

GUAM COMMUNITY COLLEGE  
SIMON SANCHEZ HIGH SCHOOL  
CTTT055 ProStart 1

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**TERM:** School Year 2017-2018

**LOCATION:** ROOM 301, SIMON SANCHEZ HIGH SCHOOL

**TEXTS:** FOUNDATIONS OF RESTAURANT\_MANAGEMENT &  
CULINARY ARTS  
LEVEL 1 AND 2  
NATIONAL RESTAURANT ASSOCIATION EDUCATIONAL  
FOUNDATION  
ISBN 13: 978-0-13-138101-8  
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**Required Supplies:** Pens (blue or black and red), pencil with eraser, sheet protector, correction tape

Binder for ProStart use only, papers  
KITCHEN LAB UNIFORM: black apron, beanie, hair net, athletic non-slip shoes, long pants, above-ankle socks

**COURSE DESCRIPTION;**

ProStart I introduces high school sophomores to careers in foodservice industry. Students in the program will learn the fundamentals of foodservice operations including food and workplace safety, nutrition, and guest service. Students will learn effective job search strategies and acquire good work ethic.

**COURSE OBJECTIVES:**

The objective of this course is to teach students the basic knowledge and skills important in the foodservice industry. Students will learn food safety standards and practices, workplace safety procedures, guest service and nutrition. The students will also learn how to write an effective resume and cover letter, complete an application, and techniques for preparing for and having a successful interview.

**STUDENT LEARNING OUTCOMES:** At the end of the course students will:

1. Identify careers in the foodservice industry and demonstrate skills in completing a job application, preparing a resume and cover letter.
2. Explain the principles of food preparation and demonstrate skills in handling knife, tool, and equipment; and techniques of food preparation.
3. Explain the importance of quality customer service and demonstrate acceptable dining

- room service procedures.
4. Explain the importance of food safety and sanitation standards and demonstrate food safety and sanitation procedures in the kitchen.
  5. Demonstrate positive work ethics in the performance of tasks.

### **EVALUATION:**

Students will be graded based on successful completion of the following

Class Assignments/Homework	25%
Assessment of Work ethic	25%
Quizzes/Tests	25%
Kitchen Lab or Course Project	25%
TOTAL	100%

Grading scale:	A= 90-100 %
	B= 80-89%
	C= 70-79%
	D= 60-69%
	F= 59-below

**Note:** 1. If you need a certain grade in this course to maintain or increase your grade point average (GPA), you must put the appropriate amount of effort into the class requirements to earn that grade.

2. If you are to be promoted to the next level in the program, a grade of C (70-79) or higher for each quarter is encouraged. Your grade in the program will be one among other criteria that will

Be reviewed for purposes of promotion to the next level.

3. Note that a grade of B (80-89) per semester on all the program's levels is needed to earn a Certificate of Mastery on your senior year (3<sup>rd</sup> level of the program)

### **Teaching Methodologies:**

1. Class discussions
2. Instructor Presentations and demos
3. Assigned Reading and Reflection Writing
4. Project-Based Learning
5. Case Studies
6. Competitions

## **COURSE REQUIREMENTS**

**ALL COURSE WORK MUST BE COMPLETED- THEY ARE NOT OPTIONAL.** Students who do not complete all requirements may receive grades that may ultimately take them off the program.

### **IN- CLASS ASSIGNMENTS/ HOMEWORK:**

In-class and homework assignments will be given on a regular basis and must be submitted when due, unless prior arrangements have been made with the instructor.

## **WORK ETHICS:**

Part of your grade is an assessment of your work ethic. Having good work ethics means you hold yourself to high standards of responsibility as a student by demonstrating the following:

1. Take course work seriously. This means you give your full and undivided attention to your teacher when lessons are ongoing.
2. You keep yourself accountable for getting work done right and on time
3. You follow through on any missed work and proactively see to it that you are able to make it up (if possible)
4. You constantly engage in communicating through various ways (in person conversations, text/group chats, email, or other social media) with your teacher and or classmates to be in the loop of what is going on.
5. You come to class prepared.
6. You are “engaged”- you participate in class discussions and ask meaningful questions.

