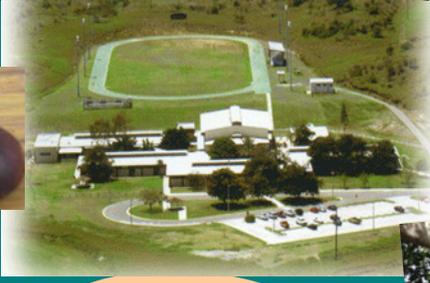


PARENT-STUDENT HANDBOOK

Ampson

GTMO 2008-2009



W. T. SAMPSON SCHOOL



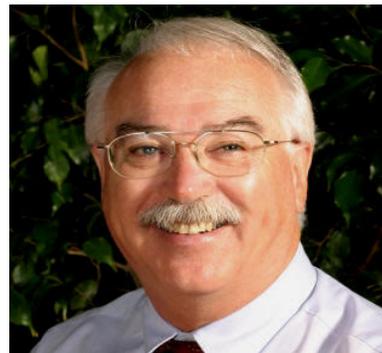
Welcome to W. T. Sampson School! The faculty and staff at our school are dedicated to providing our students a first rate education in a safe and secure learning environment, where an atmosphere of mutual respect and cooperation is present among faculty, staff, students, and parents. We're a small school, but we provide our students with educational and extra-curricular opportunities equal to or exceeding that of other DoDEA schools. Our goal is to prepare students for success in the 21st Century, and we are fortunate to have the staff and the technology to meet this challenge. Beginning as early as Sure Start, our students are engaged with technology on a daily basis, to include the use of Elmo projectors, interactive whiteboards, and a wide variety of up-to-date software applications.

At the same time, we value the concept of a balanced education, and we offer opportunities for student participation in visual arts, performing arts, and athletics. Staff share their time and expertise with students through after school activities, to include chess club, newspaper, yearbook, gardening, dance, and Spanish. Students who are experiencing difficulty in school benefit from assistance through our outstanding school age and preschool Special Education programs. Students also benefit from participation in Read 180 and after school tutorial programs.

Parents assigned to Guantanamo Bay can rest assured that their children will leave W.T. Sampson well-equipped for the demands of their next school or their place of employment. Recent graduates have been accepted at the University of Maryland, Virginia Tech, Penn State, Radford College, and Texas State University. One member of last year's senior class received a full ride ROTC scholarship valued at \$60,000 and other graduates were awarded substantial grants and financial aid. Our staff is truly committed to student success for all.



**Dr. Kathleen Einhorn,
Principal**



**Mr. John (Jay) Gilbo,
Assistant Principal**

School History

Our school at Guantánamo Bay Naval Station, Cuba opened in 1931, making this the oldest operating overseas Department of Defense Dependents School in the world. In 1931, there was just one staff member, five students, and a single classroom located in an office of the base chapel. By the next year, the school had a growing enrollment of 30 plus students. The newly arrived faculty of five teachers taught grammar school in the morning and high school in the afternoon. The high school moved into a new building on Chapel Hill in 1941 and remained there until August 1985, when it moved to the present facilities.

In 1956, the elementary and high schools of Guantánamo Bay were named in honor of Rear Admiral William Thomas Sampson, commander of the North Atlantic Squadron during the Spanish American War. Originally managed by the U.S. Navy, in 1976 WT Sampson School led the way as all other overseas DoD schools were re-organized into a new, worldwide DoD educational system, the Department of Defense Dependents Schools system, DoDDS.

From its origins in 1931 until now, the school has been temporarily evacuated three times: for World War II from December 1941 to October 1945, from October to December of 1962 due to the Cuban Missile Crisis, and most recently from September 1994 through January 1996 during the Cuban and Haitian refugee influx. For your interest, the website of GTMO's Naval Station contains a [thorough history of Guantánamo Bay Naval Station](#).

W. T. Sampson is a Unit School, providing educational opportunities for approximately 300 students from Sure Start through 12th grade. Our students are primarily the children of military and civilian families stationed at Naval Station Guantánamo Bay, Cuba. The North Central Association of Schools and Colleges (NCA), now part of AdvancED, have accredited the Guantánamo Bay schools continuously since our 1931 inception.

W. T. Sampson ES/HS, home of the Sharks (Elementary mascot) and the Pirates (HS mascot), is proud to serve the children of all of our uniformed services families and our DoD civilian families here at GTMO. W.T. Sampson is also proud of its School Advisory Committee, SAC, which is the elected body of parents, school employees, military command, and students who advise the principal and help the school maintain the highest educational standards possible.

W.T. Sampson strives to consistently increase student achievement through continuous commitment to improving instructional techniques. The current School Improvement Plan (SIP), aligned with the DoDEA Community Strategic Plan, is designed to help students improve their ability to comprehend and communicate information and to increase their ability to solve problems across the curriculum.

Although officially designated as a Unit School, W.T. Sampson is actually located in two separate, modern campuses located about 2 miles apart. Currently, there are approximately 227 students (Sure Start through 6th grade) at the elementary campus and 104 students (7th through 12th grade) at the secondary campus. Despite our small size, W. T. Sampson provides all students with the highest quality education and a safe environment. The dedicated and highly qualified faculty remains focused on the mission, vision and philosophy of our school.

Middle & High School courses are varied and challenging and prepare students for meaningful post-secondary opportunities. For those students needing or desiring courses not taught on campus, W. T. Sampson provides access and guidance to online distance education opportunities for many regular-curriculum and college-preparation courses. Extra-curricular activities, clubs, and after-school sports programs are also offered at both campuses.



W.T. Sampson Elementary School Complex



W.T. Sampson High School Complex

W. T. Sampson School Mission Statement

The W. T. Sampson School community provides an environment that inspires lifelong learning and prepares all students for success in a global society.

Vision Statement

At W. T. Sampson School, we envision a technologically sophisticated learning environment, supported by our families and our entire community, where all students can attain their highest levels of success, and where understanding and appreciating diversity is an integral part of the learning process thereby empowering all students to become physically, mentally, and emotionally healthy citizens of the global community.

School Improvement Student Performance Goal 1

All students will improve reading comprehension across the curriculum.

Essence: Students will use reading strategies to demonstrate understanding, analyze text, explore/extend meanings, and evaluate critically.

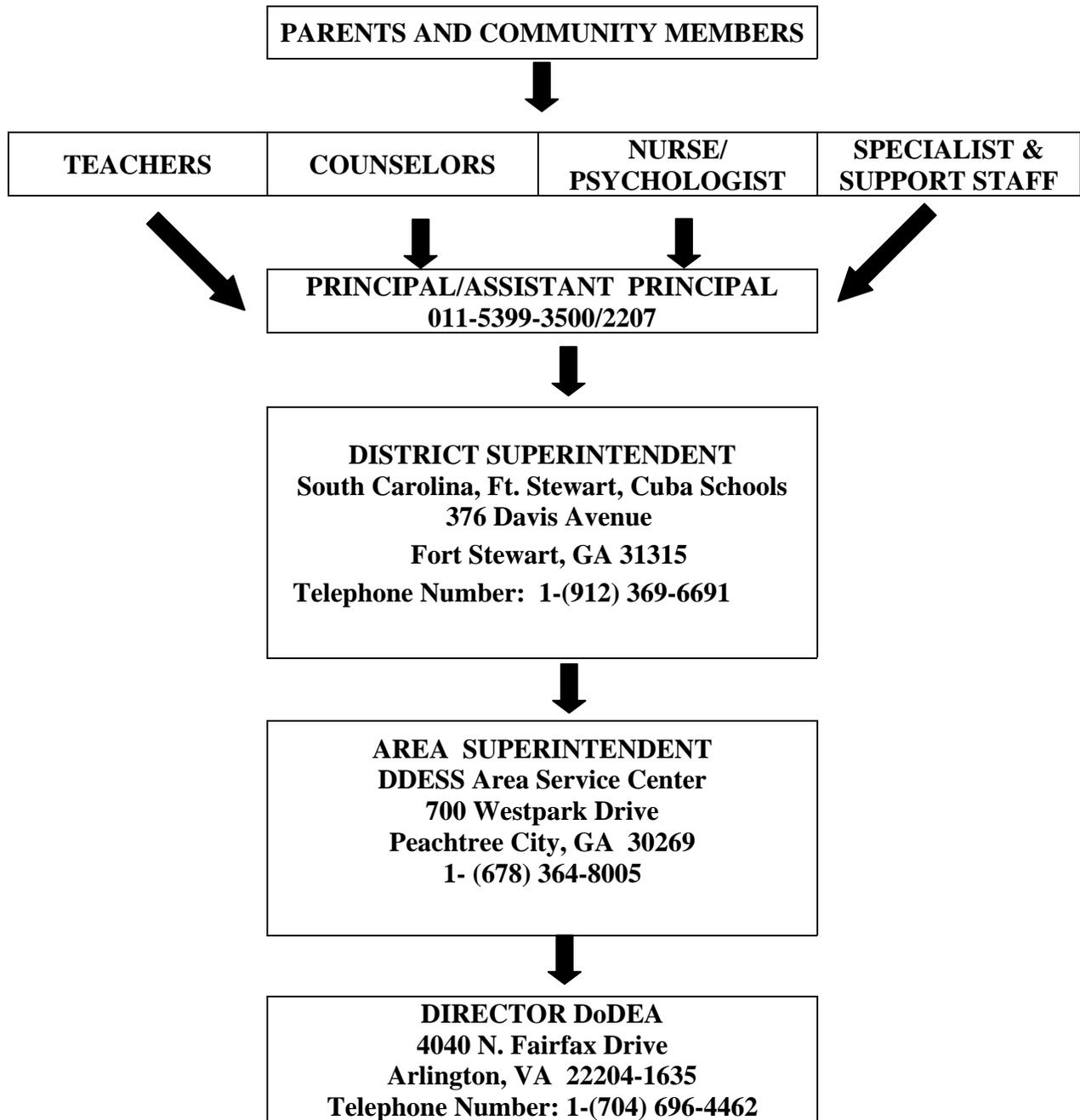
School Improvement Student Performance Goal 2

All students will increase their ability to solve problems across the curriculum.

