which students:

- Assume responsibility for their own actions
- Respect and believe in themselves and others
- Demonstrate the ability to get along with others
- Understand and respect individual differences
- Obey rules and laws, and understand the consequences of their choices
- Demonstrate the importance of being generous, kind, and helpful

## BASIC RULES OF GOOD STUDENT CONDUCT

In keeping with district policy, the Student Code of Conduct is a detailed guide to appropriate behavior, and the consequences of misconduct. It deals also with the student's rights of appeal of disciplinary action. Summarized below are the basic expectations of good student conduct at Alexis I. duPont High School.

- Attend school every day, unless legally excused. Arrive in sufficient time to reach the first hour class before the bell rings.
- Provide a written excuse from a legal guardian for all absences, tardies, and/or upon arrival at school when late. This must be done no later than the second day after the absence.
- Come prepared to work with books, writing materials, and an attitude conducive to learning.
- Be polite and respectful to everyone.
- Passing time is five minutes between classes.
- This is a closed campus. Students remain on school property during the school day.
- Weapons, drugs, alcohol, and tobacco products are not permitted.

- Fighting, stealing, and verbal harassment are unacceptable behaviors.
- Dress appropriately for school. Clothing must not distract or interfere with the educational process. Bare feet and head apparel (hats, scarves, headbands, bandannas, etc.) are not allowed. Coats (outside apparel) are not to be worn during class.
- On and off campus your behavior reflects on the school.
- Challenge yourself daily to be the best you can be.

## AWARDS

Alexis I. du Pont High School recognizes outstanding efforts by our students in all areas of school activities. These include academics, athletics, and service to the school and service to student organizations. The annual Awards Night is held in May of each year. Awards are presented by the PTA to students who have maintained outstanding achievement in any or all academic subjects. In recognizing students for the following awards, academic excellence, athletic participation, service to the school, and overall contributions to the community are taken into consideration.

## SENIORS

**Excelsior Award:** This award is the most coveted of senior awards.

**Paris Award:** This award recognizes a senior who has excelled in academics and outside areas (sports, community service, school clubs, etc.) as well.

**McCoy Award:** This award is given to the male and female students who have shown the most improvement over a four year period (attitude, scholastics, etc.).

**Citizenship Award:** This award is presented to a young man or woman who, over the course of their high school years, has established a leadership style of dedication and concern for the welfare of others.

**School Service Award:** This award is presented to he or she determined in the pursuit of excellence and personal goals, yet outgoing and selfless in giving of time and energy to others.

**Human Service Award:** This award is given to a person who is thoughtful, considerate, and devoted to helping others.

**People to People Award:** This award is presented to a student who demonstrates the unique ability to reach across gender, race, and age to bring people together.

**Scholar Athlete Award:** This award is presented to a young woman and young man who, over the course of their high school experience have managed to excel in both the academic and athletic arena.

**Citizenship Award:** This award is presented to a young woman or young man who, over the course of their high school years has established a leadership style of dedication and concern for the welfare of others.

**Senior Service Award:** This award is presented to a student who possesses good leadership qualities, commitment, and dedication to the goals and initiatives of the senior class.

## JUNIORS

Outstanding Junior Award  
Junior Service Award

## SOPHOMORES

Outstanding Sophomore Award  
Sophomore Service Award

## FRESHMAN

Outstanding Freshman Award  
Freshman Service Award

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## PLAGIARISM

To steal and pass off the ideas and words of another as one's own without creating a source. Students that plagiarize any writing projects will be referred to the administration and their grade will reflect a deficiency in the quality of the work.

## ALEXIS I. DUPONT HIGH SCHOOL ATTENDANCE POLICY

Every parent, guardian, or in temporary guardianship of a child between the ages of 5 through 16 is required to send such child to school. School attendance is mandated by statute & by-laws and regulations of the State Board of Education.

If a student has 10 or more absences, official documentation such as a physician's note is required to excuse any absences thereafter. A written note from an appropriate individual such as a student's parent or physician must verify all absences.

The chief school officer of the local school district is responsible for enforcing the attendance laws of the state and is the person who may excuse a child for necessary and legal absences, subject to the provisions of the Delaware Code (Title 14, Chapter 27).

Excuses recognized as valid for "necessary and legal absences" are:

1. Illness of child attested, if necessary, by a physician's certificate.
2. Contagious disease within the home of the pupil.
3. Death in the immediate family or a close friend.
4. Legal business.
5. Observance of a religious holiday.
6. Remedial health treatment.
7. Pre-arranged absence to visit a college or university, to participate in other educational experiences, and/or other emergency situations as determined by the school principal
8. Suspension
9. Absences for other reasons are classified as "unexcused."

**THE SCHOOL, IN ADMINISTERING THE STATE POLICY, DEFINES THE MOST COMMONLY USED ATTENDANCE TERMS AS FOLLOWS:**

**ADULT ABSENCE**

State law provides that a student reaches legal majority at age 18. However a parent must sign attendance notes, and other matters pertaining to school activities, unless the student is living on his/her own. Proof of residence must be provided.

**EXCUSED ABSENCE**

An excused absence from school or class is an absence for one of the reasons listed on the previous page. For which the required parental note of explanation has been presented on the first or second day of the student's return to school or class.

Following such an absence, the student will:

1. Bring a note signed by a parent or guardian. The note shall contain the student's legal name, the date (s) of the absence, and the reason for the absence. (Failure to report the reason for the absence will cause the absence to be considered unexcused).
2. Submit the note to the student's 1<sup>st</sup> period teacher on the first or second day of return from the absence.
3. Receive an "admit to class" form, which will be available in the first period class or the late center.
4. If the student arrives after 7:40 he/she will report to the Late Center to receive an admit slip to class.
5. Submit the "admit to class" form to each teacher whose class was missed during the absence and have each teacher sign the admit slip.
6. All teachers should request and sign an admission slips from students that were absent the previous day.

Note: A student who fails to bring a note signed by a parent or guardian on the first or second day of return to school following an absence shall have the absence defined as unexcused. Work will be made up at the discretion of the teacher for unexcused absences.

**UNEXCUSED ABSENCE**

An unexcused absence from school or class is an absence which:

- (1) is for a reason not listed as "excused,"
- (2) is one that the parent or guardian has no knowledge
- (3) the parental note of explanation was not provided on the student's first or second day of return to school following the absence.

While an unexcused absence may result in a failing grade for all assignments due or tests missed, other instructional materials or assignments missed during the absence may, where feasible, be obtained at the initiation of the student. Following an unexcused absence from school or class, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meeting missed due to the absence. A teacher may extend this time allowance if the specific circumstances of the situation merit such action.

## EXCESSIVE UNEXCUSED ABSENCES

When a student is absent without an excuse more than the equivalent of ten days in one school year the student's absences are considered "excessive." When a student has excessive absences, the Superintendent's designee may, in his or her discretion, investigate whether extenuating circumstances exist which excuse the excessive absenteeism. The Superintendent's designee may be the immediate supervisor of the school in which the student is enrolled. If no extenuating circumstances exist which excuse the absences, the Superintendent or designee may determine that the student shall repeat his or her current grade, or in the case of a high school student, *shall not* receive course credits towards graduation. The policy does not apply to students with disabilities, as defined elsewhere in the Student Code of Conduct.

## Truant

A child is considered truant if such child is absent from school without valid excuse for more than three (3) days or an unreasonable amount of intermittent attendance or tardiness without valid reason. Parents who allow their children to be truant are subject to a fine or, in default payment of the fine imprisonment for not more than two (2) days for the first offense and not more than five (5) days for each subsequent offense.

## Pre-Arranged Absence

A pre-arranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the administration. The absence should be pre-arranged by writing the administration giving the full particulars of the absence. Approval for such absences should be sought, where practical, at least one (1) week prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the principal may then define the absence as "excused".

## TARDINESS TO SCHOOL

All students are expected to be punctual both to school and to classes. Any student who arrives after 7:40 will be listed as tardy. A student who arrives at school after 7:40 must report to the Late Center with a written explanation for his/her tardiness. Students should be aware that a written explanation from home is not an excuse for tardiness. Such reasons as car trouble, personal business, heavy traffic, needed at home, etc. while understandable, are not acceptable excuses, and will be listed as unexcused. Reasons as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home. The note must be brought on the date the student is tardy.

**\*Students who are late (tardy) to school/class are to report to the Late Center on the Main Hallway in room 144.**

**Students returning back from an early dismissal are to report to the Late Center for an admission slip to class. (Except during lunch periods-students should report to the main office)**

Six accumulated unexcused tardy days to school and class will result in a suspension out of school, as follows:

- 1<sup>st</sup> tardy to school/class =Warning
- 2<sup>nd</sup> tardy to school/class=Warning
- 3<sup>rd</sup> tardy to school/class=SAAC (Student Assistance Center) for the day or a Parent Conference
- 4<sup>th</sup> tardy to school/class=Warning
- 5<sup>th</sup> tardy to school/class=Warning
- 6<sup>th</sup> tardy to school/class =Suspension out of school/parent contact
- 7<sup>th</sup> tardy to school/class=Warning
- 8<sup>th</sup> tardy to school=Warning
- 9<sup>th</sup> tardy to school =Suspension out of school (student cannot return without a parent conference)

- The cycle of (5) tardy days results in an administrative action.
- Students with on-going tardy days of (10) or more to school combined with class lateness will result in an exclusion/suspension from school and a mandatory conference.
- All tardy days are deleted at the end of each marking period.

### STUDENT ATTENDANCE PROCEDURES

#### **FOLLOWING AN ABSENCE FROM SCHOOL, THE STUDENT SHALL:**

1. Bring a note signed by a parent or guardian. The note shall contain: The student's legal name, the date(s) of the absence, and the reason for the absence (Failure to report the reason for the absence will cause the absence to be considered unexcused). A phone number where the parent can be reached.
2. Submit the note to the student's first period teacher during first period on the first or second day of return from the absence.
3. Complete an Admit to Class form, which will be available in the first period class.
4. Submit the Admit to Class form to each teacher whose class was missed during the absence and have each teacher sign the admit slip.

**Note:** A student who fails to bring a note signed by a parent or guardian on the first or second day of return to school following an absence shall have the absence defined as unexcused.

**Students:** Teachers are not permitted to keep students after class or during the period; causing students to miss all or portions of their next period class; Only in emergencies can a teacher request to hold a student; that teacher must call the student's next period teacher to ask their permission for the student to stay.

### CLASS CUT REGULATIONS AND PROCEDURES

The following regulations/procedures will be implemented as written in order that we may establish the importance of class attendance and the concomitant educational program.

- Class report cut slips shall be sent to appropriate administrator with name of student; class period; and dates.

- Student's third class cut infraction, will result in an assigned In-school suspension/Out-of-school suspension and a parent contact/conference will be arranged.
- No credit for work due on missed day of cut
- Make-up allowed for classes missed during suspension

### CLASS CUT REPORT CONSEQUENCES

Four accumulated Class Cuts will result in a suspension out of school, as follows.