**ATTENDANCE.** Your class participation grade is tied to your attendance since you can't participate in the assigned work for the days that you are absent. Some class work for the day may not be duplicated so if you are not in class, you miss out on the experience.

## **QUIZZES AND TESTS (PRACTICAL OR WRITTEN)**

Quizzes and tests will be administered at the end of each lesson and chapter.

## **COURSE PROJECT:**

Expect to participate in experiential and service projects this school year. Service performed with a non-profit organization is considered service-learning activity. You will earn one SL point for every hour spent on SL activities. Experiential learning are culinary or F&B activities conducted in partnerships with restaurants and hotels for the purpose of developing new skills, attitudes, or ways of thinking.

## **KITCHEN LAB:**

The purpose of kitchen lab is to introduce students to basic culinary techniques and provide opportunities to apply safe food handling practices. In the process of executing lab assignments, students will learn time management, collaboration, and critical thinking skills.

1. Except for excused absence, **EVERY LAB DAY YOU MISS IS RECORDED AS A LAB GRADE OF “ZERO”**.
2. **Deductions from Kitchen Lab Rubric points will be made for:**
  - a. Non- compliance to the specified kitchen lab uniform and grooming standards
  - b. Horse playing or behavior unsuitable of a chef
  - c. Chewing gum or any food
  - d. Leaving the kitchen or changing out of uniform before permission is given
  - e. Leaving your work area dirty
  - f. Failure to follow instructions and/or making little or no effort.

### **MAKE UP WORK**

1. Students will be responsible for make-up assignments & is expected to take the initiative of asking for it.
2. Students who present office- approved documentation for missed class time will have an opportunity to make up daily academic assignments.
3. The teacher will provide a reasonable specified time for completion of missed work based on the circumstances.
4. Missed work not turned in at the specified agreed time will merit deduction points or may not be accepted at all.
5. Lab activities cannot be made up except under special circumstances and if the teacher deems it is allowable.

### **EMERGENCY PROCEDURES:**

Emergency procedures will be followed according to that which has been described in the Simon Sanchez High School student and according to the Guam Community College’s emergency procedures (where applicable).

### **COURSE SCHEDULE**

Note: The instructor reserves the right to modify this syllabus as needed. Teachers will

notify students and parents of any changes to the syllabus.

<b>SCHEDULE</b>	<b>UNIT</b>
QUARTER 1	THE PROSTART WAY KEEPING FOOD SAFE and HACCP
QUARTER 2	WORKPLACE SAFETY SERVING YOUR GUESTS
QUARTER 3	NUTRITION
QUARTER 4	BUILDING A SUCCESSFUL CAREER IN THE INDUSTRY

## **STUDENT LEARNING OUTCOMES-Detailed**

### **Keeping Food Safe**

After completing EACH unit, you should be able to:

1. Define what a foodborne-illness outbreak is, and list the costs associated with one.
2. Recognize risks associated with high-risk populations.
1. Identify factors that affect the growth of pathogens (FAT TOM).
2. Identify characteristics of TCS food and list examples.
3. Identify methods for preventing biological contamination.
4. List guidelines for storing chemicals safely.
5. Recognize the need for food defense systems.
6. Identify the most common allergens and methods for preventing allergic reactions.
7. Identify government agencies that regulate the restaurant and foodservice industry.
8. List personal behaviors that can contaminate food.
9. List the steps to proper handwashing, and identify when hands should be washed.
10. Identify proper personal cleanliness practices and appropriate work attire.
11. Identify ways to handle ready-to-eat food safely.
12. Identify when food handlers should be prevented from working around food or from working in the operation.
13. Identify ways to prevent cross-contamination.
14. Identify ways to prevent time-temperature abuse.
15. List different temperature-measuring devices and their uses.
16. Identify characteristics of an approved food source.
17. Identify criteria for accepting or rejecting food during receiving.
18. Outline proper procedures for storing food.
19. Identify the minimum internal temperature requirements for cooking various TCS food.
20. Outline proper procedures for holding, cooling, and reheating TCS food.
21. Identify ways to handle food ready for service.
22. Outline proper procedures for preparing and serving food for off-site service.
23. List the HACCP principles and explain their importance to food safety.
24. Explain the difference between cleaning and sanitizing.
25. Outline proper procedures for cleaning and sanitizing tools and equipment.
26. Identify factors that affect the effectiveness of sanitizers.
27. List the elements of a master cleaning schedule.
28. Identify organizations that certify that equipment meets sanitation standards.
29. Outline proper procedures for managing pests.