Essence: To identify a problem, select and apply solutions, evaluate results, and use thoughtful questioning and reasoning strategies, conceptual understanding, and methods in investigation.



**Communications Chain of Command for Addressing
and Resolving School Level Issues**



From time to time, parents and other community members may have questions or concerns about our educational programs and services. So that we can respond to these issues in a timely manner, this communications chain of command is provided for your use. You may, of course, contact a W.T. Sampson school administrator directly to secure information or to resolve a concern.

Chain of Command and Compliant Procedures

The faculty and administration of W. T. Sampson Unit School are dedicated to providing a quality educational program for students. Should they not meet your expectations, however, the following complaint procedures should be followed:

Step 1: Hold a conference with the teacher and voice your concern.

Step 2: If not satisfied, schedule a conference with the principal/assistant principal and the teacher.

Step 3: If still not satisfied, notify the superintendent in charge of Cuba.

The following chain of command is provided for your convenience:

Superintendent—DoDDS Cuba

Dr. Joseph Guiendon, Superintendent
South Carolina, Ft. Stewart, Cuba Schools
Superintendent's Office
376 Davis Avenue
Ft. Stewart, GA 31315

Phone: 1-(912) 369-6691
FAX: 1-(912) 876-8417

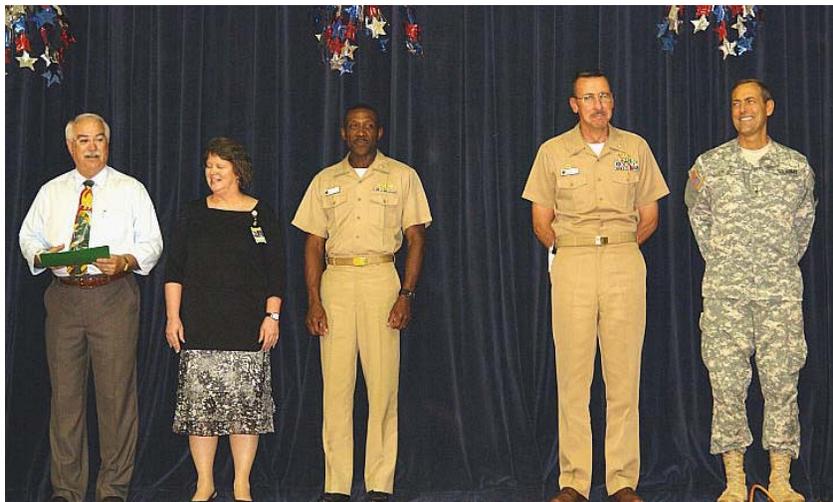
W. T. Sampson Unit School

Secondary Complex (HS)
Dr. Kathleen Einhorn, Principal
PSC 1005 Box 49
FPO AE 09593
Phone Ext. 3500/3717

Elementary Complex (ES)
Mr. John (Jay) R. Gilbo, Asst. Principal
PSC 1005 Box 50
FPO AE 09593
Phone Ext. 2207//3576

Administrative Information

High School Office: 011-5399-3500/3629 (Fax)
Elementary School Office: 011-5399-2207/2520)Fax
Guidance Office: 011-5399-3786 (HS)
Psychologist: 011-5399-3500
Registrar/Attendance: 011-5399-3500
School Nurse: 011-5399-3716 (HS)/2220 (ES)



Calendar for School Year 2008 - 2009

Wednesday, August 20	Reporting date for non-administrative educator personnel for orientation and classroom preparation
<u>First Semester - (91 Instructional Days)</u>	
2008	
Monday, August 25	Begin First Quarter and First Semester
Monday, September 1	Labor Day - Federal Holiday
Monday, October 13	Columbus Day - Federal Holiday
Thursday, October 30	End of First Quarter (47 days of classroom instruction)
Friday, October 31	No school for students - teacher work day
Monday November 3	Begin second quarter
Tuesday, November 11	Federal Holiday (Veterans Day)
Thursday, November 27	Thanksgiving - Federal Holiday
Friday, November 28	Friday – No School
Monday, December 22	Begin Winter Recess
Thursday, December 25	Christmas - Federal Holiday
2009	
Thursday, January 1	New Year's Day - Federal Holiday
Monday, January 5	Instruction Resumes
Monday, January 19	Martin Luther King, Jr. Day - Federal Holiday
Thursday, January 22	End of Second Quarter and First Semester (45 days of classroom instruction)
Friday, January 23	No school for students - teacher work day
<u>Second Semester - (91 Instructional Days)</u>	
Monday, January 26	Begin Third Quarter and Second Semester
Monday, February 16	Presidents' Day - Federal Holiday
Thursday, April 2	End of Third Quarter (48 days of classroom instruction)
Friday, April 3	No school for students - teacher work day
Monday, April 6	Begin Spring Recess
Monday, April 13	Instruction Resumes - Begin Fourth Quarter
Monday, May 25	Memorial Day - Federal Holiday
Thursday, June 11	End of Fourth Quarter and Second Semester (43 Days of classroom instruction)
Friday, June 12	No school for students - teacher work day Last day for non-administrative educator personnel
School Year 2008-2009:	Instructional Days - 182 Teacher Work Days - 190

****School Improvement work days (non-student days) will be added to the calendar**

PARENTAL INVOLVEMENT

General

The most significant predictor of a student's success in school and preparation for a life of success and happiness is parental involvement. Parents who are actively engaged in the educational process are partners with teachers in ensuring that their child is receiving a good education. The administration and faculty of W. T. Sampson School encourage parents to become involved in the life of the school through attending all parent-teacher conferences, supervising homework assignments and study time, visiting classrooms, or volunteering for any number of school-parent organizations.

W. T. Sampson High School Booster Club

The High School Booster Club supports academic and extracurricular activities at the high school, from providing scholarships to graduating seniors to funding special class, academic and athletic activities. High School parents are encouraged to join and volunteer for leadership and support positions in this organization and participate in fund raising activities.

School Advisory Committee (SAC)

DoD Directives provide for advisory committees at each military installation with a Department of Defense Dependents School. The advisory committee advises the principal on matters affecting education in the local school. Membership on the SAC Team is by election and limited by regulation based upon school enrollment. W. T. Sampson School is authorized three parent and three teacher members. When appropriate, a student enrolled in the school may serve on the committee. When only one school is located on a military installation, the SAC shall also serve as the IAC. In this case, the SAC shall advise both the school principal and the installation commander.

It is a [DoDEA-wide policy](#) that family and professional school employees shall form a School Advisory Committee (SAC) in order to promote the vitality of the school community and to preserve integrity and independence of action. The SAC fosters active participation in school affairs and the SAC provides a coordinated process to address and resolve issues at the lowest practical level.

Every parent, teacher, sponsor, student, school administrator, and military commander shares the responsibility to work collectively in supporting the schools, in enhancing programs, and improving both the delivery of educational programs and support services to DoDDS students, and the overall quality of life shared by all personnel in the American overseas community.

The DoDEA regulation for the formation and operation of the School Advisory Committee is available via this link: http://www.dodea.edu/foia/iod/pdf/i1342_15.pdf SAC meetings at W.T. Sampson School are held throughout the school year.



School Accreditation

W. T. Sampson School is fully accredited by the North Central Association of Colleges and Schools (NCA), now operating under AdvancED. An "on-site" inspection by an AdvancED team is conducted every five years. All teachers are fully accredited for the grades and subjects they teach.

W. T. Sampson Elementary School PTO

The Parent-Teacher Organization is composed of parents, teachers, students and any other member of the community who are interested in supporting the school. Over the years, the club has provided support in purchasing supplementary classroom materials, providing financial assistance to clubs and organizations for off-island trips, purchasing uniforms for the athletic teams, and funding Missoula Theater. Most importantly, the PTO lends a hand when needed. The success of the organization is due to dedication and support of as many people as possible.

Parents are encouraged to attend all of the SAC, PTO and Booster Club meetings. Parent involvement and interest are vital to a thriving school community. Notices of meetings are sent home with students and announced by radio and on the community bulletin board.

School Improvement Leadership Team (SILT)

The School Improvement Leadership Team is responsible for planning, organizing, and supervising continuous school improvement. While primarily a faculty organization, parents are needed to serve on committees to provide valuable parental and community perspective on school improvement requirements. The SILT is the mechanism through which W. T. Sampson School is accredited, and parental involvement in the SILT process is important in demonstrating community support for school improvement.

Parental Visitation

Parents are welcomed and encouraged to visit the school. Much insight can be gained through classroom visits, both as to how classes operate and how a student relates to the teacher and other students in the classroom. Please contact teachers to make an appointment for classroom visitations. Parents desiring to visit a classroom must first sign in at the Main Office of either school complex and receive a Visitor's Badge, which must be worn at all times, prior to going to the classroom.