- 1<sup>st</sup> class cut =SAC referral (Student Assistant Center)
- 2<sup>nd</sup> class cut =SAC
- 3<sup>rd</sup> class cut =SAC
- 4<sup>th</sup> class cut =Suspension out of school/parent contact
- 5<sup>th</sup> class cut =Suspension out of school/ (student cannot return to school without a parent)
- 6<sup>th</sup> class cut =Suspension out of school/parent contact
- 7<sup>th</sup> class cut =Suspension out of school/parent contact
- 8<sup>th</sup> class cut =Suspension out of school (student cannot return to school without a parent)

### DRESS CODE VIOLATION CONSEQUENCES

Four accumulated Dress Code, Hats, & Scarf Violations will result in a suspension out of school, as follows

- 1<sup>st</sup> dress code violation = Warning
- 2<sup>nd</sup> dress code violation = Warning
- 3<sup>rd</sup> dress code violation = SAC referral (Student Assistant Center) parent contact
- 4<sup>th</sup> dress code violation = Suspension out of school/parent contact
- 5<sup>th</sup> dress code violation = Suspension out of school (cannot return to school without a Parent conference)
- 6<sup>th</sup> dress code violation = Suspension out of school/parent contact
- 7<sup>th</sup> dress code violation = Suspension

### ELECTRONIC OFFENSE/ CONSEQUENCES

Four accumulated Exposure or use of any type of Electronics anywhere on campus will result in a suspension out of school, such as: phones; iPods; play station etc.

- 1<sup>st</sup> electronic offense = Warning
- 2<sup>nd</sup> electronic offense = Warning
- 3<sup>rd</sup> electronic offense = Confiscate electronic device (package it to the office for parent pick-up)
- 4<sup>th</sup> electronic offense = Suspension out of school or a parent conference
- 5<sup>th</sup> electronic offense = Suspension/parent contact
- 6<sup>th</sup> electronic offense = Suspension/parent contact
- 7<sup>th</sup> electronic offense = Suspension for subsequent offenses

### BULLYING

Is an act, physical, verbal or electronic, towards a student, school employee, or school volunteer that causes reasonable fear or substantial harm; interferes with a safe educational environment or coerces others to cause harm.

Bullying can result in suspension/expulsion out of school.

### Suspension

Suspension is an excused absence used to remove a pupil from school for a short and definite period of time. It is a temporary measure for handling a behavior problem. A parent/guardian will be contacted and a conference will be arranged for the student's return from suspension.

### Exclusion

If a student is excluded, the parent must return with that student on the day of the exclusion or the day after, and the student may then be re-admitted to school.

### Expulsion

Expulsion is the exclusion of a pupil from school on a permanent basis or for an indefinite period of time.

This action is taken by the School Board on the recommendation of the Principal.

### EARLY DISMISSAL AT PARENTAL REQUEST

1. On the day that the student is to be excused early, the parent shall send a note to the school listing:
  - (a) The student's legal name
  - (b) Reason for leaving school early
  - (c) The phone numbers where the parent can be contacted for verification.

Without verification, no student will be dismissed.

1. The student will bring the note to the main office before 7:50 a.m. The EARLY DISMISSAL form will be available in the main office prior to the student leaving school.
2. Upon his/her return to school, the student shall present the signed EARLY DISMISSAL form to the teachers whose classes were missed.
3. Early dismissals for reasons other than those defined as legal absence by the state can only be issued by the school administration.
4. The nurse shall sign Early Dismissals for illness and the student will leave when the parent arrives.

### HALL PASSES

Hall passes are required for all student movement through the halls except during the regular passing times between classes. A student leaving the classroom must use the hall pass (clipboard), located in each teacher's room. Students should not use the clipboard pass for guidance appointments. A blue pass is required to the guidance office; the pass must state (a) student's name, (b) the time, (c) destination, (d) teacher's signature, and (e) the date.

A student found in the halls without a pass will be directed to the Late Center.

When large groups of students are called on the P.A. system, e.g. a team leaving early for an away meet or a group going on a field trip, hall passes will not be required.

## SENIOR PRIVILEGE

It is the philosophy of Alexis I. du Pont High School that students who become seniors are entitled to certain privileges as long as responsible behavior is demonstrated. Students will be given a Request for Senior Privilege form that must be returned to the main office no later than October 1.

1. Student is allowed to arrive late ONLY when his/her study hall period(s) falls during the first hour of the school day.
2. Student must arrive to school no later than 8:45.
3. Student is allowed to leave early ONLY when his/her study hall period(s) rotates to the last period of the school day.
4. Any senior found to be cutting class/school will forfeit his or her senior privilege for the remainder of the semester. Chronic offenders will lose senior privilege altogether.

Once the parental letter of permission is received, a senior privilege pass will be issued. It will be presented upon request. If a student is unable to conform to the guidelines for Senior Privilege, it will be revoked.

## RULES FOR CONDUCT OF STUDY HALLS

A study hall is a class. There is an assigned meeting place, a time, a teacher, and a list of students. The rules, therefore, are those that would apply to a class, except that work assignments and tests are not turned in. A study hall is an opportunity to do class work at an individual's own pace.

The following rules apply to the operation of study halls:

1. Each student will be seated in his/her assigned seat at the beginning of class.
2. Students will be on time for class. Lateness and cuts will be handled as they would for any other class.
3. Roll will be taken each period. If a student has two study halls following each other in the same room, roll will be taken for each class separately.
4. A student wishing to go to the library from study hall must secure a pass from a subject teacher whose work is to be done in the library. This pass must be shown to the study hall teacher after roll has been taken. The teacher will honor the pass, except if an inordinate number of students wish to go, or if the same student has been going so often that others have not had an equal chance.
5. Students who go to the library from study hall must go directly and not use the pass for wandering around the building. Students who abuse their pass by going elsewhere will not be allowed to have any passes.
6. A student may go to the Guidance Counselor from study hall if the student has a pass issued by the Guidance Counselor. The Counselor may also call the student on the house phone. Students with prearranged appointments should show their passes to the teacher before leaving.
7. A student may consider adding another class instead of a study hall. This must be done within the period allowed for changing classes, i.e., according to the procedure outlined under Student Change Policy. Students will need to schedule an appointment with their counselor to request an add/drop form.
8. Students must report to study halls with adequate work materials and be purposefully and quietly occupied while there.
9. Games like chess, backgammon, and card games are not appropriate activities for a study hall.
10. Unless an emergency arises, students' requests for passes to the bathroom will be denied. On all occasions, including requests from teachers for students to make up work during study hall, passes will be issued.

## USE OF THE NURSE'S OFFICE

The School Nurse has the responsibility of keeping on file all student emergency information. She sees students who are referred by staff for medical or other personal problems.

A pass is required to go to the nurse's office except in the case of a real emergency or when a student wishes to see the nurse before 7:50 a.m. or after 2:24 p.m.

If a student becomes ill while the nurse is at lunch, the student should report to the main office.

The nurse will issue an early dismissal form when a student is going home ill.

Students on prescription medication are required to leave their medication with the nurse.

## THE SCHOOL CAFETERIA

Students are expected to be courteous in the cafeteria. About 350 students eat lunch each session. Crowded lines become less crowded if students have exact change and make up their minds promptly as to what to buy.

Students are not to cut into the line. Staff members are allowed to do this since they leave the room last and must get back to open it.

Each student is responsible for picking up his/her trash after lunch, and is expected to leave the cafeteria as neat as possible.

Students found making a mess or throwing things will be assigned clean-up duty.

**Card playing in any location on campus is prohibited.**

## USE OF THE LIBRARY

The library is officially open from 7:30 a.m. to 3:00 p.m.

Students may enter the library with a Library Pass issued by a staff member at the time designated on the pass. Students may also visit the library with his/her class when the teacher has scheduled a research period in the library.

The student may:

1. Select resource materials for an assignment.
2. Use resource materials for working on an assignment.
3. Sign out materials for home study.
4. Read or view materials for personal enjoyment.
5. Request assistance from the librarian to locate needed resources.

Consideration of the rights of all students to a quiet study environment is to be observed. Students who are disruptive will be denied use.

All borrowed materials are to be checked out at the Circulation Desk and returned on time. Fees will be charged for lost and damaged materials.

Overdue notices for borrowed materials will be sent to students through the homeroom teacher at the end of each marking period. All overdue books must be returned to the Library before report cards are issued.

### **TEXTBOOK AND LIBRARY MATERIALS: USE AND CARE**

All textbooks and library materials are issued to students as loans for a specific period of time.

Students have the responsibility to care for these materials. All losses will be paid for at replacement cost. Damages to texts are paid for by teacher assessment.

All student obligations must be met before report cards are issued. Seniors must clear all obligations before they will be issued caps and gowns for graduation. No senior will receive a diploma who owes for books and materials.

### **EXPECTATIONS OF STUDENT BEHAVIOR AT LARGE GROUP ASSEMBLIES**

Assembly programs are provided periodically throughout the year. The following expectations are applicable to specific assemblies:

#### **PEP RALLIES**

Loud cheering is encouraged especially when your class is announced. A display of school spirit can help win the spirit stick and the spirit cup.

Students are seated by class in designated areas.

Paper and other objects are not to be thrown onto the floor of the gym. Misconduct can result in your removal from the pep rally.

#### **ASSEMBLIES IN THE AUDITORIUM**

Students are to sit quietly with their teacher and class, be polite, and applaud as appropriate. Students are not to leave until dismissed.

#### **VISITORS**

All visitors are required to register at the desk in the Main Office upon arriving at the school, at which time a Visitor ID Card will be issued for wearing.

A student visitor from another school must first obtain a written permit from his/her parent stating the reason for the visit and submit it at least 24 hours in advance of the intended visitation date to the main office.

#### **LOCKER INFORMATION**

As stated in the Code of Student Conduct, students have the right to privacy in their personal possessions. However, the locker continues to be the property of the school and is not to be used to store illegal materials that might jeopardize the health, safety, and welfare of others.

Students are to be aware that lockers may be inspected, with reasonable cause.

Students should periodically clean their lockers of unnecessary materials.

Students are responsible for the contents of their lockers. All lockers must be cleaned out by the last day before final exams. Materials left in lockers are disposed of by donations to charity or are thrown in the trash. Seniors must clean their lockers by the last senior day.

### MISCELLANEOUS

The following articles are not allowed in school as they come into conflict with the normal working of the school: radios, CD walkman, mp3 players, radio headsets, playing cards, portable gaming systems, etc.

- ADMINISTRATION WILL CONFISCATE ANY OF THE ABOVE ITEMS.
- NO TEXT MESSAGING ALLOWED DURING CLASS HOURS.
- NO FOOD OR DRINKS IN THE CLASSROOM OR HALLWAY
- WATER ONLY!
- CLASS DUES: 9<sup>th</sup> grade \$5....10<sup>th</sup> grade \$10....11<sup>th</sup> grade \$15....12<sup>th</sup> grade \$20

### STUDENT USE OF MOTOR VEHICLES

Senior and Junior students with valid drivers' licenses are permitted to drive to and from school. All student vehicles are to be parked in the student parking lot near the football stadium. All other parking areas are restricted. All vehicles must be registered. Each vehicle is allowed one space in the students' lot.

The speed limit on school grounds is 10 m.p.h. Traffic signs and speed limit must be obeyed. Students are not allowed access to their cars during the school day unless they are leaving with an early dismissal or have administrative approval. The privilege of driving to school and parking on school property may be withdrawn for violations of driving policy or for other violations involving the use of the student's vehicle, for example, driving recklessly or leaving campus without permission.

Parents may request that junior students drive on a temporary emergency basis. Emergencies do not generally include after school participation in sports or jobs. Temporary permits can be obtained at the main office with administrative approval.