## **Workplace Safety**

After completing EACH unit, you should be able to:

1. State who is legally responsible for providing a safe environment and ensuring safe practices.
2. Define the role of Occupational Safety and Health Administration regulations.
3. State the Hazard Communication Standard requirements for employers.
4. List the requirements for storing hazardous chemicals in an operation.
5. Explain the importance of general safety audits and safety training.
6. Explain the importance of completing accident reports.
7. Describe the purpose of an emergency plan.
8. List ways to use protective clothing and equipment to prevent injuries.
9. Identify electrical hazards that contribute to accidental fires.
10. Classify different types of fires and fire extinguishers.
11. Identify the cleaning frequency for equipment as a way to prevent fires.
12. Outline the actions to take in the event of a fire at a restaurant or foodservice operation.
13. Identify procedures for preventing slips, trips, and fall in a foodservice operation.
14. Outline the procedure for cleaning up spills on floors.
15. Demonstrate how to use ladders safely.
16. Demonstrate proper lifting and carrying procedures to avoid injury.
17. Demonstrate correct and safe use of knives.
18. Outline basic first aid concepts and procedures.
19. Recognize the importance of locking doors.

## **Serving Your Guests**

After completing this unit, the student will be able to:

1. Explain the importance of customer service to the restaurant and foodservice industry.
2. List the reasons for making a good first impression and give examples of how to make one.
3. Describe the types of customers that may have special needs.
4. Identify ways to identify customer needs.
5. Outline the process for receiving and recording reservations and special requests.
6. Outline the process for taking orders at the table, beginning with the greeting.
7. Define suggestive selling, and give examples of how to do it.
8. Identify basic guidelines for serving alcohol to guests.
9. List methods for processing payment.
10. List ways to obtain feedback from guests and determine their satisfaction.
11. Explain how customer complaints should be resolved.
12. Describe the four traditional styles of service: American, French, English, and Russian.
13. Identify contemporary styles of service.
14. Demonstrate setting and clearing items properly.

15. Describe traditional service staff roles, and list the duties and responsibilities of each.
16. Identify various server tools and the correct way to stock a service station.

## **Nutrition**

After completing this unit, the student will be able to:

1. Explain why nutrition is important to the foodservice industry.
2. List the six basic types of nutrients found in food.
3. Describe how phytochemicals and fiber function in the body.
4. Name the types of carbohydrates and fats and describe their function in the body.
5. Identify food sources of carbohydrates and fats.
6. Describe cholesterol and identify its food sources.
7. Describe the makeup of proteins and their function in the body.
8. Identify food sources of proteins.
9. Describe the three major vegetarian diets.
10. List the functions of vitamins, minerals, and water in the body.
11. Identify food sources of vitamins, minerals, and water.
12. Explain what food additives are and how they function in food.
13. Explain the role of digestion in nutrition and health.
14. List and describe techniques for food preparation that preserve 15 nutrients.
15. Suggest ways to make menus and recipes more healthful.
16. Suggest healthful substitutes for high-fat items.
17. List and define recent developments in food production that may 19 affect nutrition.
18. Describe a healthy diet.
19. Use the Dietary Guidelines for Americans and MyPyramid to plan meals.
20. Interpret information on a nutrition label.
21. Define obesity and explain how it can be prevented.

## **Building a Successful Career in the Foodservice Industry**

After completing EACH unit, the student will be able to:

1. Identify skills needed by foodservice professionals.
2. Outline a plan for an effective job search.
3. Write a resume that lists your experience, skills, and achievements.
4. Write an effective cover letter.
5. Compile the best examples of your work into a portfolio.
6. Read and complete a job application form.
7. Outline the steps to choosing a college or trade school and identify resources for answering those questions.
8. Read and complete college and scholarship application forms.
9. List ways to find and apply for scholarships.
10. List the steps to an effective job interview.
11. Identify the differences between closed- and open-ended questions 12 In interviews.
13. Explain the follow-up steps for a job interview.