Academic Philosophy

The faculty and staff of W. T. Sampson School are dedicated to providing students an education that develops inquiring, informed minds and thoughtful hearts. Our school's standards and expectations must reflect the best of our community and nation. Since schooling is so dependent on the human dispositions, personalities, and energies of the entire school community, a feeling of hope and confidence must pervade our school if our students are to believe in themselves enough to challenge and push themselves to excel in academics and to mature into successful and happy individuals, and productive and engaged citizens.

As part of the school community, faculty, staff, students and parents must involve themselves in the life of the school and its central focus on academic performance and achievement while promoting thoughtfulness and decency. Many underestimate the ability, decency, and trustworthiness of young children and adolescents, but students can and should be given more responsibility for their education and accountability for their actions. Inspiration, rigor, and a hunger to learn are the qualities that drive good schools and make an education useful to its students. Our goal is to produce self-propelled learners by insisting that students become independent learners.

The faculty, administrators, parents, and students of W. T. Sampson School also believe that each student has unique needs which should be recognized and met. Students deserve a quality education. We are committed to developing rational, dependable, self-directed individuals who will successfully function in our democratic society. Students must be able to transfer to other schools, complete high school, enter the job market and pursue/complete higher education and specialized training. The curricula must meet these diverse needs with emphasis on educational, social, cultural, and individual development. We believe that by instilling and cultivating a value system in our young people, they will be able to appreciate the worth of others, to value themselves, and to be responsible citizens learning to live intelligently.

Our faculty and staff welcome the full and active participation of parents in their children's education, and we respond to the legitimate voices calling for rigor and improvement.

HIGH SCHOOL

Carnegie Units of Credit

Carnegie Units of credit are computed and awarded on a semester basis as a 0.5 Carnegie unit. One unit of credit signifies the successful completion of study in a subject area for two eighteen week semesters. One-half unit of credit signifies the successful completion of study in a subject area for one eighteen week semester. Students who receive a failing grade for the first or second semester of a two-semester course shall receive credit for that semester of the course for which a passing grade was achieved. If a course is repeated, credit will be given only once, and the official transcript grade will be the grade for the most recently completed course.



DoDEA Graduation Requirements

(DoDEA Regulation 2000.1)

DoDEA Class of 2008 and Beyond Graduation Requirements

Required Courses	Units
*English Language Arts 9, 10, 11, 12 (2 years of ESL may be substituted for 2 years of English Language Arts.)	4.0
*Social Studies (1 credit of U.S. History, 1 credit of either World Regions or World History, and 1/2 credit in U.S. Government required.)	3.0
*Mathematics (Algebra I and Geometry are required. The third math credit must have a course code of 400 or above excluding Lab classes.)	3.0
*Science (Biology is required and either a chemistry or physics credit is required. Physics Applications in the Community and Chemistry Applications meet the credit requirements for graduation.)	3.0
*Foreign Language (A total of 2 credits in the same foreign language is required.)	2.0
*Professional Technical Studies (1/2 credit must be in a computer technology.)	2.0
*Physical Education	1. 1/2
*Fine Arts (Courses used to meet this credit must relate to: visual arts, music, theater, dance, and/or humanities.)	1.0
*Health Education	0.1/2
Sub-total for Required Courses	20.0
Sub-total for Elective Courses	6.0
TOTAL CREDITS	26.0

<http://www.dodea.edu/students/graduation.cfm>

High School Graduation Requirements

A minimum of twenty six units of credit is required for graduation from W. T. Sampson School. Twenty of the twenty six units are in required subjects and are earned in core courses, and the remaining six units are earned in elective courses. A 2.0 Cumulative Grade Point Average (GPA) in High School grades 9 - 12 courses, is required for graduation. The student is responsible for ensuring all requirements for graduation are met.

Graduation Diploma

Students who successfully qualify for high school graduation will receive a DoDEA High School Diploma; special circumstances include:

- Students must be enrolled at W. T. Sampson School and complete two full courses during their senior year.
- Students with disabilities can qualify for a DoDEA diploma as specified in their Individualized Education Program (IEP), if the IEP Committee so determines.
- Students enrolling at W. T. Sampson School during their senior year may receive a DoDEA diploma by meeting the requirements of their previous high school if, through no fault of their own, they cannot meet DoDEA graduation requirements.
- Students who complete their junior year at W. T. Sampson School and then transfer to another school may be awarded a DoDEA diploma by meeting DoDEA graduation requirements if, through no fault of their own, they cannot meet the graduation requirements of their new school.

Class Rank

At the end of the junior year, students are ranked for the purpose of college applications. At the end of the senior year, students are ranked for the purpose of Valedictorian and Salutatorian. (DoDEA Regulation 2000.1)

Graduation with Honors

A Diploma with Honors shall be awarded to any student who fulfills the following requirements:

- Earn passing course grades and take the requisite examinations in a minimum of four Advanced Placement courses.
- Obtain a cumulative grade point average of 3.8 or higher based on the grades attained at the end of the second semester of the graduating year.

Early Graduation

Students are expected to complete an eight-semester secondary school curriculum for graduation. Students may graduate early if they complete twenty-six units of credit before their class graduation date and if they have clearly demonstrated scholastic aptitude or vocational readiness, if there is a financial need for early entry into the labor market, or if health or other mitigating circumstances would be served. Students desiring to graduate early must submit a request in writing prior to senior year; approval may be granted by the Principal after meeting with the student, parents, and Guidance Counselor.

Course Load

All students should take full advantage of as many available educational opportunities as possible at W. T. Sampson School. All students, to include seniors, must enroll in eight courses each year and have a full schedule (seven academic courses and one seminar). Students who plan on attending college must recognize that the accrual of additional credits will provide them with distinct advantages in terms of college admissions and academic preparation for undergraduate study. For example, students who have met the mathematics graduation requirements prior to their senior year are nevertheless encouraged to enroll in mathematics class their senior year.

According to local base policy, any student desiring to take partial classes off campus must report alternate curriculum to the CO directly or through the Principal.

PTS Endorsements

Students completing four Carnegie units of the required and recommended courses for any Professional Technical Studies (PTS) strand will receive an endorsement on the diploma and a certificate at the final award ceremony. See the Guidance Counselor for further information.

Distance Learning Courses

DoDEA endorsed Distance Learning (DL) courses may be substituted for courses that are not available at W. T. Sampson School. Students may also be enrolled in DL courses to pursue special academic interests for additional credits. A maximum of four distance learning credits may be earned to satisfy graduation requirements, and under special circumstances, more may be accepted. Students enrolled in distance learning courses will meet in the DL classroom for that entire class period.



Transfer Courses

W. T. Sampson School will accept courses and grades as indicated on official transcripts from students who transfer from accredited programs. Courses, or similar substitutes, interrupted by transfer may be continued to completion. Students who transfer from stateside schools that award weighted grades for honors courses will have their GPA recalculated since DoDDS does not give weighted grades for honors classes. DoDDS will not change any letter grade on a student's transcript from a stateside school. Advanced Placement (AP) and second year higher-level International Baccalaureate (IB) courses retain their weighted grade when computed for GPA.

Transferring In Students

Any student who transfers to W. T. Sampson School must be in attendance for a minimum of four weeks to receive grades. Grades given at the time of transfer from the previous school will be accepted as the grade for that grading period if the four-week minimum attendance requirement cannot be met.

Student Transfer/Withdrawal

Students who are transferring and withdrawing from school must bring a copy of the parent's orders and complete a Request for Transfer/Withdrawal two weeks prior to the student's last day of attendance. Students **may** be withdrawn from school three days before departure if essential.

Students Permanently Changing Stations (PCS)

Students who are Permanently Changing Stations prior to the end of the school year may receive credit for the school year if:

- (1) the date of withdrawal does not occur earlier than twenty days prior to the official last instructional date;
- (2) a copy of the PCS Orders is submitted to the school office; and
- (3) an accelerated program for grades 7 - 12 is followed to complete course work.

Students will be held accountable for their grades up until their departure date.

Confidentiality

The code of ethics of the guidance counselor requires that they cannot release the nature of the counseling session to anyone without the express permission of the student. However, a life-threatening situation, harm to self or others, must be reported to the proper authorities.

Career and College Information

Career and college information is available from catalogs, computer disks, books, pamphlets, and discussions with the Guidance Counselor. The Counselor is responsible for a multitude of tasks beyond college and career planning. The student is responsible for completing all college applications. Any questions about classes, testing and individual concerns can be addressed by the Guidance Counselor. Students should sign up in the Main Office for appointments. Parents can call the high school office to arrange an appointment with the counselor.



High School Credit for 7th and 8th Grades

Students in grades seven and eight may enroll in high school mathematics and foreign language courses and will earn the Carnegie units of credit for successful course completion. Credits earned by 7th or 8th graders fulfill DoDDS high school graduation requirements but are not factored into the high school cumulative grade point average or class ranking. Credits earned by 7th or 8th graders in DoDDS high schools may not be accepted in stateside school districts with different graduation requirement policies, or may be added into stateside GPA. Students will be expected to perform at a high school level and stay in the course through completion. Withdrawal from the course after the two week schedule change period will result in a WP or WF grade.

Process for Recommending Rising 7th and 8th Graders for Algebra I

Teacher initiates the recommendation to department chair who administers the readiness test who will give the results to the guidance counselor, who will gather the Terra Nova data and conference with the student and the parent. The principal will make the final decision.

Parent initiates the recommendation to the guidance counselor, who will gather the necessary data by conferencing with the math teacher and the department chair. The math Department Chairperson administers the Readiness Test and gives the results to the Counselor. The Counselor then presents to the principal who will make the final decision.