GUIDANCE

COLLEGE

&

CAREER BOUND

## HOW TO GET THE MOST OUT OF HIGH SCHOOL

### Twenty Questions to Ask Your School Counselor

#### They will be happy to Answer

Your school counselor, or guidance counselor, is one of your best resources as you plan for college. Your counselor has information about admissions tests, college preparation, and your education and career options. Here are some basic questions to help get your conversation started:

1. What are the required and recommended courses—for graduation and for college prep?
2. How should I plan my schedule so I'll complete them?
3. Which elective courses do you recommend?
4. Which AP® courses are available?
5. When is the PSAT/NMSQT® going to be given here?
6. Is this school a testing center for the SAT®, or will I need to go somewhere nearby?
7. Do you have any after-school or evening sessions available for college planning, or the SAT?
8. Do you have college handbooks or other guides that I can browse or borrow? Do you have a copy of the free *Taking the SAT* booklet, which has a practice test in it?
9. What activities can I do at home and over the summer to get ready for college?
10. What kinds of grades do different colleges require?
11. Are there any college fairs at this school, or nearby?
12. Where do other kids from this school attend college?
13. What are the requirements or standards for the honor society?
14. Can you put me in touch with recent graduates who are going to the colleges on my wish list?
15. Do you have any information to help me start exploring my interests and related careers?
16. If my colleges need a recommendation from you, how can I help you know me better, so it can be more personal?
17. Are there any special scholarships or awards that I should know about now, so I can work toward them?
18. Can I see my transcript as it stands now, to see if everything is as I think it should be?
19. Do you have any forms I need to apply for financial aid?
20. How does our school compare to others, in terms of test scores and reputation?

#### Reality Check

Your school counselor may be the most wonderful and accessible person on the planet, or may be juggling a thousand students and barely know your name. So remember that the person who has the biggest stake in your academics is you. It's up to you to stay on top of opportunities and deadlines, to take control of your future.

## Note-Taking Strategies

### How to Get Your Class Notes into Shape

Getting the most out of high school and college means studying hard and using your time in class wisely! Make the most of your time in class and out with an effective note-taking strategy.

#### Stay Organized

It may seem obvious, but your class notes can only help you if you can find them. When you're taking notes be sure to:

- Keep all your notes for one class in one place.
- Date and number pages to keep them in order and make it easier to refer back to them.

#### Before Class

Review the materials assigned for that class period thoroughly. Bring a list of questions you may have from the reading and be sure to get answers.

#### During Class

Make the best use of your class time by having a note-taking method. The Cornell Note-Taking System is one that has been proven effective by countless high school and college students.

Start by using the main section of your notebook page to take down your notes during class. Be sure to leave space on the left side of the page and the bottom. Things to keep in mind:

- Get the speaker's main points. Don't write down every word you hear.
- Leave blanks in your notes to add explanations later.
- Organize as you write. Pay attention to cues such as repetition and emphasis.
- Indicate main points and supporting points as you go.
- Jot down key vocabulary, important facts, and formulas.
- Ask questions. If you're confused, it's better to ask while the material is fresh in your mind.

#### After Class

As soon as you can after class, review your notes and fill in any blanks. Underline, highlight, and use symbols to sort through the information. If you don't understand something, get help from your teacher or classmates.

After you've reviewed all your notes from class, in the left-hand area of the page write down key words and questions your teacher might ask on a test.

At the bottom of each page, write a summary of the notes on the page. This helps you digest what you've learned, and will improve your memory of the notes in the long term, for tests down the road.

#### For Review

Once you've done all of the above, you'll find you've created your own personalized study guide. Cover the main section of the page and use the key words and questions in the left margin as a quiz.

#### Stick to It

Review your notes the day you take them and all your notes once a week and you'll hardly need to study when tests come around. You've been doing the work all along.

Try out the Cornell system, but if it doesn't work for you, experiment with other methods. Ask your classmates how they take notes or ask a teacher for advice. Taking good notes requires practice, like any other skill. And the more you work at it now, the more prepared you'll be later in college.

## Time Management Tips for High School Students

### It's 10 P.M.—Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

#### 1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

#### 2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

#### 3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

#### 4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

#### 5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

#### 6. Get a Good Night's Sleep.

Running on empty makes the days seem longer and your tasks seem more difficult.

#### 7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

#### 8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

#### 9. Don't Waste Time Argonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

#### 10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

## Take Control of Homework So It Doesn't Control You

You may not realize it memorizing the periodic table at 2 a.m., but homework is a good thing. It helps you:

- Practice what you've learned during the day.
- Establish study habits that will be critical in college.
- Prepare for your classes.
- Get a sense of progress.

### Homework Tips

#### **Set the Mood**

Create a good study area with all the stuff you need (for example, a dictionary). If you don't have a quiet place at home, try the school or local library.

#### **Know Where to Begin**

Make a prioritized list of everything you need to do, so you can't use "I don't know where to start" as an excuse. Just don't over-schedule yourself. Without some flexibility, you'll set yourself up to fail.

#### **Study at the Same Time Every Day**

Even if you don't have homework, use the time to review notes. If homework is something you accept as part of your day, you'll approach it with less dread. Plus, you'll become a pro at using time productively.

#### **Keep Things in Perspective**

Know how much weight each assignment or test carries, and use your time accordingly.

#### **Get More Involved**

Ever feel like you can't stay awake to read something, let alone process it? Keep your mind from wandering by taking notes, underlining sections, discussing topics with others, or relating your homework to something you're studying in another class.

#### **Organize the Information**

People process information in different ways. Some people like to draw pictures or charts to digest information, other people like to read out loud or make detailed outlines. Try to find the best methods that work for you. Ask your teacher for recommendations if you're having trouble.

#### **Take Advantage of Any Free Time**

If you have a study hall, or a long bus ride, use the time to review notes, prepare for an upcoming class, or start your homework.

#### **Study with a Friend**

Unless it's too distracting, get together with friends and classmates to quiz each other, compare notes, and predict test questions.

#### **Celebrate Your Achievements**

Reward yourself for hitting milestones, or doing something well.

## Exam Day: I Will Survive

### Essential Test-Taking Tips

Try out these strategies while you're still in high school, and by the time you get to college, you'll be a test-taking expert.

#### BEFORE THE TEST

Eat well.

Studies show that you need good nutrition to concentrate and perform your best.

#### **Bring the right supplies.**

Bring your pencils, erasers, pens, rulers, compasses, calculators, or whatever else you'll need on test day.

#### **Review the whole test before you start.**

See how many sections and what types of questions are on the test. Consider how much time to allow for each section, basing your decision on the point value of each. You don't want to spend too much time on a question that counts for only a few points.

#### **Jot down your first thoughts.**

From your first look at the test, take quick notes on ideas you might forget. For example, you may want to outline your answers to written response and essay questions right away.

#### DURING THE TEST

Read the directions.

Never assume that you know what the directions say. For example, some questions may have more than one correct answer.

#### **Answer easy questions first.**

Answering easier questions may jog your memory about useful facts. You may also come across information that can help you with other questions.

#### **Answer every question.**

Unless there's a penalty for wrong answers, it can't hurt to try.

#### **Ask questions.**

If a question isn't clear, talk to your teacher. If that's not possible, explain your answer in the margin.

#### **Identify key words.**

This will help you focus on the main idea of challenging questions.

#### **Rephrase difficult questions.**

To understand questions better, rewrite them in your own words, but be careful not to change the meaning.

#### **Organize your thoughts before you write.**

Spend some time organizing your responses to short-answer and essay questions. You'll reduce the time you need to revise.

#### **Write neatly.**

Be sure you don't lose points on answers the instructor can't read. Use all of the time you're given.

If you finish early, don't race out. Use the extra time to proofread and edit your answers.

## GRADE POINT AVERAGE AND CLASS RANK

It is extremely important to recognize the importance of obtaining good grades and the effect they have on your class rank. The Grade Point Average (GPA) is computed by using only the grades in the academic core course of English, Social Studies, Mathematics, Science, Foreign Language and any Advanced Placement (AP) course. A grade of "C" or better in an advanced placement (AP) level course where the AP examination is taken receives an additional one and one half (1.5) quality points in the computation of the GPA. A grade of "C" or better in an "honors" level course receives an additional quality point in the computation of the GPA. In cases where a student in an AP course chooses not to take the AP examination in May, the course designation will then be changed to "Honors" and only one additional quality point in the computation of the GPA only if the grade is a B or an A.

## HONOR ROLLS

- Distinguished Honors 4.0
- Honor Roll 3.0 - 3.99 based on 4.0 (non-weighted) system

All courses with grades of A, B, C, D, OR F are used to compute the GPA for determination of honor roll. Grades of D, F, U, will eliminate students from the honor roll. An incomplete (I) must be changed to a letter grade to make honor roll possible. Students will then be added to the honor roll.

The weighted, cumulative GPA is used to determine class rank. Final grades will take precedence over marking period grades when computing indexes. These rankings are available to students by checking with their guidance counselor. Students transferring from other schools will be awarded the additional quality point for courses taken only from the highest phase for schools using the "phase" system. If a school does not offer honors level courses, no additional quality points can be awarded.

Additional information on the grade requirements for individual courses will be obtained from your teachers.

## GRADUATION REQUIREMENTS

The specific requirement for graduation is (at least) 24 credits. These include:

- English 4 credits
- Math 3 credits
- Science 3 credits
- Social Studies 4 credits
- Physical Education 1 credit
- Health 1/2 credit
- Foreign Language 2 credits
- Computer Literacy 1 credit

Red Clay Consolidated School District also requires 3 career pathway credits.

## REQUIREMENTS TO BE IN A SOPHOMORE, JUNIOR, SENIOR, GRADUATE

To be in a Sophomore student must have 6 credits minimum:

- English 9
- Alg. I or Geometry
- U.S. History
- 3 additional credits (science, foreign lang., career pathway or phys. Ed./health).

To be in a Junior student must have 12 credits minimum:

- 2 English (9<sup>th</sup>, 10<sup>th</sup>)
- 2 Math (Algebra I being one of the Math's)
- 2 Social Studies
- 1 Science
- 1 (must be in the Career Pathway)
- 4 additional credits

To be in a Senior student must have 18 credits minimum:

- 3 English (9<sup>th</sup>, 10, 11<sup>th</sup>)
- 3 in Social Studies
- 2 Math
- 2 Science
- 1 Foreign Lang.
- 2 Career Pathway
- ½ in physical ed.
- 4 ½ additional credits

### FINAL GRADE DETERMINATION

Final Examination Policy:

- A. All teachers will give a final examination
- B. Seniors only can be exempt from a final examination
- C. Seniors must have an "A" 1<sup>st</sup> 2<sup>nd</sup> Midterm 3<sup>rd</sup> & 4<sup>th</sup> marking period to be exempt.
- D. No underclassman is permitted to be exempt from a final examination
- E. "No Grade" is not an option to submit in the place of a letter grade

The final course grade shall be the average of the four quarter grades, each with a weight value of (2), and the mid-year and final examination grades each with a weight value of (1).

**Note:** A student, who after accumulating sufficient grade points to warrant a passing average, fails to attend class regularly and/or fails to demonstrate expected interest and effort in class activities and assignments, may receive a failing grade for the course.

**Note:** The prerequisite for receiving credit for a course is the successful completion of all course requirements.

### INCOMPLETE GRADES

Incomplete grades must be made up within two weeks following the end of each marking period or the grade becomes an "F," (medical problems excepted). If an incomplete grade is based on failure to complete one or more identified basic course requirements, the incomplete must be resolved by the last student-day of the year or the grade becomes a permanent "I" and no credit will be given.

**Note:** Students should familiarize themselves with the attendance and absence policies outlined in the "STUDENT CODE OF CONDUCT." The responsibility for initiating makeup work and turning in assignments rests with the student.

### TUTORIAL ASSISTANCE

Tutoring will be provided to any student needing assistance or desiring enrichment after school in the following areas: Math, Science, English, Social Studies, and Spanish. Please contact guidance office for times; room numbers and days tutoring will be offered.

### OPERATION S.O.S- STUDENTS OVERSEEING STUDENTS

S.O.S an outreach service designed to help a select group of students who may need extra help in Math and/or English to improve their academic achievements. A chosen group of students will be providing a community service activity by tutoring other students in their own school community. You may contact Sally Pitts-Rakes (parent leader) for any questions concerning this project. Phone 302.254.0911- Email address 200blackmodel@msn.com.