- 14 List factors for maintaining health and wellness throughout a restaurant or foodservice career.
- 15 Describe the relationship between time and stress.
- 16 List ways to manage time and stress.
- 17 Outline the steps to resigning a job.
- 18 Explain the importance of professional development and list ways to achieve it.
- 19 Identify career opportunities in the restaurant and foodservice industry.
- 20 Identify career opportunities in the lodging industry.
- 21 Identify career opportunities in the travel industry.
- 22 Identify career opportunities in the tourism industry.

## PROSTART

### CLASSROOM EXPECTATIONS

In this course, you will begin to learn and acquire a winning attitude important in the workplace. Attendance, positive attitude, and teamwork will be emphasized. Following the advice given below will ensure successful experience in the ProStart program.

#### 1. General Expectations

- a. Students are expected to conduct themselves in a professional manner. Unprofessional and/or disruptive behavior will not be tolerated. You will be sent to the counselor or administrators if you engage in disruptive behavior that impedes instructor's ability to teach the class productively. These unprofessional and/or disruptive behavior include:
  - 1) Showing up to class under the influence of alcohol or drugs;
  - 2) Leaving the classroom without permission;
  - 3) Yelling, arguing, swearing, foul language, bullying, or other intimidating behavior;
  - 4) Sleeping, eating, drinking, side conversation during instruction;
  - 5) Shuffling through papers, cleaning out backpacks, putting on make-up, etc, during instructions;
  - 6) Interrupting the instructor or students in any way
  - 7) Unauthorized use of cell phone to text, talk, film, photograph the class;
  - 8) This classroom is a "*chewing gum free*" classroom.
- b. Be in class every day, be on time, and come prepared with your learning tools.
- c. Know school rules, attendance and tardy policy– it will be enforced. Absences and or tardiness **WIL AFFECT YOUR GRADE.**
- d. Be respectful of everyone and everything.
- e. Complete assigned work and/or projects on time
- f. Always go the *extra mile (take the initiative/be proactive)*.

#### 2. Expectations During Instructions

- a. Give your teacher your full attention. Do not talk while the teacher is talking.
- b. Engage in class discussions and actively participate in class activities.
- c. Wait to be recognized before you begin speaking.
- d. Following instructions.
- e. No eating and drinking during instructions.
- f. School policy dictates that students are not allowed to leave the classroom



during instructional time. Permission will be granted on a case-to-case basis.

### 3. Academic Expectations

- a. Complete all assigned class or homework; No work is optional.
- b. Work hard and enjoy the process;
- c. Do your best in everything. Push yourself to be better than the last time
- d. Do not complain; Just do it.
- e. Go the extra mile in everything you do.

### 4. Expectations During team/group work

- a. You will be assigned to a team. Individually, it is your responsibility to communicate to each other. Exchanging of contact numbers for continuous communication even after classes is encouraged.
- b. Within a team you will be assigned a duty. Ensure you do your part
- c. Focus on the task at hand. Resist getting distracted or side tracked. Turn in work at the required due date and time.
- d. Take initiative to lead, contribute, exert any needed effort to ensure your team's success.
- e. Each group work will be graded according to the Group Project Rubric and the Peer & Self Evaluation Rubric to ensure that each member is rated accurately and fairly.

### 5. Expectations during Kitchen Lab

- a. Come in no later than 15 minutes after the official start of the class otherwise you will not be allowed in the kitchen.
  - b. Wear appropriate clean clothing/ uniform on lab days
    - i. ProStart I: long pants, apron, athletic non-slip shoes, hair net, beanie
    - ii. ProStart II/III: chef jacket, long pants, apron, athletic/kitchen shoes, kitchen towel, hair net, beanie, pen, bi-metallic thermometer,
  - c. Observe personal appearance and hygiene standards
  - d. Be at your best behavior. You will be graded according to the following rubrics (Kitchen Lab Score Card: 45 points; Food Product Evaluation: 25 points)
  - e. Follow all food safety standards from storing, prepping, cooking, holding, reheating, and serving
  - f. You will be using commercial grade equipment in the kitchen. Therefore, follow proper use of these equipment. Equipment misuse is dangerous and expensive.
  - g. Keep your station and area around it clean and organized
  - h. Practice initiative. Professionals jump in and do what is needed without being asked or told.
6. Any problems you may have with other students should be reported to me immediately. You may be instructed to solve minor personal conflicts on your own—nevertheless, report any problems to me.
7. There is only one SSHS ProStart class --- it comprises of all students, year 1, 2, and 3. As members SSHS ProStart family , you are all part of the brotherhood and sisterhood of ProStart students. Show unity and respect at all times for all our members! Remember, there is no them.....**there is only us!**