Data Used to Screen for High School Course Readiness Rising Seventh Graders in AVID

- * 85%tile on Terra Nova Math Scores
- * 18+ on Readiness Test
- * Student and Parent Interview

Rising Seventh Graders

- * Teacher Recommendation
- * 95%tile on Terra Nova Math Scores
- * 20+ on Readiness Test
- * Student and Parent Interview

Rising Eighth Graders

- * Teacher Recommendation
- * 90%tile on Terra Nova Math
- * 20+ on Readiness Test
- * Student and Parent Interview

Course Examination Policy

Semester and final examinations are given in all 9th through 12th grade classes. Students in grades 7th and 8th may also be given final examinations. Semester examinations will cover materials studied in that semester only.

At the end of each semester, examination results are final and no re-examination will be given. Semester examinations may count up to 20 percent of the student's semester grade in grades 9 - 12 and up to 10 percent for grades 7 - 8. It is the responsibility of the teacher to inform students of exam procedures for each class. A student who misses an examination without a valid excuse will receive a "0" for the examination score. The administration will determine the validity of an absence and whether the student will be allowed to make up the examination.

Grades

Grades are determined in accordance with each course syllabus based on class participation, homework, quizzes, projects, and examinations.

Letter Grade	Numerical %	Explanation	Grade Points	AP & Honors
A+	97-100	Excellent	4.0	5.0
A	93-96	Excellent	4.0	5.0
A-	90-92	Excellent	4.0	5.0
B+	87-89	Good	3.0	4.0
B	83-86	Good	3.0	4.0
B-	80-82	Good	3.0	4.0
C+	77-79	Average	2.0	3.0
C	73-76	Average	2.0	3.0
C-	70-72	Average	2.0	3.0
D+	67-69	Poor	1.0	2.0
D	63-66	Poor	1.0	2.0
D-	60-62	Poor	1.0	2.0
F	0-59	Failing	0.0	
P	Passing			
I	Incomplete			
W	Withdraw Pass			
X	Withdraw Fail			



Incomplete Grades

An incomplete grade (I) indicates that all course requirements have not been completed. Because of late entry during the semester, long illness, or excessive approved absences from school, it may be necessary for a teacher to give an “I” grade at the end of a marking period or even at the end of a semester. Principals must ensure that both the guidance counselor and the teacher determine the length of time the student needs to complete the unfinished work, and plan with the student so that the make-up work is completed as soon as possible, but normally not later than two weeks after the end of the first semester, two weeks after the end of the second semester, or no more than two weeks after the final grading period.

If the work is not completed in the allotted time, the “I” grade is changed to a grade representing the value of the work accomplished as a portion of the total course requirement. The grade “I” will not be recorded on the permanent record card (transcript). In preliminary computations of the student’s GPA, the grade of “I” is equivalent to zero grade points. It is the student’s responsibility to initiate action with the teacher to complete all course requirements and remove the incomplete grade.

DoDEA 1005.1 Manual (http://www.dodea.edu/foia/iod/pdf/1005_1.pdf)

Semester Examinations

Semester examinations are required for each academic course in grades nine through twelve, except for Professional Technical Studies Cooperative Work Experience courses, and are optional for grades seven and eight unless students are enrolled in a high school mathematics or foreign language course. Exams last at least eighty minutes and count for 20% of the semester grade. Examination schedules are established by the school and are provided to students as soon as they are published.

Mid-Quarter Progress Reports

Mid-term progress reports keep parents and students aware of academic progress through the first half of the academic quarter. Reports will be mailed to parents’ postal boxes. Parents are encouraged to maintain continuous communication with teachers regarding their student’s academic standing.

Report Cards

Computerized report cards are mailed to parents at the end of every nine-week quarter. Parent-teacher conferences are scheduled at the end of the first marking period so that parents can meet with and discuss student progress, if they desire. Mid-quarter progress reports are mailed approximately half way through each quarter. There progress reports give students and parents notice of the student’s academic progress in each subject.

High School Grade Promotion and Classification

Students must pass at least six subjects to be promoted to the next grade, four of which must be in the curricular areas of language arts, science, social studies, and math. Consideration of student retention will be addressed individually with the parents, teachers, counselor, and Principal. Class standing and promotion to the next grade level requires the following criteria be met:

Grade	Classification Criteria
7th—Middle School	Completion of 6 th Grade
8th—Middle School	Completion of 7 th Grade
9th—Freshman	Completion of 8 th Grade
10th—Sophomore	Completion of at least 6 Carnegie Units
11th—Junior	Completion of at least 12 Carnegie Units
12th—Senior	Completion of at least 18 Carnegie Units and all graduation requirements

National Honor Society

Membership in the National Honor Society and the National Junior Honor Society recognizes students for academic excellence and is an honor and responsibility. A faculty committee selects students for membership based on scholarship, character, leadership, and service. Those selected have a responsibility to continue to demonstrate these qualities while a member. To be eligible for membership in the National **Junior** Honor Society, a student must be in the seventh, eighth, or ninth grade and have a minimum 3.8 grade point average. To be eligible for membership in the National Honor Society, a student must be in the tenth, eleventh, or twelfth grade and must have a cumulative grade point average of 3.5 or better. They also must have been enrolled at W. T. Sampson School for at least one semester. Candidates meeting those criteria are evaluated and selected by a majority vote of the faculty committee.



Accelerated Course Credit

Students may receive semester credit twenty days prior to the end of either semester if a parent receives permanent change of station orders. A Request for Transfer/Withdrawal of Student must be completed no later than one month prior to the date of withdrawal in order for teachers to be notified. In order for the student to receive credit for the semester, all required course work and final examinations must be completed. DoDEA regulations stipulate that accelerated course credit applies only to students under permanent change of station orders and not for personal reasons such as vacations or family trips.

Class Schedule

Secondary students will be on a block schedule consisting of 85 minute blocks each day on a two day rotation. On “A Day,” students attend A-1, A-2, A-3 and A-4 classes. The A-1 class has 5 minutes included for daily announcements. On “B Day,” students will participate in their B-1, B-2, B-3 and B-4 classes. The B-3 block is the “Seminar Time Period.” Grade 7-12 students are asked not to arrive at the school before 0740. School begins at 0750 and ends at 1435. Lunch is from 1220 – 1310.

DAILY MIDDLE/HIGH SCHOOL SCHEDULE

TIMES	“A” Day	“B” Day
0745	1st Bell	1st Bell
0750 - 0920	A - 1	B - 1
0920 - 0925	Passing Period	Passing Period
0925 - 1050	A - 2	B - 2
1050 - 1055	Passing Period	Passing Period
1055 - 1220	A - 3	B - 3 (Seminar)
1220 - 1305	Lunch	Lunch
1305 - 1310	Passing Period	Passing Period
1310 - 1435	A - 4	B - 4



Seminar

Seminar is a scheduled class with many purposes: to engage in Sustained Silent Reading (SSR); to work on homework or school tasks with teacher assistance or in small student groups; to study for quizzes or examinations; and to complete missed assignments, quizzes, or examinations. Seminar is also a time for the school to schedule assemblies and other activities that are necessary in order not to take instructional time away from academic classes; therefore, students should plan ahead and be prepared for changes if they occur. All students are required to attend the seminar block, although they do not receive academic credit for it.

The following rules apply to Seminar:

- No sleeping or socializing--this is not a *free period*.
- Come prepared with work and materials for 85 minutes of seminar.
- Bring a book to read during SSR. Students may not do homework or read school textbooks during SSR.
- No departure from seminar without the seminar pass from a teacher.
- Seminar card must be completed for each visit and teacher must state and initial times.
- No more than 2 destinations are allowed during the seminar period.
- Students are allowed up to 5 minutes passing time.
- All students must return to their assigned seminar within the last 5 minutes of the seminar period.
- Loitering or talking in the halls is not allowed while moving between classrooms during seminar.

Seminar teachers **may** deny students the right to leave Seminar if they consistently disregard seminar rules or abuse seminar privileges.

Course Add/Drop

Any student wishing to drop a course and add another course must request permission from the Guidance Counselor, and the request must be submitted before the end of the second week of the semester. The counselor will confer with the student, parents, and teachers before a change is approved. Class size, availability of class materials, and student preparedness will be considered before any request is approved.

Schedule changes may be approved during the first two weeks of the semester if:

- * A course requested by a student does not appear on his/her schedule.
- * A student needs to adjust his/her schedule to meet graduation requirements.
- * A student failed a course in the previous semester and needs to be rescheduled.

Changes requested after two weeks will be changed only if approved by the administration.

Extra Curricular Activities

Extra curricular activities that may be offered at the secondary complex for grades 7th - 12th are as follows:

Band/Chorus	Student council
Boys and Girls Basketball	Boys and Girls Volleyball
Drama Club	Boys and Girls Swimming
Boys and Girls Softball	Boys and Girls Soccer
Math Olympiads	Yearbook Staff
Junior Honor Society	Honor Society

Athletic Policies

Each student participating in athletics will be responsible to have a physical and a signed copy of the athletic policy on file with the school nurse. Students will also have a signed copy of W. T. Sampson's Athletic Policies on file with the Athletic Director.



AVID Program

This is a regularly scheduled elective course offered to students in grades 7th-12th. It is a college preparatory program for students who, with guidance and assistance, prepare for a four-year college education. Students and their parents elect to participate in the program.