## COURSE GRADE DETERMINATION

The grade in each year-long course is calculated as the average of the four marking periods, the mid-term and the final exams each count as half a marking period grade.

Each letter grade is assigned a numerical value according to the following scale:

### Marking:

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

- Marking period grades multiply by 2
- Midterm and Final exam multiply by 1

Example: Student X has received the following grades:

	Final Grade	Marking period points multiply
Marking period 1:    B (3 points)		3 points x 2 = 6 points
Marking period 2:    C (2 points)		2 points x 2 = 4 points
Midterm exam:        D (1 point)		1 point x 1 = 1 point
Marking period 3:    B (3 points)		3 points x 2 = 6 points
Marking period 4:    A (4 points)		4 points x 2 = 8 points
Final exam:            C (2 points)		2 points x 1 = 2 points

Final Grade:  $6 + 4 + 1 + 6 + 8 + 2 = 27$      $27 / 10 = 2.7$  final grade is a B.

A:	3.5 points or above
B:	2.5 points to 3.49 points
C:	1.5 points to 2.49 points
D:	0.75 points to 1.49 points
F:	less than 0.75

## USE OF GUIDANCE SERVICES

Students are encouraged to use the services of the guidance office for consultation about schedules, post-secondary plans, personal problems that need a sympathetic ear, and advice on many aspects of school. The office is open daily from 7:15 a.m. to 3:00 p.m. including lunchtime.

Students who wish to make an appointment to see the counselor should drop in and sign the book on the office counter that is assigned to that counselor for such a purpose and obtain a pass for that purpose.

In an emergency, the counselor will try to see you promptly. You should let the secretary know what the problem is.

Counselors are assigned to all grades on an alphabetical basis. Make sure you sign up to see the right person.

## SCHEDULE CHANGE POLICY

Considerable administrative planning, time and effort, as well as student and counselor input, has gone into the generation of the master and individual student schedules. The schedule of classes is based on student's requests.

Changes in the schedule shall occur only for valid educational reasons and only after consultation and approval of parents, counselors, teachers and administrators. In all instances, the minimum credit course load (six credits) per year must be maintained.

A student may request a schedule change prior to September 1 provided that written permission is presented from a parent or guardian.

After the start of school, a student's schedule may be changed for one of the following reasons:

1. Clerical or computer errors.
2. Inappropriate placement in a course (requiring teacher recommendation.)
3. Physical or emotional problems.
4. Academic overload.

A course drop after the last day of the first or third marking period of a semester course and the last day of the first semester on an annual course shall be recorded on the student record as a failure for the year. The course will be counted as a credit attempted in computing the grade point average.

A course may be added during the first three weeks of a semester course and the first six weeks of an annual course with full credit being allowed upon successful completion. To begin any course after the 10<sup>th</sup> class meeting, the student must obtain the written permission of the course's instructor.

A course added after the 15<sup>th</sup> school day of a semester course and the 30<sup>th</sup> day of an annual course may be allotted either full or partial credit upon the successful completion of the course. The amount of credit awarded shall be at the discretion of the teacher.

Transfers from one instructor to another within a given course are only allowed with the approval of the Principal. Such requests either by the student/parent or the teacher must be substantial and submitted in writing.

Grading policy when students change from an Honors/AP level class to an Academic level class:

#### Option 1

The Honors/AP course and grade will be "red lined". A grade of "N" replaces the grade earned in the Honors/AP level class and will appear on the report card. The final grade is calculated by using the weighted grade method with the grades earned in the Academic level class.

#### Option 2

The Honors/AP course and grade will be "red lined". A grade(s) one grade higher than the grade(s) obtained in the Honors/AP class will appear on the report card. The final grade is calculated by using the weighted grade method with all marking period and exam grades.

The Academic level teacher will decide the option selected, and the student will be informed of this grading policy and option before making the change.

In all cases, the pupil is required to follow her/his original schedule until officially notified of the schedule change.

All schedule changes require the signature of a parent or guardian.

Schedule changes will not be permitted unless there is another class the student can enter. No student will have more than one (1) study hall. (See schedule change form at end of handbook)

## POLICY FOR DROPPING A YEAR-LONG COURSE

Dropping a course during the second marking period means that the student must withdraw with penalty according to the following:

1. During the second marking period but before Interim grades are sent to the Data Center

The grade for the second marking period is "F", the grade for the remaining marking periods is "W", and the final grade is "F".

2. During the second marking period but after the Interim grades are sent to the Data Center

The grade for the remaining marking period is "W", and the final grade is "F" regardless of the previous grade.

## CHANGING FROM ONE LEVEL TO ANOTHER

If a student changes the level of a course after the start of the second marking period, that grade will be transferred and will remain on the student's academic record. Each marking period grade and final grade for that class will be recorded as "W". The grade for the course that the student transferred into will be an "N" for the marking period(s) that the student was in the higher level course, and the final grade will be calculated by using one of the two options available as described in the Student Handbook.

## FOR A SEMESTER COURSE

If a student drops a course after the start of its second marking period, the grade for the remaining marking period is "W", and the final grade is "F" regardless of the previous

## COURSE LEVEL ASSIGNMENTS

If a parent feels that a student should be placed in a higher or lower level course than a teacher recommends, the following policy will be in effect: The student may be placed in the requested level. In the event that the course is found to be too difficult, transfer to a lower level will be allowed only after the completion of one marking period. In addition, a conference attended by the parent(s), teacher, and student must precede the move. A course level change form can be obtained through the guidance office.

## CORRESPONDENCE COURSES

Correspondence courses will be approved only for seniors (four-year students) who have the potential to graduate, but lack required courses/credits. The following procedure must be observed:

1. The application must be initiated with, completed and signed by a guidance counselor.
2. The student must remain in the subject-area class he/she is failing at Alexis I. du Pont while he/she is taking the correspondence class, unless otherwise recommended.

3. Application for a correspondence course cannot be made until the first semester of the senior year.
4. Regular 9th, 10th, 11th grade students will not be approved to take correspondence courses for make-up or original credit. These students will have to attend summer school or participate in other approved programs.
5. The results of the correspondence course must be in the Guidance Office on or before the last day of senior finals in order to determine the student's eligibility to participate in commencement. No faxes or phone calls can fulfill this requirement.

**Interscholastic Activities:**

Interscholastic Athletics are an integral part of an educational program and involve competition among various high schools in the area. Alexis I. du Pont High School is a member of Flight "A" of the Blue Hen Conference.

**\*THE ADMINISTRATION AND FACULTY HIGHLY RECOMMENDS ALL STUDENTS PARTICIPATE IN A SPORT/CLUB OR BOTH**

**\*A Student Athlete who is in Violation of the Code of Student Conduct could be eliminated from participation in Extra Curricular events, Dances and Sporting Events.**

**INTERSCHOLASTIC ATHLETICS**

FALL	(Varsity and Junior Varsity)	GIRLS	CO-ED
	BOYS Football Soccer	Field Hockey Volleyball Cheerleading	Cross Country
	(Freshmen)	GIRLS	
	BOYS Football Soccer	Field Hockey Volleyball	
WINTER	(Varsity and Junior Varsity)	GIRLS	CO-ED
	BOYS Basketball Swimming Wrestling (Freshmen)	Basketball Swimming Cheerleading	Winter Track
	BOYS Basketball Wrestling	GIRLS Basketball	
SPRING	(Varsity and Junior Varsity)	GIRLS	CO-ED
	BOYS Baseball Tennis Track Lacrosse Volleyball (Freshmen)	Softball Tennis Track Lacrosse Soccer	Golf
	BOYS Baseball	GIRLS Softball	

Participation in interscholastic athletics is open to any interested student who has the athletic skills and meets the requirements for athletic eligibility. To be eligible to practice or represent the school in an interscholastic athletic contest, a qualified physician must have examined students. A certificate to this effect, together with the parent or guardian's consent, shall be presented to the head coach of the sport before beginning the athletic activity. The form for the physical examination and parent's permission may be obtained from the school nurse, the head coach of the sport, or the Athletic Director. In addition to the physical exam and parental permission form, a separate emergency card must be completed for each sport in which the student participates. These cards are kept on file by the individual coaches.

### **THE STUDENT COUNCIL**

The Student Council is a representative body elected by students, which works with the school's administration to establish rules and regulations affecting the quality of life at Alexis I. du Pont High School. The Student Council assists in coordinating the student activity program and acts on student concerns.

The executive officers of the Student Council consist of a president, vice president, treasurer, secretary, parliamentarian, reporter, assistant treasurer, assistant secretary and at-large representatives. The officers are elected in late spring.

The council consists of homeroom representatives elected by each homeroom in September of each year, members-at-large, class officers, and presidents of co-curricular activities. The homeroom representatives are responsible to the homeroom and the council for feedback from one to the other.

A student who wishes to run for officer of the Student Council, a class, or become a Student Council member-at-large must submit his/her name on a petition with the signatures of 30 students and three members of the faculty in support of his/her candidacy. Submit the petition to the Main Office. Dates for the submission of petitions is determined and announced by the advisor.

Unless otherwise stated, Student Council meetings are the 1st and 3rd Tuesdays. All members must attend or get alternates to do so.

### **SCHOOL DISTRICT ELIGIBILITY POLICY FOR EXTRACURRICULAR ACTIVITIES**

Philosophy Statement: Research and experience indicate that students who participate in school sponsored extracurricular activities achieve higher academic performance. Consistent with the Red Clay goal of improving the academic performance of all students, the Red Clay Consolidated Board of Education encourages and supports the participation of all students in extracurricular activities. In keeping with the emphasis on academics it is the belief of the Board that students who do not achieve satisfactory academic performance should devote all available time to the improvement of their academic performance. Therefore, the following eligibility criteria will be applied.

### **IN ORDER TO BE ELIGIBLE, THE FOLLOWING REQUIREMENTS MUST BE MET**

High school students must achieve the following grade point average to be eligible to participate in school-sponsored extracurricular programs and activities. The following GPAs must be achieved prior to the start of the grade level and maintained throughout the year, i.e., first marking period eligibility is based on the year end average of the prior school year.

<u>Grade Level</u>	<u>G.P.A.</u>
9 <sup>th</sup>	1.00/MP
10 <sup>th</sup>	1.50/MP
11-12 <sup>th</sup>	2.00/MP

### **ATHLETIC ELIGIBILITY**

According to DSSAA regulations, athletes are not eligible for participation:

1. If you are 19 years of age prior to August 25.
2. If you are under school suspension or have an unexcused absence.
3. If you have been in attendance more than four years or eight semesters beyond 8th grade.
4. If you play on a similar team other than the school team during the same sports season unless a Similar Team form is completed and submitted to the Athletic Director.
5. If you are not passing at least five credit courses in a marking period, including two which are required.
6. Seniors must be passing those courses required for graduation.

### **ATHLETIC TEAM MANAGERS AND STATISTICIANS**

In addition to the actual participation in sports, other positions such as team manager or statistician are available for students interested in aiding the interscholastic athletic program. Students assist the coaching staff by helping to issue and care for equipment, keeping score at game, and helping with team statistics. Students who are not athletically inclined are urged to consider managing and keeping statistics as a way of getting involved in the sports program.

### **HIGH SCHOOL YEARBOOK**

The high school yearbook chronicles the events of each school year. The ALEXIS staff is open to students from all grade levels. Photographers, copy editors, and typists are examples of the positions that need to be filled so that ALEXIS can continue its tradition of excellence.