## PROSTART CLASSROOM PROCEDURES

### When tardy bell rings . . .

1. Enter quietly and politely, remove your hat (if wearing one) and get off your phone; put away your backpacks.
2. Be in your seat ready to work quietly.
3. Read the Bell work instructions written on the board and start working;
4. Get materials, be seated and start working on your Bell work;
5. If you're finished, patiently wait for instruction.

### Tardy Procedure

1. Enter the classroom QUIETLY;
2. Read the Bell work instructions written on the board, get materials, be seated, start working and/or join classroom activities with minimal disruptions.

### Absence Procedure

1. Check with your team what you've missed. Do not ask the teacher;
2. If you are missing work from an absence, approach your teacher and your teacher will let you know what you are missing and provide the materials needed.
3. You will be informed of the allotted time to complete missed work.

**Handing in finished work/homework:** Make sure your name, your ProStart Level +class number and date today is on your paper.

**Signals for attention:** When the teacher needs your attention, she will say "Your Attention Please!" If the teacher still does not have your attention, she will blow her whistle or sound off something. As soon as you hear the signal, stop what you are doing, look at her, and listen for directions.

**Visitors in the classroom:** When visitors enter the room, the designated classroom "host" or "hostess" will signal the class to greet visitors with "Hafa Adai! Welcome to ProStart (1, 2 or 3 as the case may be). Continue to work in class as you normally would. Remember, most visitors are here to watch you learn, so be ready to explain what you are working on. Do make a good impression.

**What to do with unfinished work:** If the teacher asks for work to be turned in, let her know if it isn't finished; if I ask you to keep an unfinished project, put it in your class work notebook and follow directions for the turn in date.

### End of Class and Dismissal Procedure

Five minutes before bell rings...

1. Return instructional tools, books to its proper place. Place your work in the designated box.
2. Clean your tables and areas around them. Team assigned to clean will proceed with cleaning chores (clean white boards, sweep floors, wipe tables, throw trash)
3. The rest will stay in your seat until you hear the teacher dismiss you.
4. When bell rings push back your chairs before leaving the class.

## KITCHEN LAB PROCEDURES AND RULES

The following rules are designed with your safety in mind. Failure to follow any of the Kitchen Lab Rules, will result in point deduction(s) the Chef of the Day's grade and yours.

### **Designated Chef of the Day:**

1. One student will be designated Chef of the Day. He/She will perform the duties and responsibilities of a "Kitchen Manager" for the day with the end purpose of discovering and practicing leadership capabilities. The Chef of the Day will be followed by the rest of the class in various tasks that he/she asks you to do.
2. As a Chef of the Day, you will be expected to:
  - a. Check and rate everyone's uniform and grooming using the Uniform and Grooming Checklist.
  - b. Follow the Opening and Closing Procedures using the Kitchen Checklist.
  - c. Monitor clean up, cleaning, garbage disposal, storage and organization and lock up of all equipment, tools and ingredients by delegating work to different people or groups as needed.
  - d. Report to the teacher of any equipment malfunction, lack of ingredients, accidents, and any other relevant kitchen concerns.
  - e. Ensure all tasks on the Opening and Closing Checklist is done before reporting to the teacher.

### **Appliances & Other Equipment:**

1. All equipment (major and small appliances) must be used for their intended use.
2. All equipment should be cleaned and disinfected with the cleaners provided at the end of each lab. No food particles should be visible anywhere including the floors, counter tops and sinks. Equipment should be clean, not greasy to the touch. (Reduction in grade to the Chef of the Day grade)
3. Any foods placed in the microwave should be covered with a paper towel in order to prevent splattering. The microwave must be wiped out and disinfected if used during lab—even to heat water.
4. Food placed in refrigerator or freezer and or back into the pantry must be covered properly and labeled and dated with your Name or Team # and the date.