Most of the students chosen for the program are not in college preparatory classes prior to enrollment in AVID. Once enrolled, they are put into college preparatory classes. Tutors are trained in the specific methods and materials to instruct the students. The tutors, along with exemplary high school peer tutors, work with AVID students individually and in study groups, assisting them in all academic areas to make progress commensurate with college expectations. Seminars are given in note-taking, textbook reading, study skills, test-taking, and library research skills to help the students succeed in their English, mathematics, science, history, and foreign language classes. Additionally, instruction in time management, SAT/ACT and college entrance/placement examination preparation is offered. Students receive extensive assistance in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community also visit AVID classes.

For further questions, call the Main Office requesting the AVID Coordinator's telephone number.

Dances

All school rules remain in effect for all dances sponsored by any school organization. Once anyone leaves the assigned area of the dance, he/she will not be permitted to re-enter the dance. Out-of-school guests must be under 18 and pre-registered with the school office. Students should obtain a permission slip for a guest at the school office and return it with the host parent's signature one-week prior to the dance. The administration will make final determination on out-of-school guests.

Attendance at the Junior-Senior Prom will be determined by the Junior Class on an annual basis. School dances will not be held on school nights and will end no later than 2300 unless authorized by the school administration.



School Lockers

For grades 7th-12th, a locker is issued on the first day of school. Lockers are not to be traded or shared with other students. Students are responsible for all materials, supplies, and lockers issued to them. Locker use is encouraged to decrease the possibility that property and books are stolen or misplaced.

The school is not responsible for lost or damaged personal property kept in the lockers. Combination locks are provided. Students will receive the combination to their locks when issued. Students are to use school-issued locks only. Students should not share their keys or lock combinations. Violation may result in the lock being cut off to allow access to the locker. Locks must be returned at the end of the school year. If the issued lock is not returned, students must pay a fee for the missing lock.

Students are not allowed to paint, attach stickers, mount pictures, or deface the locker in any manner (inside or outside.) Students who violate this rule will be held responsible for the destruction of government property and face disciplinary action.

Lockers must be maintained properly and must be locked at all times. Lockers may be opened by the sponsor, or in the case of reasonable suspicion by a school official or the military police, to search for stolen or prohibited items.

Physical Education Lockers are available in the Gym locker rooms and must be used by each student when class is meeting. Students are required to have locks for these lockers so that they may secure their valuables during class time. Neither the Coach nor the school will assume responsibility should a personal item be lost, stolen or damaged. Students are encouraged to secure their valuables.

Lunch Program

Secondary students may bring a sack lunch from home if they plan to eat on campus, but are responsible for cleaning up their lunch area. All students at the secondary complex may go off-campus at lunch. They then become subject to the rules of the establishment in which they are eating and should display appropriate behavior. If a student is late returning to school due to late arrival of food at an off-campus establishment, the tardy is unexcused. Chronic tardiness after lunch will result in a suspension of off-campus eating privileges.

Consumption of Food and Beverages

Absolutely no food or beverages, with the exception of water, may be consumed in the high school classrooms without the express permission of the teacher. Students may carry clear plastic bottles containing water only. Water bottles are subject to inspection by any teacher or school authority for possible inclusion of anything other than drinking water. Bottles may be collected by any school authority if the bottle is used for anything other than for drinking water. Camel back systems may not be used at school unless requested by an athletic coach.

Physical Education Participation

Students are expected to participate actively in physical education classes unless they are ill or injured. In these classes, students may be excused from physical education with a note from a parent/sponsor. However, a doctor's note is required for excused absences if the student will not be able to participate for more than three days. In the case of a long-term injury, such as a broken arm or leg, the student may be given an alternative program or assignment.

Students are expected to dress out for physical education. Students not appropriately dressed out will not participate in class activities for that period; as a result, points will be deducted from their daily grade.



ELEMENTARY SCHOOL

Sure Start Eligibility

Sure Start's first responsibility is to the 4-year-old child who turns 4 by October 31 this year (**September 1st beginning SY 09/10**). Preference is given to children of a military or eligible Department of Defense employee whose rank is E1 to E4 or GS1 to GS4 at the date of application. Any sponsor in a higher range who wishes to apply for the program is eligible to do so with the understanding that first priority is given to those children whose sponsor is in the E1-E4 or GS1 to GS4 range. Additional criteria will be used to further prioritize students if the number of eligible applicants is greater than the amount of children served by the school.

Sure Start Enrollment

Sure Start mandates that both the teacher and the program assistant together make two home visits per year to each Sure Start family. Parents must agree to these before their child is enrolled in the Sure Start classroom. The first home visit, which is mandatory, takes place during the first two weeks of school. This first visit serves as an opportunity for the staff, children, and families to meet one another informally. Staff will use this visit to interview families about their expectations for their children in Sure Start and identify any training or special help families might want. Sure Start Children cannot start school until the first Home Visit takes place.

Sure Start Service Hours

Sure Start is committed to providing the highest quality of preschool education for children and families living at military installations overseas. Sure Start is dedicated to providing comprehensive services in the areas of education, health, social services and family involvement. Close collaboration between families, schools and the community is seen as essential. The goals of the program can only be accomplished when parents are an integral part of the program.

Parent involvement in Sure Start is mandatory, not voluntary. Parents are informed prior to registration that a commitment of 60 hours per school year is a precondition for enrollment. Two parent families are required to volunteer 60 hours per school year. Single parent families are required to volunteer 40 hours per school year. Sure Start provides a planned program of experiences and activities, which support and enhance the parental role as the principle influence in their child's education and development.

Sure Start Progress Report

Sure Start uses the Creative Curriculum online report. School Progress Reports will be sent home three times a year with a notice of scheduled parent conference if needed.

Students Permanently Changing Stations (PCS)

Elementary students will receive a copy of the report card upon departure. K-3 students will receive a progress report relative to skills accomplished. Students in grades 4-6 will receive grades if they have attended school twenty days during the quarter and a copy of the PCS Orders have been submitted to the main school office.

Bicycles

Students riding bicycles to school must ride with traffic. Riding bicycles on school grounds is prohibited. All bicycles must be parked in the racks provided for that purpose. The base regulations require cyclists to wear reflective vests and safety helmets.

Progress Reports

The progress report for kindergarten/first grade is based on developmentally appropriate practices in the early childhood grades. Most items on the progress report can apply to both grade levels with the understanding that expectations and depth of understanding will increase as a student gains experience with a particular concept. Some students will acquire a skill in kindergarten while other students will acquire that same skill in first grade. Parent conferences are held at the end of the first quarter with all parents in the elementary complex to explain the progress reports and to discuss each student's progress through the curriculum. Those teachers maintaining portfolios will share them with parents as evidence of student progress.

In Grades K-3, "grades" will **not** be the method of reporting to parents. The marking codes are as follows: CD--consistently displayed, P--progressing, N--not yet evident, and X--not addressed. This will be explained at the first parent conference.

In Grades 4-6, the progress report will use the traditional grades of "A", "B", "C", "D", and "F" to report student progress through the subject areas of Language Arts-Reading, Math, Social Studies, Science, and Health.

"Special Subjects" refer to Art, Music, Physical Education, and Host Nation classes. The teachers for these subjects will give quarterly reports to classroom teachers in these areas, and the teacher will report progress with the marking codes of P--participates, +--shows strength, and -, meaning more participation is needed.

At the end of the first quarter, the parent will receive the top copy of the progress report at the parent conference. For the second, third, and fourth quarters, the progress report will be sent home for the parent to keep. The parent should sign the envelope and return it to school to verify receipt of the progress report. Each copy is carbon-treated and the last "hard" copy will be filed in the student's permanent record at the end of the school year. A progress report will be completed for any student present twenty days or more in a quarter. If parents have additional interest in the progress report, they may obtain a copy of A DoDDS Guide for Parents from the main office at the elementary complex.

Daily Schedule

Students in grades 1-6 are asked not to arrive at the elementary school complex before 0720 each morning. Only students involved in school-sponsored activities with a faculty member are to be on school grounds after school hours. The office staff is normally on duty from 0700 until 1500.

Sure Start Class Times

Sure Start classes begin at 0745 and end at 1330

Kindergarten Class Times

Kindergarten classes begin at 0745 and end at 1410

Grades 1st – 6th Class Times

School begins at 0730 in the Lyceum and ends at 1410. The lunch period consists of a 30 minute time frame within the 1130–1220 time block. Lunch periods are staggered for better service and supervision.

Emergency Care/Illness

Students who are ill should not come to school. If your child has a fever of 101°F while at school, he/she will be sent home and may not return to school the next day. A child must be free of fever for 24 hours before returning to school. If your child had been vomiting in the evening or during the night, do not send him/her to school the next day.

In the event of injury or illness that appears to necessitate emergency care, the student will report or be taken to the school nurse's office. If the nurse is not available, the student will report or be taken to the administrative office for assistance.

It is the policy of W. T. Sampson Unit School to call an ambulance IF it has been deemed medically unsound for the student to be transported by automobile or by the sponsor. The parents are then notified to meet the student at the hospital in order to expedite care. Parents should be aware that the hospital will not treat students without parental consent except in dire emergencies.

In non-emergency cases, the school staff will make arrangements with the parents or emergency point of contact to take the child home or to the hospital for further care.

Lunch Program

The NEX provides a hot lunch program at the elementary complex. Elementary students may purchase the hot lunch or bring a packed lunch from home. We prefer that students purchase lunch using a lunch ticket; however, cash payment is also acceptable. Lunch tickets can be purchased at the NEX. Parents are reminded that the school will not provide lunch tickets to students who don't have them. Students will be allowed to contact their sponsor/parent to bring them a ticket or a lunch. Students who repeatedly have no lunch provisions will be reported to FFSC for possible neglect. All questions concerning prices, menus and other issues should be referred to the NEX at 4352.