### **FAMILY CAREER & COMMUNITY LEADERS OF AMERICA**

This organization is open to students who are enrolled in a home economics course. The purpose of the FCCA is the improvement of the individual's home and community life. Activities include parties for kindergarten children and volunteer work at Alfred I. du Pont Institute.

### **BAND AND ORCHESTRA**

All of the instrumental music organizations share one common goal: to prepare to publicly perform great music. The marching band performs at all football games, pep assemblies, and participates in one or more competitions each year. The symphonic band and the orchestra present one or more concerts of advanced music and take part in national competitions. The jazz band performs rock and jazz concerts and assemblies.

Membership in all of these organizations is open to students who have been part of elementary and middle school bands or who have had sufficient private instruction. Band membership is a regular course offering, and enrollment is made by course selection.

## **BAND FRONTS**

Band fronts are a major part of the marching band and present drill and dance routings at all shows. The Poms, Silks, and Twirlers are a part of the band front.

Members are selected each spring by tryout, and all students are welcome to audition. Band front members must attend training camp each summer as well as participate in after school rehearsals.

## **CLASS ORGANIZATIONS**

In the spring each class elects a president, vice-president, secretary, and treasurer to serve as the class officers for the following year. An executive board composed of student volunteers supports the class officers. This group guides the class in planning and organizing class activities such as dances, picnics, projects, and other traditional events. Class officers are members of the Student Council.

## **CHEERLEADERS**

Cheerleading combines the activities of a physical sport as well as building enthusiasm at sports events. Any student is welcome to tryout for the cheerleading squad. A completed physical examination form is required and must be submitted to the sponsor before trying out. If chosen for the cheerleading squad, the student is expected to follow all rules and regulations of the squad, attend scheduled practices, and cheer at athletic contests during the school year. Separate tryouts are held for fall and winter sports; the intent is to include greater numbers of students in this highly visible activity.

## **DRAMA CLUB AND DRAMATICS**

Traditionally, Alexis I. presents one or more major stage productions each year. The fall play is open to participants from all grade levels. In addition, drama classes present a festival of one-act plays. Periodically, the drama department presents a major Broadway musical with roles open to students of all grade levels. Requirements include an interest in acting, attendance at all rehearsals, and, when necessary, singing and dancing skills.

Students are selected for all productions by audition. Opportunities exist to be involved in backstage work with the stage crew.

## **NATIONAL HONOR SOCIETY**

Beginning in the junior year, students become eligible for membership in the NHS. In the third marking period, all juniors and seniors who have maintained a grade point average of 3.5 are screened by teachers for leadership, service and character. A member must maintain the requirements in order to have continuous membership.

## **THE SCHOOL NEWSPAPER**

The student newspaper is published at regular intervals. Staff is recruited from journalism classes. Advertisements are solicited from area businesses. THE TIGER PAUSE simulates the production of a metropolitan newspaper.

## KEY CLUB

The A.I. Key Club that is a service organization whose objective is the development of initiative, leadership ability, and good citizenship. Key Club members are involved in service projects both at school and within the community. A recruitment meeting is held early in the fall. All interested students are invited to attend.

## AMNESTY INTERNATIONAL

A.I.'s Amnesty International High School Chapter holds regular meetings. A newsletter is received which suggests the names of political prisoners to be supported, petitions to be signed, and conferences to attend. Students participate in these activities. All are welcome to join.

## ENVIRONMENTAL ACTION COMMITTEE

This environment club is an action-oriented group of students interested in a wide variety of environmental issues. Various projects include school education programs, campus clean-up, highway and stream clean-ups, and paper recycling. The EAC also takes part in workshops and meetings with students from other schools to further the club goals. All students are welcome to join.

## ORGANIZATIONAL PROCEDURES

### PROCEDURES TO FOLLOW IN THE ORGANIZATION OF CLUBS

1. Clubs or associations must have constitution and/or by-laws submitted for approval to the school principal and student government organization.
2. Each club or organization must have a faculty advisor or sponsor.
3. Membership may not be denied to any student because of race, religion, nationality, or sex.
4. Club membership may require special qualifications that relate directly to the purpose of the club.

## ORGANIZATION OF FUND RAISING ACTIVITIES

Any class or club wishing to sponsor a fund raising event must submit a Fund Raising Application and receive approval by the building principal before final commitment is made. A Use of School Property application may be necessary. Accurate records must be kept and funds deposited in a school account. See sponsor for details.

## ORGANIZATION OF SPECIAL EVENTS

Any class or club wishing to sponsor a dance or other social event, using school facilities must contact the Head Chief Custodian (Agi Wilson) for an available date. Permission to Use School Property form should be filed at least four weeks prior to the scheduled date of the event. The group must follow the established guidelines for school activities.

## DANCES

1. A completed band or disc jockey contract must be submitted to the assistant principal for approval two weeks before the dance date.
2. All school dances have limited access. Dances are for Alexis I. students and their dates only. A student can bring only one non-Alexis I. student, and is responsible for his/her welfare and conduct during the school dances.
3. Dances make money for clubs, but they also provide a safe, fun place for our students to enjoy themselves.
4. Students are not admitted after 10:00 p.m. A student who works and cannot get here before 10:00 p.m. must obtain an admission slip from the principal or the associate principal responsible for activities prior to the night of the dance. Students who leave the dance will not be readmitted.

## BANQUETS AND DINNERS

Banquets and dinners are held by various organizations through the school year. Each group desiring to hold a banquet or dinner is responsible for organizing the event. Permission to "Use School Property" form must be completed and filed in the high school office four weeks in advance with the cafeteria supervisor if the school cafeteria or food service is to be used.

## OFFICE VOLUNTEERS

Student volunteers are a welcome addition to the front office. They help to answer the telephones, sort attendance cards, provide information to parents or other visitors and sort mail. They also type when necessary. Students who volunteer do so through the Business Education Department. They are usually juniors or seniors. They must be courteous, responsible and willing to work with the secretaries, and under their jurisdiction.

Student volunteers are expected to follow the code of conduct for all secretarial staff when they are working behind the counter. Students will be dropped from the program if they fail to follow the guidelines, or treat the public discourteously.

The nurse, guidance secretary and library also use volunteers. Interested students should see them.

## TEACHER AIDES

**Policy on teacher aide credits:** Students assigned as aides whether it is for 1 period or 3 periods the student can only one credit per year.

## ANNOUNCEMENTS

Announcements are made daily five minutes after first period begins and in the afternoon. They are an important way of communicating with our student body. Students are expected to listen carefully to all announcements and to respond in person if called to the office.

Students who are present in school are responsible for hearing what is announced. Fire drills, bus schedule changes, club meetings and other critical data are announced periodically over the P.A. system.

ACTION PLAN

FRESHMAN

COLLEGE BOUND

[www.collegeboard.com](http://www.collegeboard.com)

## Action Plan

### High School Freshman

[www.collegeboard.com](http://www.collegeboard.com)

#### Plan for the Year Ahead

- High School is the time to start preparing for college.
- Each year your assignment will become more and more challenging.
- Learn essential skills and build upon them for a bright and successful future.
- Review your schedule with your counselor to make sure you're enrolled in challenging classes that will help prepare you for college. Colleges prefer four years of English, history, math, science, and foreign language.
- Get involved in extracurricular activities.
- Go to college fairs in your area.

#### Winter

##### Learn About College

- Use the SSP program to help you choose a career, college, and classes that you should take in high school to follow that career.
- Seek help if you feel upset, confused, have doubts about your school life. Your teachers, your counselor, parents, and administrator are all here to help you.
- Learn about college costs and how financial aid works.
- Find out about colleges from college friends, and families who are home for the holidays.

#### Spring

##### Choosing the right path

- Staged Focused
- Get to know your guidance counselor and become familiar with the types of courses that are required in your chosen field.
- Sign up for challenging classes Honor or AP (Advanced Placement).

##### Explore Summer Opportunities

- Look for a great summer opportunity- job, internship, or volunteer work and obtain a credit from the Delaware Volunteer Credit program.
- Check online for summer school programs for high school students at colleges.

#### Road to Diploma

Your path to graduation can be bumpy or smooth. Find the right tools to be the most successful student you can be.

ACTION PLAN

SOPHOMORE

COLLEGE BOUND

[www.collegeboard.com](http://www.collegeboard.com)

Action Plan  
High School Sophomores  
[www.collegeboard.com](http://www.collegeboard.com)

FALL

Plan for the Year Ahead

- Meet with your counselor to discuss your college plans. Review your schedule with him or her to make sure you're enrolled in challenging classes that will help you prepare for college. Colleges prefer four years of English, history, math, science, and a foreign language.
- Keep track of your assignments, test dates, activities, and important events by using a planner or electronic organizer to set up a study schedule.
- Explore college and career options related to your interest with the SSP program of our school.
- Know yourself. What do you like to do, what are you good at and what do you value most? Make a list of your answers. The first step in career planning is self-discovery.
- Get more involved. Find an activity at school or in the community that you would enjoy and be active. Colleges look for involved students. Get involved in hobbies, and extracurricular activities that match up with your career interest.
- Use [College Search](#) to find out the required courses and tests of colleges that you might be interested in attending.
- Go to college fairs in your area.

WINTER

Prepare for Tests

- Use your PSAT/NMSQT Score Report and [www.collegeboard.com/psatextra](http://www.collegeboard.com/psatextra) to prepare for the SAT
- Talk to your counselor and teachers about taking SAT Subject Tests in your strong subjects this spring. Take Subject Tests such as World History, Biology, C/M, and Chemistry while the material is still fresh in your mind.

Learn about Colleges

- Learn about college costs and how financial aid works. What's financial aid? It's made up of four types of assistance: grants, scholarships, loan and work-study. Grants and scholarships are free sources of money that do not have to be paid back. A loan is money given to you to help pay for college related expenses it must be repaid. Work-study allows you to earn money by working part time at a campus-approved job.
- If you are an athlete hoping to play sports in college, it's important to begin planning. Find out what the NCAA academic requirements are at [www.ncaa.org/learninghouse.net](http://www.ncaa.org/learninghouse.net) and check with your school counselor for more information.

- Use the College Savings Calculator to see how much money you'll need for college, whether you're on track to save enough, and what you need to reach your goal. Talk to your parents about financing college.
- Start thinking about college majors. What matches your skills and interests? Have you thought about how specific majors relate to careers? Explore college majors and careers that might be right for you. All of this information can be obtained using SSP program.
- Plan to attend college planning night; check with your counselor to see the date and time it is going to be offered.
- Find out about college firsthand from college friends who are home for the holidays.

## SPRING

### Stay Focused

- Sign up for Honors / and consider AP (Advanced Placement) courses. Harder courses in high school make you more prepared for college.
- Begin making a list of colleges that you want to look into.

### Explore Summer Opportunities

- Look for a great summer opportunity – job, internship, or volunteer position.
- Check with your counselor and search online for summer school programs for high school students at colleges.
- Look for academic camp being held in the summer. They're a great way to catch up or get ahead.

## SUMMER

### Make the Most of Your Break

- Start a summer reading list. Ask your teachers to recommend books. Reading is one of the best ways to improve your grades, and you can do it practically anywhere.
- Plan to visit college campuses near where you live that fit the idea of the type of school that you might want to attend. When you visit these schools, try to meet with their admissions officers and some of the students currently attending, they can help you get an insight on what the college experience is really about.
- Finalize your summer plans

# ACTION PLAN

## JUNIORS

### COLLEGE BOUND

[WWW.COLLEGEBOARD.COM](http://WWW.COLLEGEBOARD.COM)

## Action Plan

High School Juniors

[www.collegeboard.com](http://www.collegeboard.com)

### FALL

#### Take the PSAT/NMSQT

- At school, sign up early to take the PSAT/NMSQT in October. Get PSAT/NMSQT tips and a free practice test

#### Start Your College Search

- Start with you: make list of your abilities, preferences, and personal qualities. List things you may want to study and do in college.
- Jumpstart your college planning by reading about majors and careers.
- Use College Search to find colleges with the right characteristics (i.e. size, type, location, programs, facilities, cost, academic quality, etc.)
- Check the entrance requirements of the colleges that you're planning to apply to, and find out which test (s) you need to take.
- Look into campus visits. Some colleges host special visit days for juniors.