### **Garbage and Waste**

5. Used paper towels, food packages, and other trash, **MUST** be placed in your Team's trash container which should be emptied and washed after lab. Clean up as you go—don't stock pile.
6. If you have a canned food item used in your lab, after removing the metal lid with a can opener, place the lid inside the empty can and then place in the trash. (could cut very badly)

7. Avoid wasting ingredients. Use an ingredient that is already opened before opening a new one. Do not use more of one ingredient for your lab than the recipe asks for without first asking for permission. It may be needed by another kitchen lab class.
8. Do not leave any empty containers of ingredients in the pantries, fridge or freezer. If you see any empty food container that is empty, throw it out!
9. Clean up spills as soon as they happen—on floor, microwave, refrigerator, countertop, etc.
10. Empty the mop water outside the kitchen after all mopping task is done.
11. Throw out trash from all the trash containers in both the classroom and kitchen and replace them with new plastic liners.

### **Individual**

12. Always listen and follow ALL directions given by the teacher.
13. All long hair must be tied back or covered with a hair net and a beanie
14. Everyone wears the prescribed kitchen lab uniform.
15. Use paper towels to dry hands. Reduces cross contamination in a busy kitchen.
16. Use CLEAN towels to dry dishes and countertops.
17. If you are sick, you may be asked to not participate in the lab—use your best judgment too.
18. If a lab is missed, you will not be able to make it up as an entire lab day cannot be repeated.
19. All cuts and scrapes should be clean and covered with a bandage. If you have an extensive cut on your hand, you must wear disposable plastic gloves while participating in the lab.
20. Use your common sense!

### **Dishes & Countertops & Sinks**

21. Before and after lab: Wipe down with hot soapy water. Follow with sanitizer.
22. Each team is responsible for washing, air drying and putting away the dishes and equipment used—even if it belongs to another team.
23. SCRAPE FIRST into the trash and then rinse well all used plates, pots, and pans or you will end up with a clogged sink!
24. Handle the dishwasher gently or you will be washing dirty dishes, pots, pans by hand!
25. Sinks should be rinsed free of bubbles, and free of food particle (s). Sink areas should also be dried with towel before leaving. (Reduction in grade for Chef of the Day & individual or group)
26. Any equipment used must be clean when put away where it was found. (Reduction in grade for Chef of the Day & individual or group)
27. When kitchen is cleaned it must be checked by the Chef of the Day, then turned over to the teacher before the entire class is dismissed.

### **Miscellaneous**

28. EVERYONE participates!
29. If you have time to stand around, then you have time to clean something,
30. NO horseplay. (Removal from lab, zero points earned and trip to office)
31. Do not sit on countertops.

32. Do not throw things in lab.
33. Keep conversations to a minimum. Focus on assigned task.
34. If you don't know how to do something or if you don't know if you are doing it correctly, ASK!
35. If you have a question for me, stand in your station and raise your hand—do not yell.
  - a. *In the event of fire or accident and someone is hurt, you may yell for ME!*
36. If there is a fire in the lab, **ALL** students should turn off their stove burners, oven, and microwave and exit the classroom, if the fire alarm goes off, exit the building. A student may be asked to call for help.
37. If someone is hurt, all food preparation in that lab must stop immediately! Get my attention A.S.A.P.!
38. Only eat at the kitchen tables—not at the classroom tables.
39. You only have only so many minutes to prep, cook, eat, & cleanup. Manage your time wisely. Chef of the Day's grade will be affected as well as yours or your group's

### REWARDS FOR FOLLOWING CLASSROOM RULES AND PROCEDURES

1. Your parents/guardian will be informed of your good behavior and professionalism in the classroom.
2. End of the semester and school year recognition – Certificate for Best Classroom and Best Kitchen Behavior
3. Class potluck
4. Workplace recommendation

### BEHAVIOR DISCIPLINE PROCEDURES

- 1<sup>st</sup> offense – verbal warning
  - 2<sup>nd</sup> warning – written warning and consultation with counselor
  - 3<sup>rd</sup> warning – call to parents
  - 4<sup>th</sup> warning – referral to appropriate disciplinary procedures
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### ACKNOWLEDGEMENT

I have read the syllabus and I understand what is expected of me in this course. I pledge to be considerate of others as well as cooperative and ready to work hard to do my best in this class.