Students will obey the following lunch rules:

- * Students will clean up their lunch area.
- * Students at the elementary complex are to eat their lunch at the tables provided in the gym.
- * Students will obey the instructions of the lunch monitor.

Safety

For the safety of each child at the elementary complex, the teacher must be informed in writing by the parent of changes in a child's destination after school. Changes requested by parents via telephone can only be approved in cases of emergency as determined by a school administrator.

Toys

Toys are not permitted in the classroom. Toys include all forms of non-school purchased electronic devices. Classroom teachers may give approval for "Show and Tell" or related programs only.

Roller skates, skateboards, music boxes, walkman/Discman, I-pods, M3 Players, hand-held video games and other toys should not be brought to school (Electronic devices **may** be allowed if requested by a teacher **for educational purposes**). If brought to school, these items can be confiscated and will not be returned to the student. Parents will be contacted and required to pick up the item from the school office. The school will assume no liability for stolen items that should not have been brought to school in the first place. Security will be notified for items determined as being a weapon by the school administration. Appropriate disciplinary measures will be taken.

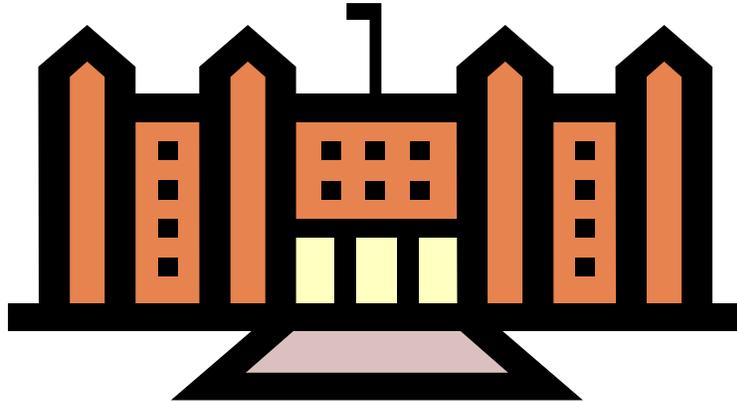
Drug Awareness Resistance Education (DARE) and Drug Education for Youth (DEFY) Program



DARE is the DoDEA adopted program for educating elementary and middle school students about the dangers of drug use. Students are provided with strategies and information that enable them to resist substance abuse. Military members are trained by DoDEA as DARE educators, and they work with administrators to schedule annual presentations. DEFY is a self-esteem building program that provides students with the tools they need to resist drugs, gangs, and alcohol. This program is sponsored by the local command and is restricted to youth ages 9-12 from military families.



GENERAL SCHOOL INFORMATION



Drug-Free School and Learning Environment - DoDEA Policy

Possession of, being under the influence of, or selling or giving away non-prescription, prescription, illegal drugs, controlled substances, or alcohol on the school campus during the school day or during any school sponsored trip or activity is not permitted. Appropriate discipline will be taken if these standards are not met. All prescription drugs are to be kept by the nurse.

Bullying Behavior

W. T. Sampson supports a “Bully Free Zone” in both complexes. Bullying as a behavior involves three components: (1) negative or malicious behavior, (2) repeated over time, and (3) a power imbalance between the bully and the victim. W. T. Sampson Staff will direct students who exhibit bullying behaviors to the proper staff member for guidance and support, and for further prevention of any exhibited bullying behavior at school. (Resource: SAMHSA)

<http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

Bullying behaviors that will be grounds for discipline are the following: bullying including cyber bullying another or a group by engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse or harassment based on that person’s race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matter pertaining to sexuality or characteristics of another person or the associated of another person.

Admission

DoDDS has a mandatory immunization policy for all pupils. Students must have proof of immunization for the following: DPT (diphtheria, pertussis, & tetanus), OPV (oral polio vaccine), and MMR (measles, mumps, & rubella), Hepatitis B and Varicella or history of chicken pox. The immunizations must be current and proof should be provided at registration.

New students who enroll after classes begin will start school on the following day. Parents are invited to visit the new teachers and the classroom at the end of the school day in order to keep interruptions to a minimum. An appointment should be made with the counselor to develop a schedule. The counselor is also available to discuss students’ special learning needs.

Attendance

Attendance at school is a significant predictor of learning and academic success. Excused absences are those resulting from illness, medical/dental appointments, athletic or extracurricular activities, or family emergencies. Absences that do not fit into one of these categories or seem inconsistent with educational goals will be considered unexcused. Parents are asked to assist the school in enforcing its attendance policy by not excusing children for inappropriate reasons. It is very important that students attend school every day and arrive on time for each class.

Unexcused Absences fit several categories. The first are brief absences resulting from late arrival to any class during the school day. This type of absence is considered a “tardy.” Students are considered tardy even when:

- Missing a bus, or a ride, or arriving late due to the fault of the sponsor.
- Being delayed by MPs.
- Returning from lunch late because of slow service at any on base food establishment.

Students are allowed two unexcused tardies per academic quarter before disciplinary consequences occur.

The second and more serious unexcused absence is missing a day or days of school, or a failure to come to school on time or improperly leave the school without being signed out by a parent. The following examples are considered unexcused absences:

- Seeing friends or relatives off at the ferry and/or air terminal.
- Family trips not coordinated with the school.
- Babysitting, Job Interviews, Beauty/Barber Shop Appointments
- Oversleeping, Missing the Bus

When a student is absent for a full school day or a partial school day, parents must call either complex: #2207 for Sure Start to 6th grade and #3500 for 7th-12th grade. Parents must provide a note to the school registrar excusing the absence; notes for medical and dental appointments must be accompanied by the medical/appointment slip issued by the Primary Care Clinic. This note is mandatory, and if not brought to school on the day following an absence, the parents will be contacted to bring a note in immediately.

If an absence is unexcused by a parental note, students will face disciplinary action for truancy and will **not** be allowed to make up missed work. The note for absences must include the following information:

- Student name
- Date and time of absence.
- Reason for absence.
- Parent/guardian signature.
- Parent/guardian phone number.

Excused Absences include:

Illness	Documented car problems
Medical, dental or court appointments	ID/Passport appointments
Religious Holidays	School Coordinated Family Trips

Students Departing School for Leave Purposes

Secondary students who wish to depart school for leave purposes and who are not permanently changing stations will not be allowed to follow an accelerated program. These students must complete a “Notification of Intent to be Absent” form, have it signed by administration and make arrangements to take any final exams in August, prior to the beginning of the school year. If the student fails to take the finals exams and make up the work missed, a zero will be entered and the final grade determined once school has begun.

The School Registrar

The School Registrar maintains a record of absences in the Main Office. Parents may call the office to obtain an attendance/tardy report on their child. Parents must promptly report any changes of address, phone numbers, email addresses, as well as changes regarding any individual listed as an emergency contact.

Parents will be notified when there is a concern about the number of absences a student has accumulated. Excessive excused or unexcused absences of nine days per semester can adversely affect the student's grades. Parents will be notified of excessive absenteeism and if necessary, the school will report the absences to the proper authorities for corrective action. This action can also be evidence of child neglect.

Being absent from school or a class without parental and school permission is defined as truancy. Truancy will result in loss of credit for work missed and disciplinary action. Being absent or tardy for detention is also treated as truancy. Excessive truancy is a serious issue. When students are absent, the registrar will call parents as soon as possible to verify that the absence is excused.

Students Checked Out By A Parent/Sponsor

A parent checking a student out prior to the end of the school day should notify the teacher in advance, if possible. The parent should go to the main school office at either complex, inform the office staff (who will notify the student's teacher), then sign the student log out sheet. Students cannot be released to other adults unless the parent authorizes a third party release retained on file in the Main Office.

The school clerk, secretary, or teacher's aide will go to the classroom for the student, or the student will be called to the office over the intercom or the classroom telephone; least disruptive action. Parents should wait in the main office in order to keep classroom interruptions to a minimum.

Any student who leaves school without being signed out is considered truant and is subject to disciplinary measures, even if the parent/sponsor excuses the student the following day.

Homework

The development of independent study skills is an integral part of the educational process; therefore, homework is a necessary part of high school. Homework assignments reinforce and extend classroom instruction by increasing understanding and retention, preparing students for class activities and discussions, and providing curriculum enrichment opportunities. Homework is a planned component of every teacher's instructional objectives and methods and the following guidelines are provided for a better understanding of its significance:

- * Homework is an extension of each student's class and should be required for all students.
- * Parents are vital partners in supporting the homework policy and can help by creating a home environment that facilitates study.
- Homework policy is established by each teacher that is provided to every student at the beginning of the school year or semester course.
- Homework will vary according to the complexity and difficulty of the course.
- Teachers provide clear and concise directions for the completion of homework assignments and an explanation of how much homework assignments will count as part of the final grade.

Students' Responsibilities Regarding Their Homework

Students are responsible for ensuring that they:

- Understand the homework assignment.
- Write all assignments in the student planner/Agenda.
- Take home all books and materials needed to do the assignment.
- Complete the homework in the assigned format.
- Take completed homework assignments back to class when they are due.
- Participate actively and cooperatively in the evaluation of their homework when appropriate.



Parents' Responsibilities Regarding Their Student's Homework

Parents are encouraged to provide an environment which fosters the development of life-long learning skills. This includes:

- A quiet place to work.
- Necessary materials, such as paper, pencils, notebooks, etc.
- A regularly scheduled study time.
- Reviewing the student planner.
- Encouragement and praise for the student's effort, improved performance, and/or good work.