#### Start Thinking about Financial Aid

- Talk to your counselor about your college plans and attend college night and financial aid night at your school. Use financial aid calculators to estimate your aid eligibility and college costs.
- Attend college fairs in your area and meet with college representatives who visit our high school.

### WINTER

#### Plan Your Spring Testing Schedule

- You can take either the SAT Reasoning Test -or- up to three SAT Subject Tests on one test day. Plan your testing schedule carefully if you want to take both types of SAT. See the SAT schedule of test dates and register online for the SAT.
- Your PSAT/NMSQT Score Report arrives in December. Use it to improve your skills and prepare for the SAT. Practice at [collegeboard.com/psatextra](http://collegeboard.com/psatextra).
- Get involved. Colleges seek well-rounded students who not only get good grades, but who are also involved in school and community organizations.

## SPRING

### Get Ready for the SAT

- Visit the SAT Preparation Center to take a free full-length official practice test and get a score and skills report. Be sure to sign up for [The Official SAT Question of the Day](#) for daily practice

### Explore Colleges

- Start visiting local colleges: large, small, public, and private. Get a feel for what works for you. Develop a list of 15-20 colleges that interest you.
- Take notes and compare your thoughts on each of the college after your visit.
- Soon you'll be completing college and scholarship applications. Put together a resume listing your activities, awards, achievements, employment, and volunteer experiences. Go to the guidance office and fill out an activity sheet.

### Plan Ahead for the Summer & Senior Year

- Review your senior year class schedule with your counselor. Challenge yourself with honors and AP (Advanced Placement) classes and stick with sequences you've begun, in the languages, for example. Read about how to select your courses.
- Are you unsure what you want to be? Ask your school counselor how an online assessment on SSP can help you to choose a career path.
- Plan summer activities early. Enrich yourself by volunteering, getting an interesting job or internship, or signing up for special summer learning programs.

## SUMMER

### Keep Your Momentum This Summer

- Visit colleges. Take campus tours of colleges that you visit; schedule interviews with admissions counselors. Be sure to bring your [campus visit checklist](#).
- Request applications from colleges you plan to attend. Check important dates; some universities have early dates or rolling admissions. Consult the [College Application Calendar](#) and the [Financial Aid Calendar](#) for the basic idea of the applications timeline.

Get Ready for your senior year! Start thinking about how to manage your time; Remember that you should focus on keeping your grades up, filling out applications and selecting the college of your choice.

# ACTION PLAN

SENIOR

COLLEGE BOUND

[www.collegeboard.com](http://www.collegeboard.com)

## Action Plan

High School Seniors

[www.collegeboard.com](http://www.collegeboard.com)

### FALL

#### Pulling Your Applications Together

- Narrow your list of colleges to between 5 and 10 and review it with your counselor. Get an application and financial aid info from each. Visit as many as possible
- Make a master calendar and note:
  - Test Dates, Fees, and Deadlines
  - College application due dates
  - Required financial aid applications and their deadlines
  - Recommendations, transcripts, and other necessary materials
  - Your high school's deadlines for application requests such as your transcript
- Ask for recommendations. Give each person your resume, a stamped, addressed envelope, and any required forms.
- Write application essays and ask teachers, parents, and friends to read first drafts.

#### Applying Early Action or Early Decision?

- November 1: For early admissions, colleges may require test scores and applications in early November. Send your SAT scores at [collegeboard.com](http://collegeboard.com)
- Ask if your college offers an early estimate of financial aid eligibility

#### Get Financial Aid Info

- Attend financial aid info events in your area
- Talk to your counselor about CSS/Financial Aid PROFILE and learn about it with **Completing the PROFILE**.
- Use Scholarship Search at [collegeboard.com](http://collegeboard.com), review scholarship books, and ask your counselor about local and state funding sources.

### WINTER

#### Application Details

- Most regular applications are due between January 1 and February 15. Keep copies of everything you send to colleges

- Have your high school send your transcript to colleges
- Contact colleges to make sure they've received all application materials

Financial Aid: Apply Early. Apply Right.

- You and your family should save 2009 pay stubs to estimate income on aid forms that you'll file in early 2010.
- Submit your FAFSA as soon after January 1 as possible. Men 18 or older must register for the selective service to receive federal financial aid.
- Many priority financial aid deadlines fall in February. To get the most attractive award package, apply by the priority date. Keep copies of everything you send

## SPRING

When the Letters Start Rolling In

- You should get acceptance letters and financial aid offers by mid-April.
- Use Compare Your Aid Awards to compare awards from different colleges. Questions? Talk to financial aid officers. Not enough aid? Ask if other financing plans are available
- If you haven't already, visit your final college before accepting

May 1: Making Your Final Choice

- You must tell every college of your acceptance or rejection of offers of admission or financial aid by May 1. Send a deposit to the college you choose.
- Waitlisted? If you enroll if accepted, tell the admissions director your intent and ask how to strengthen your application. Need financial aid? Ask if funds will be available if you're accepted.

## SUMMER

Next Steps

- Ask your high school to send a final transcript to your college
- Start preparing for the year ahead

SAT Calendar Dates & Fees  
2009-10 Test Dates and Registration Deadlines  
 Register: [www.collegeboard.com](http://www.collegeboard.com)

2009-10 Test Dates	Test	U.S. Registration Deadlines*		International Registration Deadlines**	
		Regular	Late (a fee applies)	Early (International only)	Regular
October 10, 2009	SAT & Subject Tests	September 9, 2009	September 23, 2009	August 19, 2009	September 9, 2009
November 7, 2009	SAT & Subject Tests	October 1, 2009	October 15, 2009	September 16, 2009	October 1, 2009
December 5, 2009	SAT & Subject Tests	October 30, 2009	November 12, 2009	October 14, 2009	October 30, 2009
January 23, 2010	SAT & Subject Tests	December 15, 2009	December 30, 2009	December 2, 2009	December 15, 2009
March 13, 2010	SAT only	February 4, 2010	February 18, 2010	N/A	N/A
May 1, 2010	SAT & Subject Tests	March 25, 2010	April 8, 2010	March 10, 2010	March 25, 2010
June 5, 2010	SAT & Subject Tests	April 29, 2010	May 13, 2010	April 14, 2010	April 29, 2010

Important Information for All Test-Takers

- Sunday administrations occur the day after each Saturday test date, for students who cannot test on Saturday due to religious observance. For the administration on Oct. 10, the Sunday test date has been moved to Oct. 18, to avoid conflict with the Jewish holiday of Simchat Torah.
- The Language Tests with Listening are offered only in November.
  - \* U.S. Registration Deadlines Important Information
- U.S. deadlines apply to students testing in the United States, U.S. Territories, and

Puerto Rico.

- U.S. registration materials that are mailed must be postmarked by the U.S. deadlines.
- On March 13, only the SAT Reasoning Test™ is offered.

## PSAT 2009

The PSAT will be held at P.I. du Pont High School on Wednesday, October 14, 2009 for all 10<sup>th</sup> and 11<sup>th</sup> grade students.

### Sign-up for My College QuickStart

Students who take the PSAT/NMSQT® receive this free, personalized college and career planning kit. With My College QuickStart, you can:

- Access your enhanced online score report.
- Prepare for the SAT® with a customized study plan, based on PSAT/NMSQT results.
- View a starter list of colleges determined by your home state and indicated choice of major.
- Connect to detailed profiles of colleges, majors, and careers.

Read important information about the writing skills section question 21 on the Saturday test.

### About PSAT/NMSQT

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

You have developed these skills over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

The most common reasons for taking the PSAT/NMSQT are:

- to receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- to see how your performance on an admissions test might compare with that of others applying to college.
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).

- to help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- to receive information from colleges when you check "yes" to Student Search Service.

## Important SSD Dates

### 2009-2010 Academic Year

#### **PSAT/NMSQT**

Test Dates	Eligibility Form Determined Complete by*	Disability Documentation Determined Complete by**
October 14, 2009	September 9, 2009	August 26, 2009
October 17, 2009	September 9, 2009	August 26, 2009

#### **SAT Reasoning Test™ or SAT Subject Tests™**

Test Dates	Eligibility Form Determined Complete by*	Disability Documentation Determined Complete by**
October 10, 2009	September 4, 2009	August 21, 2009
November 7, 2009	October 2, 2009	September 18, 2009
December 5, 2009	October 30, 2009	October 16, 2009
January 23, 2010	December 18, 2009	December 4, 2009
March 13, 2010	February 5, 2010	January 22, 2010****
May 1, 2010	March 26, 2010	March 12, 2010
June 5, 2010	April 30, 2010	April 16, 2010

#### **AP**

Test Dates	Eligibility Form Determined Complete by*	Disability Documentation Determined Complete by**
May 3-7, 2010	March 5, 2010***	February 19, 2010***
May 10-14, 2010	March 5, 2010***	February 19, 2010***

\* When additional information is needed to complete a Student Eligibility Form, the processing will begin on the date the form is complete. Then allow approximately five weeks for processing.

\*\* When additional information is provided to complete a student's disability documentation, the processing will begin on the date the documentation is complete. Then allow approximately seven weeks for processing.

\*\*\* AP dates are set to ensure that most accommodation eligibility determinations may be made prior to AP exam ordering deadlines

\*\*\*\* Only SAT reasoning examination are offered on this date.

## 2009–2010 ACT Test Dates

Register: [www.act.org](http://www.act.org)

For the United States, U.S. Territories, Puerto Rico, and Canada		For other countries
Test Date	Registration Deadline	(Late Fee Required)
September 12, 2009*	August 7, 2009	August 8 – 21, 2009
October 24, 2009	September 18, 2009	September 19 – October 2, 2009
December 12, 2009	November 6, 2009	November 7 – 20, 2009
February 6, 2010**	January 5, 2010	January 6 – 15, 2010
April 10, 2010	March 5, 2010	March 6–19, 2010
June 12, 2010	May 7, 2010	May 8 – 21, 2010

\*The September 2009 test date is offered only within the 50 United States and D. C.

### Students with Disabilities Eligibility

What are the College Board's eligibility requirements?

A student with a documented disability may be eligible for accommodations on College Board tests (i.e., SAT®; SAT Subject Tests™ AP; PSAT). The College Board asks that each student seeking accommodations on our tests complete a Student Eligibility Form.

To be eligible, the student:

1. has a disability that necessitates testing accommodations,
2. has documentation on file at school that supports the need for requested accommodations and meets the *Guidelines for Documentation*, and
3. receives and uses the requested accommodations, due to the disability, for school-based tests.

If any of these requirements are not met, a student may still be eligible. The student may send his or her disability documentation with the *Student Eligibility Form* to the College Board for review and determination. The disability documentation must adhere to the *Guidelines for Documentation* on page 1 of the Instructions (for additional help, refer to [Resources and Tools](#)).

What disabilities make students eligible for accommodations?

There are many disabilities that impact a student's academic functioning. Here are a few:

- o Blindness/Vision Impairment
- o IP/ID (formerly known as I.D.D. /I.D.H.D.)
- o Learning Disabilities
- o Deafness/Hearing Impairment
- o Certain Medical Conditions
- o Certain Physical Disabilities

## Certain Psychiatric Conditions

How do I know if a student is eligible?