I also understand the classroom rules and procedures provided by my instructor and in the student handbook. Should I fail to uphold these rules, I also understand and accept the consequences I will face.

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's E-mail Address (Mandatory): \_\_\_\_\_

STUDENT'S Cell phone: \_\_\_\_\_

Student's Home No. \_\_\_\_\_

Dear Parents,

Please sign your name at the space provided to indicate that you have read the syllabus, and understand what is expected of your child. You may also write your questions and comments here. Please have your child return this portion. Thank you for your support.

Parent/Guardian Name: \_\_\_\_\_ Relationship to Student \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have a working computer with internet connection at home: YES \_\_\_\_ NO \_\_\_\_

Contact information:

Home phone: \_\_\_\_\_ Cellphone \_\_\_\_\_ Email: \_\_\_\_\_

Work tel. no. and extension \_\_\_\_\_

Name of Employer \_\_\_\_\_

Questions and/or comments?

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3. Internet users are to abide by the **rules of network etiquette**, including, but not limited, to:
  - a. Be polite. Your messages to others are to contain no abusive or threatening language.
  - b. Cursing, vulgarity, or other inappropriate language is unacceptable.
  - c. Promotion of, or solicitation for, illegal activities is strictly forbidden.
  - d. Do not reveal any personal information such as your address or phone number nor that of fellow students or colleagues.
  - e. Note that e-mail is not private.
  - f. Use extreme caution when communicating to others over the Internet.
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5. Security on any computer system is a high priority.
6. Vandalism of hardware, software, or stored information will result in appropriate disciplinary action up to and including referral to law enforcement.
7. This document is not intended to encompass all activities of our users and should not be considered all inclusive of appropriate or inappropriate activities. Teachers and/or school administration reserve the right to act on a case by case basis as needed.



Student  
Internet Acceptable  
Use Agreement

I understand and will follow the above Internet user rules. I also understand the result of my breaking these rules may be the loss of access to the Internet provided by the school.

Name  
(Please print) \_\_\_\_\_ Grade level \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

As the parent or guardian of the above- named student, I have read the Internet Access Acceptable Use Policy and User Agreement. I understand that this access is designed for educational purposes. I recognize it is impossible for the school to restrict access to all controversial materials and I will not hold the school or its employees responsible for materials my son/daughter acquires on the Internet.

PLEASE CHECK ONE – SIGN AND RETURN

\_\_\_\_\_ I hereby give permission for my child to access Internet at Simon Sanchez High School - GCC MAC Lab

\_\_\_\_\_ I deny permission for my child to access Internet at Simon Sanchez High School - GCC Mac Lab

Name (please print) \_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Media Release Form**

Student Name: \_\_\_\_\_

I hereby consent to the participation in interviews, the use of quote, and the taking of photographs, movies or video tapes of the Student named above by

\_\_\_\_\_.

I also grant to \_\_\_\_\_ the right to edit, use, and reuse said products for non- profit purposes including use in print, on the internet, and all other forms of media. I also hereby release the Guam Community College and the Guam Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Signature of Parent/Guardian (if Student is under 18) \_\_\_\_\_

Date: \_\_\_\_\_

Email Address of Parent/Guardian:

\_\_\_\_\_

OR

Signature of Student (if 18 or over): \_\_\_\_\_ Date:

\_\_\_\_\_

Email Address of Student:

\_\_\_\_\_



### The Simon Sanchez High School Mission

Our mission is to empower students to become productive citizens of the 21st century through a commitment to academic excellence, career preparation, and civic engagement.

### Simon Sanchez High School School-wide

ESLRs: Simon Sanchez High School will demonstrate ACE:

#### Academic Excellence

- through creative and critical thinking skills
- through effective communication skills
- through being goal oriented and self-disciplined individuals

#### Career Preparation

- by taking initiative and demonstrating innovation
- by demonstrating professional conduct, collaboration and other interpersonal skills
- by efficient use of time and resources to achieve goals
- by demonstrating the ability to understand and effectively use relevant technology

#### Engagement in Civic Activities

- through awareness of local and global issues
- by contributing time and talent to community needs
- Adopted Spring 2012