Student Planner

A spiral student planner will be issued to each W.T. Sampson student in grades 1-12. All students are required to write down their daily homework assignments in all classes and share this information with their parents. When no homework is given, students should briefly state what was studied during class. The planner should be treated like any text and maintained in good condition. Periodically, the planner will be reviewed by teachers; therefore, pages are not be torn out or folded.

After School Homework Club

W. T. Sampson School offers after-school Math/Science/English/Social Studies Tutorials five afternoons each week, at the High School campus, for homework support and completion. At the Elementary complex, Homework Club is offered three afternoons each week.

Make-up/Incomplete Work

If a student misses school and the absence is excused, it is the student's responsibility to complete all missed assignments, quizzes, or examinations within the time prescribed: one day for each day absence.

Assemblies

As part of the enrichment and entertainment program, assemblies are held during the school year. Good behavior, including courtesy toward those performing, is expected of each student. Student and staff attendance is mandatory.

Student Visitors

Any student who wishes to bring a visitor to school, for educational purposes, must complete a Visitor's Request Form at least two days prior to the date of the planned visit. These forms are obtained from the Main Office. All requests will be reviewed by the Principal. Each teacher affected, will either approve or disapprove their own classroom visitation. The Principal will make the final approval or disapproval on a case-by-case basis.

Hall/Atrium Conduct

Students are to conduct themselves in a respectful and orderly manner and refrain from yelling and screaming when passing between classes. Students out of class and in the hall atrium area, for any reason while classes are in session, must have a hall pass issued by a teacher. Any teacher in the building area may make a request to have the student identify him/herself by name and produce a hall pass. Any refusal to provide a name will result in an immediate disciplinary action. The student will be taken to the Main Office. The teacher questioning can walk the student back to their originating classroom and inform the responsible teacher of the student's actions exhibited.

Honor Roll

Students, in Grades 4th through 12th, who excel in academics each quarter and earn the following grade point averages, are recognized by inclusion in the Honor Roll. The Honor Roll recognition for the 4th - 6th grades are as follows: All "A" Honor Roll, "A" and "B" Honor Roll, End of Year High Flyer for All "A" All Year.

The 7th through 12th grade students require a grade point average of 3.00 - 3.49 for Honor Roll recognition. Students achieving a 3.5- 3.99 are recognized with a High Honor Roll certificate. Students that achieve a straight 4.0 average all four quarters obtain a special Principal's recognition: The Principal's Honor Roll. Any grade of "F" or "D" for the quarter disqualifies a student for the Honor Roll.

Presidential Awards

The Presidential Award for educational excellence and success is a national award given at the end of the school year to 6th and 12th grade students who have earned a grade point average of 90 on a 100 point scale or a 3.5 on a 4.0 scales. A 90% standard must be maintained during all of their school years and the student must have achieved high scores in reading or math on nationally-normed achievement test or SAT/ACT test for seniors. As part of the criteria for assessing students, activities in which a student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment may be used. Also a student essay and outstanding attendance may be required for evaluation, but all of these activities must bear some relationship to the academic performance of a student. Recipients receive a letter from the President of the United States, a certificate and a pin.

<http://www.ed.gov/programs/resedaward/eligibility.html>

Bomb Threats

In the event of a bomb threat, the school will immediately be evacuated using the fire evacuation plan. All students will remain off school grounds with their teachers until the EOD unit has declared the facility safe. If it is determined that the school is unsafe for re-entry, students will be bussed home or released to walk, ride their bikes or drive home (HS only). Parents will be notified through the radio, Main Office e-mail, or telephone calls.



Bus Passes and Routes

Bus transportation is provided with routes to all major housing areas. Students enrolled in Sure Start through 12th grade must live one mile or more from school to be entitled to ride the bus. Bus route changes will be published in the Gazette and on the roller (TV Channel 4) prior to school opening in August. Bus passes, when required, are issued by the school office at the time of registration. If bus passes are lost, you may pick up a duplicate at the school office. A parent should accompany children under the age of 6 to and from the bus stop.

Students are to ride the bus servicing their housing area. The bus driver has full authority to enforce the following school bus rules for the safety of the students:

1. Students will not leave the bus once they have boarded, except for an emergency.
2. Students will remain seated on the bus. Seating may be assigned when the interest of safety and order requires it.
3. Students will obey the driver at all times. The driver's word is the final authority.
4. All arms, hands, and other parts of the body will be kept inside the bus.
5. Voices will be at a conversational level.
6. Books and other objects will be held.
7. Students will look carefully before crossing the street and when boarding or leaving the bus.
8. Smoking or consuming alcoholic beverages is not permitted. Loss of bus privileges and suspension from school may result.
9. Eating or drinking on the bus is not allowed.
10. Defacing the bus in any manner is not allowed
11. Serious behavior incidents will be taken directly to the security police.
12. Students will respect the rights of other students.

A contract is signed by the student and the parent/sponsor stating that the Memorandum for Parents and Sponsors of Students Riding DoDDS School Bus has been received, and standards read and understood. Consequences for misbehavior can include suspension or revocation of bus rider privileges. The parent/sponsor also agrees to reimburse the US Treasury for costs incurred by the school to repair damage caused by their child's misconduct to the school bus.

Riding the school bus is a privilege extended to students by the U. S. Government. Failure to observe these basic rules of conduct can result in a loss of privileges.

Defense/Hurricane Exercises

Periodically, the base holds Defense Exercises (DEFEX) or Hurricane Exercises (HURREX). If the drill occurs during school hours, the students will be sent home. Parents will be notified through the radio, command e-mail or the telephone.

Evacuations

In case of an emergency evacuation, students will be sent home if time permits. Otherwise, the students will be brought to embarkation points. The local radio station will provide information on the emergency.

Detention

Detention is a disciplinary action that is held at both schools, issued by teachers and/or administration for certain categories of misbehavior. Parents will be notified prior to a student serving a detention. If a student does not attend or is tardy for a scheduled detention session, this action is treated as a truancy action. The student's period of detention time will double and his/her parents will be notified.

Family Trips/School-Sponsored Trips

If your student will be absent from class because of a family trip or school-sponsored trip, the school and the teachers should be notified a minimum of five days prior to departure. The Main Office will attempt to collect assignments, which will be missed during the trip. Students are responsible for completing their make-up assignments within a period of time equal to the length of absence. Teachers will make an effort to compile the assignments and the student will make an effort to complete those prepared assignments in a timely manner.



Field Trip Policy

Field trips are an outgrowth of a class project, a unit of study, or a learning activity and are considered a vital part of the curriculum. Students must have a signed parental permission form on file in order to participate in a field trip. Parents sign a standard field trip permission form at registration. Teachers will then notify parents of any upcoming field trips throughout the year. All students are to participate in field trips unless administrative approval has been given to exclude the student or the parent has made such a request. Siblings may not attend except with the teacher's permission. Children under the age of five may not attend field trips.

Fire Drills

School-wide fire drills are held frequently under the supervision of the fire department. All students will evacuate using the fire evacuation plan that is posted in each room. The purpose is to assure that all students are familiar with the plan in case of an actual emergency.

Information/Media Center

The Information Center at W. T. Sampson Elementary School is open throughout the school day for students and teachers. It is a place that encourages everyone to read and learn to love to read. The Information Center is used for reading, learning, research, make-up work, etc. Quiet reading and study is expected at all times in the Information Center. Everyone is welcome to visit this special place.

The Information Center at W. T. Sampson High School is open throughout the school day for independent research, study, and class meetings.

The Information Center is a place for research, reading, and reflection. Quiet study and reading is expected at all times in the Information Center. Computers are for school work ONLY and computer use is monitored. There are two rules that will be enforced in the Information Center:

- * EVERYONE may use the Information Center.
- * NO ONE may prevent anyone else from using the Information Center.

Books are checked out for two weeks and may be renewed for additional 2-week periods. Overdue books result in the students not being allowed to check out other books until the overdue books are returned.

Length of School Year

In the DoDDS school system, the school year is 183 instructional days. The Department of Defense Dependents Schools requires a minimum of 175 student instructional days during the school year, as mandated by the accrediting agency. Sponsors will be notified of school closures in advance, whenever possible.



Lost and Found

Items that are found at school are brought to the school office. If an item has been lost, please contact the school office to check Lost and Found before school, during lunch, or after school. Names should be on all items brought to school so they can be returned to the rightful owner. All items not claimed by the last day of school will be donated to the base thrift shop or disposed of.

Off Island Emergency Contacts

Parents must have on file with the school office the name and telephone number of a contact person who has the legal authority to act in their behalf concerning their child. This is particularly important in single-parent families or if you will be off the island and their child or children are staying with friends. **If parents are going to be off-island, they must contact the school before they leave and provide written authority for someone to act in their behalf regarding their student.**



Parking (Both Campuses)

Students coming to school via bicycle, motorcycle, or automobile are to park in the designated parking areas. According to the COMNAVBASEGTMOINTST, children under the age of 7 must be accompanied by an adult.

The speed limit for entering and exiting school grounds is 15 MPH. Only students with a valid driver's license are eligible to drive to school. Students may be required to register their car and license prior to driving to school. The principal approves all parking permits. Students at the high school should not park in the first row of the parking lot. That row is reserved for faculty and visitors. Students should also not park behind the school. Parents should not park in front of the school since bus traffic, fire engines, and service vehicles could be hampered.

Parent-Teacher Conferences

Parent conferences are an important part of the school program. Teachers welcome every opportunity to discuss pupil progress with parents. School conferences should be made by appointment. Teachers are available before and after school and are happy to meet at a mutually convenient time. If an appointment is desired, either send a note to the teacher or call the school office.