- Does the student have a diagnosed disability that makes it difficult for him or her to learn and take tests in the traditional manner?
- Does the student have documentation on file at the school showing that he or she has a disability that requires testing accommodations and addressing each of the information categories in the *Guidelines for Documentation*?
- Has the student received accommodations for tests he or she took in school? (See the Teacher Survey Form under [Resources and Tools](#)).

If the answer is **yes** to these questions, and the student wishes to take College Board tests, accommodations may be appropriate for the student.

What types of accommodations are available on College Board tests?

The College Board's procedures for determining appropriate accommodations on its tests provide for considerable flexibility-customization, if you will-to accommodate each student's special needs (for greater detail, visit [Accommodations](#)). There are four major categories for testing accommodations (below with accommodation examples in each category):

- **Presentation** (e.g., large print; reader; Braille; Braille device for written responses; visual magnification; audio amplification; audiocassette; sign/oral presentations),
- **Responding** (e.g., verbal/dictated to scribe; tape recorder; computer without grammar/cut & paste features; large block answer sheet),
- **Timing/scheduling** (e.g., frequent breaks; extended time; multiple day; specified time of day), and
- **Setting** (e.g., small group setting; private room; special lighting/acoustics; adaptive/special furniture/tools; alternative test site [with proctor present]; preferential seating).

What happens if a student has a temporary disability? Should the student apply for a testing accommodation?

If a student has a temporary disability, such as a broken arm, and cannot take an upcoming test for which he or she has registered, the student should register for a test on a later date when the temporary disability has healed. This is the process for the SAT tests that are administered throughout the academic year. However, if the student is planning to take a test that is only administered annually (e.g., AP exams; PSAT/NMSQT), the school and the student may contact the College Board at (609) 771-7157 to inquire if it would be possible for the student to test with temporary accommodations (all contact information is on page 8 of the *Instructions*).

**\*\*If you have any questions or would like to apply for accommodations on the PSAT, SAT, or Advanced Placement tests you should see your counselor.\*\***

## How to Apply for a Scholarship

### The Money Is There, but You Have to Ask for It

There's a lot of advice out there about the best way to apply for scholarships—how your child should "package" himself in his essay, which extracurricular activities to emphasize, and what color paper to use for his resume. The truth is, much of this advice can vary widely, depending on the author—and what works for one applicant may not necessarily work for another.

Your child will discover that most of the scholarship secrets simply boil down to using common sense and following directions carefully.

### Application Tips

Here are some tips your child can use to create solid applications and avoid common scholarship mistakes:

#### **1. Start Researching Scholarships Early**

The more time your child can put into a scholarship search, the more options they will have. Your child will need time to research scholarships, request information and application materials, and complete applications—plus, some scholarships have deadlines early in the fall of the senior year. Your child can use our online [Scholarship Search](#) to get started.

#### **2. Read Eligibility Requirements Carefully**

If your child has a question about eligibility for a particular scholarship, contact the scholarship sponsors immediately.

#### **3. Organize All Scholarship Materials**

Your child should create a separate file for each scholarship and file by application date. Keep a calendar of application deadlines and follow-up appointments.

Many scholarships require your child to provide some combination of the following:

- Transcript
- Standardized test scores
- Financial aid forms, such as the FAFSA or PROFILE
- Parent's financial information, including tax returns
- One or more essays
- One or more letters of recommendation
- Proof of eligibility (e.g. membership credentials)

Your child may also need to prepare for a personal interview. For students competing for talent-based scholarships, an audition, performance, or portfolio may be required.

#### **4. Proofread Applications Carefully**

Your child can use the computer's spelling and grammar check features to scan for any careless mistakes, however, it's also a good idea to ask others—you, a teacher, or a friend—to read the essays and share thoughts and ideas.

#### **5. Don't Leave Items Blank**

Blank items will slow down the processing of your child's application. Your child should contact scholarship sponsors with questions on how to fill out any part of the application.

## **6. Follow Instructions to the Letter**

Make sure your child does not go over the length limit for the essay. Another application don't: sending supporting materials that are not requested in the application.

## **7. Make Sure the Application is Legible**

Type or print application forms and essays.

## **8. Make Copies of Everything**

If application materials are lost, having copies on hand will make it much easier to resend the application quickly.

## **9. Double-Check the Application**

If your child is reusing material (such as a cover letter or essay) from another scholarship application, be especially careful he hasn't left in any incorrect names or blank fields. He should not forget to sign and date his application.

## **10. Get Your Applications in Early**

Missing deadlines means missing out. Consider using certified mail and/or return receipt.

### **Scholarships Might Affect the Financial Aid Package**

Private scholarships can actually reduce parts of your child's financial aid package. How? Colleges must consider outside scholarships as a student's financial resource, available to pay for education costs. If a college financial aid office meets your child's full financial need, government regulations specify that any scholarship money won lowers the need figure on a dollar-for-dollar basis.

What should matter to you and your child is which types of aid are reduced or eliminated—self-help aid (loans or work-study) or need-based grants. Colleges, following federal regulations, can adjust aid packages in a variety of ways—some will subtract the value of unmet need first, others will reduce self-help aid before reducing grants, still others will use scholarship funds only to replace grant money. Some colleges even give the option of using scholarships to reduce the expected family contribution.

It's a good idea to contact the financial aid office of colleges that interest your child and inquire about their policies regarding outside scholarships.

## FAFSA Information

### Tips to Getting Aid Without Delay!

Financial aid administrators and guidance counselors from around the country agree that the following tips speed up the application process:

- **Important: Read the instructions!**  
Many questions on the FAFSA are straightforward, like your Social Security Number. But many questions are asked specifically for purposes of student financial aid. Common words like "household," "investments," and even "parent" may have special meaning. Read all instructions carefully.
- **Apply early**  
State and school deadlines will vary and tend to be early. Check with them to find out their exact deadline dates.  
  
The U.S. Department of Education (ED) will process your FAFSA if received on or before the deadline. However, to actually receive aid, your school must have correct, complete FAFSA information before your last day of enrollment.
- **Complete your tax return**  
We recommend that you (and your parents if you are a dependent student) complete your tax return before filling out your FAFSA. This will make completing the FAFSA easier. If you have not filed your tax return yet, you can still submit your FAFSA but you must provide income and tax data. Once you (and your parents if you are a dependent student) file your tax return, you must correct any income or tax information that changed.
- **Save time: File Electronically!**  
Complete and submit your FAFSA online. It is the fastest and most accurate way to apply for student aid.
- **Ask: Do I need additional forms?**  
Many schools and states rely on the FAFSA as the single application for student aid. However, your school or state may require additional forms. Check with your state agency and the financial aid office at the school you plan to attend to find out if they require additional forms.

### Why fill out a FAFSA?

The FAFSA (*Free Application for Federal Student Aid*) is the first step in the financial aid process. Use it to apply for federal student financial aid, such as Pell grant, student loans, and college work-study. In addition, most states and schools use FAFSA information to award their financial aid. For introductory instructions on how to complete the FAFSA online or on paper go to Completing the FAFSA at <http://studentaid.ed.gov/completingfafa>

### Why all the questions?

We enter your FAFSA responses into a formula (known as the Federal Methodology), which is required by the Higher Education Act of 1965, as amended. The result is your Expected Family Contribution, or EFC. The EFC is a number that measures your family's financial strength. It is subtracted from the Cost of Attendance at the school(s) you plan to attend which determines your eligibility for federal student aid.

Your state, and the school(s) you list, may use all or some of your responses. They will determine if you are also eligible for school or state aid.

### **How do I find out what my EFC is?**

We will send you a report, called a *Student Aid Report* (SAR) by email or by postal mail depending on the addresses that we have on file for you. The SAR lists the information you reported on your FAFSA, and will tell you your EFC. Reviewing your SAR is important to ensure all of your information is correct. Make any necessary changes or provide additional information.

### **How much aid do I get?**

The schools use your EFC to prepare a financial aid package (grants, loans, and/or work-study) to help you meet your financial need. Financial need is the difference between your EFC and your school's cost of attendance (which can include living expenses), as determined by the school. If you or your family has special circumstances that impact your financial situation, contact your school's financial aid office. Some examples include: unusual medical or dental expenses, or a large change in income from last year to this year.

### **When do I get the aid?**

Your financial aid will be paid to you through your school. Typically, your school will first use the aid to pay tuition, fees, and room and board (if provided by the school). Any remaining aid is returned to you for your other expenses.

### **Where can I get more information on student aid?**

The financial aid office at the school you plan to attend is best place to get information about federal, state, school and other sources of student financial aid.

You can also check out these resources:

- [www.studentaid.ed.gov](http://www.studentaid.ed.gov)
- [www.students.gov](http://www.students.gov)
- Your high school counselor's office
- Your local library's reference section

There may be information available from foundations, religious organizations, community organizations, and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

### **Warning!**

**Be wary of organizations that charge a fee to submit your application, or to find you money for school. Some are legitimate and some are scams. Generally, any help that you pay for can be received free from your school or the U.S. Department of Education.**

## Types of Colleges

### Which Type Suits You Best?

What kind of college do you see yourself attending? Different types of colleges suit different types of people. Take a look at these descriptions to help you see where you fit.

#### Liberal Arts Colleges

Liberal arts colleges offer a broad base of courses in the humanities, social sciences, and sciences. Most are private and focus mainly on undergraduate students. Classes tend to be small and personal attention is available. Read more about a [liberal arts education](#).

## Universities

Generally, a university is bigger than a college and offers more majors and research facilities. Class size often reflects institutional size and some classes may be taught by graduate students.

## Community or Junior Colleges

Community colleges offer a degree after the completion of two years of full-time study. They frequently offer technical programs that prepare you for immediate entry into the job market. Learn more about [community colleges](#).

## Upper-Division Schools

Upper-division schools offer the last two years of undergraduate study, usually in specialized programs leading to a bachelor's degree. You'd generally transfer to an upper-division college after completing an associate's degree or after finishing a second year of study at a four-year college.

## Agricultural, Technical, and Specialized Colleges

Have you made a clear decision about what you want to do with your life? Specialized colleges emphasize preparation for specific careers. Examples include Art/music, Bible, Business, Health Science, Seminary/rabbinical, and Teaching.

## Public vs. Private

On the one hand, public colleges are usually less expensive, particularly for in-state residents. They get most of their money from the state or local government. Check out your state's [Guide to Residency](#). Private colleges rely on tuition, fees, endowments, and other private sources. On the other hand, private colleges are usually smaller and can offer more personalized attention (and some believe, more prestige).

## Special Interests

- **Single-Sex:** All four-year public colleges and most private schools are co-ed. In terms of single-sex colleges, there are about 50 specifically for men and about 70 specifically for women. Some may enroll a few men or women.
- **Religiously Affiliated Colleges:** Some private colleges are affiliated with a religious faith. The affiliation may be historic only or it may affect day-to-day student life.
- **Historically Black Colleges:** Historically-black colleges find their origins in the time when African American students were systematically denied access to most other colleges and universities. These schools offer students a unique opportunity to experience an educational community in which they're part of the majority.
- **Hispanic-Serving Institutions:** There are about 155 institutions designated by the federal government as "Hispanic-Serving." At these schools, Hispanic students comprise at least 25 percent of the total full-time undergraduate enrollment.

## Bottom Line

What's right for you depends on your situation and goals. For more information about planning for college, and how to build your college list, check out the [College Board's College Handbook](#).

## College Application Requirements

### There's More Than Just a Form

Applications vary from college to college, but most require some or all of the following parts:

#### Application Form

In the old days (well, a few years ago), you had one application option—a handwritten or typed form. Today you can often apply online directly to an individual school or use the Common Application, entering your information just once.

### Application Fee

The average college application fee is around \$25. (Some colleges charge up to \$60, while others don't have an application fee at all.) The fee is usually nonrefundable, even if you're not offered admission. Many colleges offer fee waivers for applicants from low-income families. If you need a fee waiver, call the college's admission office for more information.

### High School Transcript

This form is filled out by an official of your high school. If it comes with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.

### Admission Test Scores

At many colleges, you have to submit SAT®, SAT Subject Test™, or ACT test scores. Test scores are a standard way of measuring a student's ability to do college-level work.

### Letters of Recommendation

Your entire application should create a consistent portrait of who you are. Many private colleges ask you to submit one or more letters of recommendation from a teacher, counselor, or other adult who knows you well. When asking someone to write such a letter, be sure to do so well before the college's deadline.

### Essay

If you're applying to private colleges, your essay often plays a very important role. Whether you're writing an autobiographical statement or an essay on a specific theme, take the opportunity to express your individuality in a way that sets you apart from other applicants.

### Interview

This is required or recommended by some colleges. Even if it's not required, it's a good idea to set up an interview because it gives you a chance to make a personal connection with someone who will have a voice in deciding whether or not you'll be offered admission. If you're too far away for an on-campus interview, try to arrange to meet with an alumnus in your community.

### Audition/Portfolio

If you're applying for a program such as music, art, or design, you may have to document prior work by auditioning on campus or submitting an audiotape, slides, or some other sample of your work to demonstrate your ability.

### The Sum of the Parts

Your entire application should create a consistent portrait of who you are and what you'll bring to the college. The more the pieces of the puzzle support one impression, the more confident the admission committee will be in admitting you. If the essay or interview contradicts information you gave on other forms, you may cause them to have doubts about accepting you.

If all the parts of your application are filled out honestly and carefully, with an attention to your conviction that each school is a good match for you, you will come across in the best light possible.



REDCLAY CONSOLIDATED SCHOOL DISTRICT  
Alexis I. du Pont High School  
GREENVILLE, DE 19807

To the Parent/Guardian/Student:

In accordance with the provisions of PL 93-580, officials of other schools or school systems in which a student under the age of 18 intends to enroll may be sent a copy of the student's records, providing a parent is notified of the intended transfer of record. You/your student is requesting that a transcript of his/her high school record be sent to the institution named below. Please sign this form, indicating that you have been notified of the intended transfer.

\_\_\_\_\_  
(Signature of Parent/Guardian)

REQUEST FOR FORWARDING OF TRANSCRIPT  
(To be completed by student)

On \_\_\_\_\_ I gave application for:  
(date)

\_\_\_\_\_  
(Name of Institution)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City)

\_\_\_\_\_  
(State)

\_\_\_\_\_  
(Zip Code)

Please forward a copy of the transcript of my high school records to this institution.

\_\_\_\_\_ Transcript to be mailed

\_\_\_\_\_  
(Printed name of Student)

\_\_\_\_\_ Transcript to student/parent

\_\_\_\_\_  
(Graduation Year)

\_\_\_\_\_  
(Application Due Date)

\_\_\_\_\_  
(Student Signature)

TO THE STUDENT:

YOUR REQUEST FOR A TRANSCRIPT WILL NOT BE PROCESSED UNTIL THIS FORM HAS BEEN COMPLETED AND RETURNED TO THE GUIDANCE OFFICE (MINIMUM 1 SCHOOL DAY REQUIRED FOR PROCESSING). TRANSCRIPTS ARE PROCESSED IN THE ORDER IN WHICH THEY ARE REQUESTED AND NOT UNTIL THE FEE OF \$2.00 IS PAID BY CASH OR MONEY ORDER. RETURN THIS FORM TO: ALEXIS I du PONT HIGH SCHOOL, 50 HILLSIDE ROAD, WILMINGTON, DE 19807

## Find the Right Colleges for You

College Search offers two starting points. Use the College MatchMaker to find colleges that meet all of your needs or use the College QuickFinder to explore a school already familiar to you. Either way, you'll find the latest info on 3,600+ colleges, plus easy access to related tools.

### College MatchMaker

What are you looking for in a college - close to home or far away? With certain majors? In a cost range?

**To get started, pick a category:**

Type of School

---

**Popular Searches**

<a href="#">Poli Sci Major Available</a>	<a href="#">Freshman Housing a Must</a>
<a href="#">Study Abroad Available</a>	<a href="#">Interview Required</a>
<a href="#">Wired Dorms</a>	<a href="#">Men's Football Div I</a>

### College QuickFinder

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

- Go to college's profile
- Compare this college to another
- Find colleges with similar traits

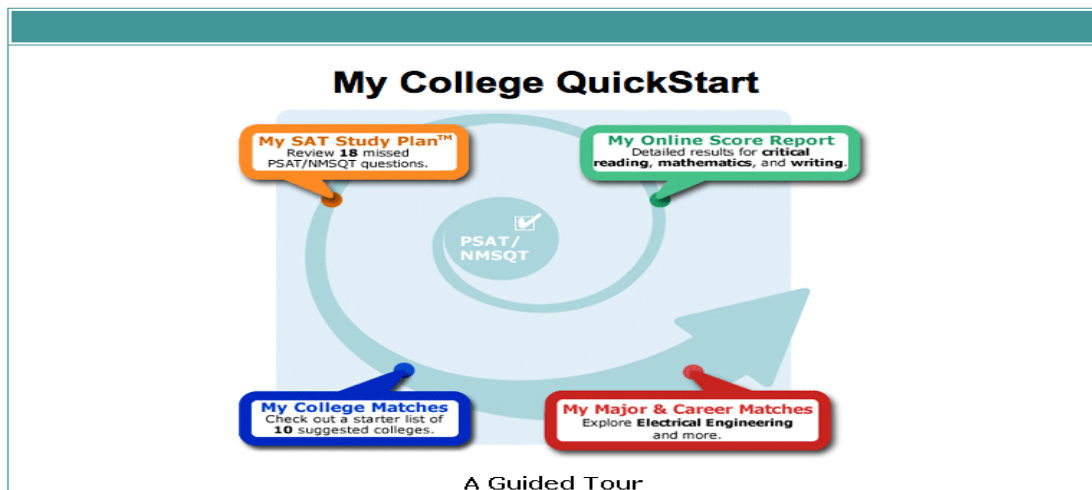
My College Quick Start™  
www.collegeboard.com

If you took the PSAT/NMSQT in October 2008, you have access to My College QuickStart, a free personalized planning kit based on your test results.

To sign in, you'll need the [access code](#) printed on the upper right corner of your PSAT/NMSQT score report. If you do not already have a College Board account, you'll be prompted to create one. It typically takes less than two minutes to create your free account.

Once you're in, you'll be able to take the next steps toward college with these features:

- An online PSAT/NMSQT score report, including projected SAT score ranges, state percentiles, and the power to sort answer explanations by difficulty and question type
- A customized SAT study plan
- Personalized lists of colleges, majors, and careers



## MyRoad

Students who take the PSAT/NMSQT will have free access to MyRoad—the College Board's online majors, college, and career exploration program.

MyRoad is included with each student's My College QuickStart. **With an online score report, an SAT study plan, and planning tools for college and career; My College QuickStart is an exciting new resource available to PSAT/NMSQT test-takers only. With your individual account, you will be able to access MyRoad's wealth of major and career information, search for colleges, take a personality-type assessment, and get exclusive, first-hand perspectives from students and professionals currently working in their respective disciplines and fields.**

Unique features include:

- ORA Personality Profiler®: the online assessment students take to learn about their personality types and receive major and career suggestions
- Sixty-seven profiles of academic fields—from aeronautics to theater, representing 175 instructional programs
- Timely articles covering over 450 occupations—everything from actors and accountants to veterinary technicians and web designers

MyRoad is designed to make choosing a major, college, or career path quicker and easier. To get a preview of MyRoad, [please visit our online tour.](#)



MyRoad™

The screenshot displays the MyRoad website interface. At the top, there are navigation tabs: OVERVIEW, INSIGHTS, I.D. ME, EXPLORE MAJORS, FIND A COLLEGE, RESEARCH CAREERS, and MY PLAN. Below these are six colored buttons corresponding to the tabs: INSIGHTS (yellow), I.D. ME (red), EXPLORE MAJORS (purple), FIND A COLLEGE (orange), RESEARCH CAREERS (green), and MY PLAN (blue). Each button has a brief description of its content. Below the buttons are two sign-in forms (one for 'Sign In' and one for 'Counselors'), a 'Welcome to MyRoad' message, a list of features, a photo of three students, and two buttons: 'Sign Up Today' and 'Find Out More'. A blue callout box on the right contains the text: 'Welcome to the MyRoad site tour. Here you'll find an introduction to the inner workings of MyRoad. We'll follow the tab design of our site and look at the six areas: Insights, I.D. Me, Explore Majors, Find a College, Research Careers, and My Plan.'

## Tips for Finding Your College Match

### Characteristics You Should Consider

How can you find colleges that match your needs? First, identify your priorities. Next, carefully research the characteristics of a range of schools. Finally, match the two. Here are some college characteristics you should consider.

#### Size of the Student Body

Size will affect many of your opportunities and experiences, including:

- Range of academic majors offered
- Extracurricular possibilities
- Amount of personal attention you'll receive
- Number of books in the library

When considering size, be very sure to look beyond the raw number of students attending. For example, perhaps you're considering a small department within a large school. Investigate not just the number of faculty members, but also how accessible they are to students.

#### Location

Do you want to visit home frequently, or do you see this as a time to experience a new part of the country? Perhaps you like an urban environment with access to museums, ethnic food, or major league ball games. Or maybe you hope for easy access to the outdoors or the serenity of a small town. [Learn more.](#)

#### Academic Programs

If you know what you want to study, research reputations of academic departments by talking to people in the fields that interest you. If you're undecided, relax and pick an academically balanced institution that offers a range of majors and programs. Most colleges offer counseling to help you find a focus.

In considering academic programs, look for [special opportunities](#) and pick a school that offers many possibilities.

#### Campus Life

Consider what your college life will be like beyond the classroom. Aim for a balance between academics, activities, and social life. Before choosing a college, learn the answers to these questions:

- What extracurricular activities, athletics, and special interest groups are available?
- Does the community around the college offer interesting outlets for students?
- Are students welcomed by the community?
- Is there an ethnic or religious group in which to take part?
- How do fraternities and sororities influence campus life?
- Is housing guaranteed?
- How are dorms assigned?

### Cost

Today's college price tag makes cost an important consideration for most students. At the same time, virtually all colleges work to ensure that academically qualified students from every economic circumstance can find financial aid that allows them to attend, in considering cost, look beyond the price tag.

### Diversity

Explore what you might gain from a diverse student body. Think about the geographic, ethnic, racial, and religious diversity of the students as a means of learning more about the world. Investigate what kinds of student organizations, or other groups with ethnic or religious foundations, are active and visible on campus.

### Retention and Graduation Rates

One of the best ways to measure a school's quality and the satisfaction of its students is to learn the percent of students who return after the first year and the percent of entering students who remain to graduate. Comparatively good retention and graduation rates are indicators that responsible academic, social, and financial support systems exist for most students.

### Find Colleges

Use [College Search](#) to research two-year and four-year schools and find the programs that meet your needs.

### School Store Policy

- Opens 7 a.m. – 3:00 p.m.
- Closed to students during their lunch period.
- Any items students wish to purchase from the school store must be purchased before their lunch period.
- Closed in-between classes
- Students can only enter with a pass from your teacher

Eating in the classroom is not allowed except under special permission from the teacher.