Parent-teacher conferences are held at the end of the first marking period for sponsors to pick up report cards and/or discuss student progress through the curriculum. Those teachers maintaining portfolios will share them with parents as evidence of student progress.

Accountability for School Property

The procedure for collection of funds for lost or damaged school property (books, locks, equipment, musical instruments, calculators, etc.) is as follows:

Payment in the form of a check or money order is required and should be made out to: Department of the US Treasury. The school will complete a collection voucher (DD 362) to accompany the check or money order to the finance office. A receipt will be given to the parents/sponsors to document the payment.

Replacement of school-issued locks is not possible because school locks have a master key access. Cost for replacement locks is \$8.00 and the check should be made out to: Department of the US Treasury. Parents/sponsors can purchase replacement copies for library books and classroom novels. Some classroom texts and certain calculators can also be purchased for replacement. Books and school materials reported lost and not paid for will be reported to the sponsor's department head for appropriate action.

Student Health Status

Health status has a major impact on success in school. Communication between the school and home is important when health conditions arise. If your son/daughter has an illness/injury and is attending school, please notify the nurse/school office so that adequate adjustments can be made if necessary.

If a student is to be excused from P.E. for more than three days due to injury or illness, the student will need an exam by a doctor and written documentation to validate such injuries/illness and identify the recovery time.

Adequate nutrition and rest are ways to promote good health and school success. Students should have a morning meal before school and enough rest so that they are physically prepared and mentally alert for the school day.

School Supplies

School supply lists are available at each campus office and also on the school's web page. At the beginning of the school year the NEX also has supply lists available for parents. Parents should make an effort to obtain the supplies required for their child's educational success.

Signing In

A student reporting to school late must check in through the school office. Either the parent or sponsor must accompany the student or the student must present a signed note from a parent explaining the reason for the late check-in. A student at the secondary complex who does not have a note will receive an unexcused tardy pass.

Signing Out

Students are not permitted to leave during school hours (with the exception of lunch at the secondary complex) without a justifiable excuse from their sponsor or they will be considered truant. The sponsor must sign out any student who needs to leave school. Emergency sign-out will be handled on a case-by-case basis. All extenuating circumstances will be approved by the administration. Authorized reasons for sign-outs include the following:

- Personal illness
- Family illness or emergency
- Doctor/dentist appointment (when these cannot be scheduled after school hours)
- Court appearance – Legal issues
- Extenuating circumstances approved by the administration
- Documented car problems
- ID and Passport appointments

Weapons

Because of the danger involved, guns, knives, replica guns, matches or lighters, laser pointers/pens, slingshots, hard balls, fireworks or poppers, hypodermic needles, razor blades, chains of any weight or length or other items gang regalia, water guns and any other potentially dangerous items are not permitted on the school bus, on school premises or at any school sponsored activities. **DoDEA has a zero tolerance for weapons at school.**

Prohibited Non-Educational Items

Students should bring to school only those items which are needed in order to do their schoolwork. Non-educational items are distracting to their owners and to other students, may be a safety hazard, and/or may present an unnecessary temptation to other students to take or misuse them. The following are examples of, but not limited to, items that are not allowed at school, on school buses, on study or incentive trips, or at any school sponsored activity:

Radios, Walkmans, CD players, I-Pods, Mp-3 Players, tobacco, electronic games, alcohol, prescription or OTC drugs or other controlled substances, cellular phones, beepers, electrical equipment, aerosol products, medications, bandannas, toiletry items, personal sports items or equipment, toys, slam books and clothing or book bags which advertise drugs or display logos with inappropriate language, alcohol, tobacco products or offensive messages. **Students may bring electronic equipment to school at teacher request for educational purposes only.**

These and other non-educational items will be confiscated and returned to the student or sponsor at the end of the day if their possession becomes chronic. Although school personnel will make every reasonable effort to ensure the security of confiscated items, the school will not accept responsibility for the security and/or replacement of these items that should not have been brought to school in the first place. Repeated disregard of the above will result in disciplinary action. Any potentially illegal or stolen items will be turned over to the military police.

Confiscation of Student Property

The New Student Disciplinary Regulation, DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures” (effective 1 July 2008) authorizes school officials to immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by the regulation, or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the rightful owner or the student’s sponsor as soon as is practicable and safe, or issue a receipt for its retention until such time as it may be returned.

Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of disciplinary action. It is critical that schools establish procedures to ensure that all confiscated property is properly account for and safeguarded pending return.



Dress Code Expectations (Both Campuses)

Students’ dress and personal grooming are expected to be appropriate. Clothing that distracts other students and/or interrupts the learning process is inappropriate. Short shorts, halter tops, bare midriffs, see-through shirts, tank tops, T-shirts designed as underclothing or with offensive or inappropriate language or graphics to include anti-social messages, sagging pants, hats, sunglasses, hair combs/picks, headbands, berets, gloves, and clothing which is excessively torn, house shoes, slippers, and flip flops are examples of inappropriate school attire.

Clothing may not be worn in a manner that might indicate group membership. Dangling belts with tails that hang from the first belt loop, one rolled or pulled-up pants leg, elastic headbands, bandannas, and goggles, chains of any length or weight, or any other item which might be considered regalia will be confiscated and submitted to the office. Chains that are attached to wallets are not allowed. Any item associated with potentially illegal activities will be turned over to the military police. It is also inappropriate for shorts or pants to be pulled down from the waist regardless of what the student may be wearing under them. Belts and pants must be worn at the waist.

Clothing which promotes violence, alcohol, drug, or tobacco use, or is racially or sexually offensive is not to be worn to school. For this reason clothing that bears logos of musical or other groups that convey an anti-social message are considered inappropriate.

Students are not to wear hats or any type of headgear and sunglasses inside the school building. Failure to adhere to this guidance may result in the item being confiscated. If this rule is repeatedly abused, these items will be returned only to a sponsor/parent. Jackets, headgear, and other items of clothing which students may remove during the school day should be clearly marked with the student’s name.

Check List for School Dress Code

Shirts, T-shirts and Tops: Students should be able to hold their hands straight over their head and the tail of their shirt should be below their waist so that no midriff skin/back skin or underwear is exposed at any time whether standing, sitting, or moving.

Female students should not wear any shirts that have had the sleeves removed resulting in excessive armholes; should not wear any shirts or blouses which expose the naval or midriff section; should not wear any shirts or blouses which expose the chest area in any manner. No more than 3 inches of skin may show as measured from any point along the garment's neckline directly/straight up to the neck's vertical starting point. Female students' shorts, skirts or dresses are "too short" if one's hand extends beyond the hem of the skirt or shorts when the arms are extended straight down. An acceptable shirt must be worn under bib overalls.

Swimwear tops or any clothing with "spaghetti" or thin shoulder straps, tank tops or sleeveless tops, should not be worn. All tops should have sleeves that extend halfway down the arm as measured from the outside point of the shoulder to the outside point of the elbow.

Pants, Shorts and Skirts: All items should fit at the student's waistline, continuously covering the crests of the hipbones. No under clothing of any kind should be visible above the outside garment. Shorts and skirts must be longer than the palms of the student's relaxed arms with hands held straight down at their sides.

See-through Clothing or clothing with sections which have been cut out, excessively-baggy pants which are worn too low, and without a belt, and excessively-short shorts or short shorts, are considered inappropriate for wearing to school or any school function.

Shoes: No house shoes, slippers, or flip flops, are permitted at school. Elementary students should not wear backless shoes or sandals. Securely tied tennis type shoes are always permitted.

Due to Safety Requirements, Driver's Education classes, Science laboratory activities, Art classes and Industrial Technology classes all require close-toe shoes.

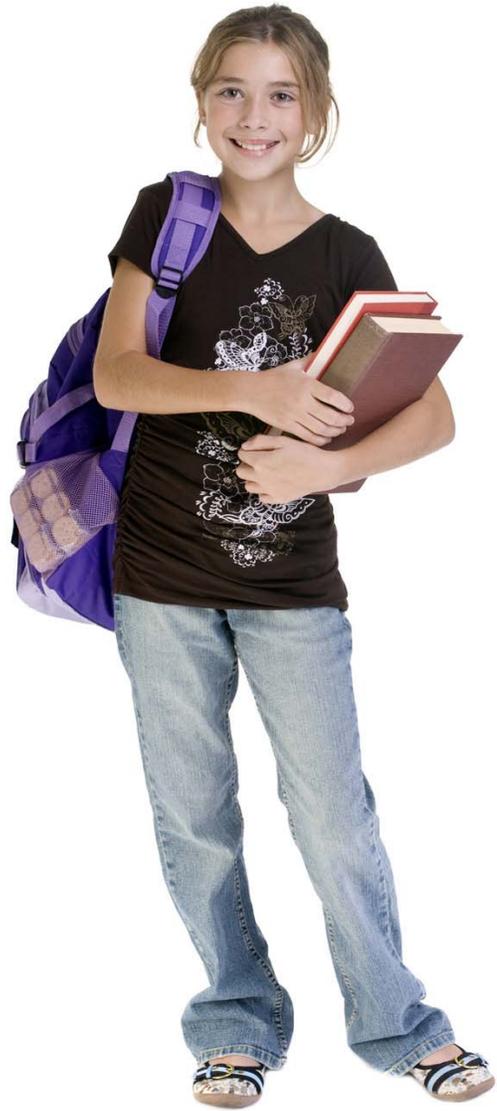
All students must be dressed appropriately when they first enter the school grounds and remain in compliance with the dress code policy until they leave the school grounds.

Disciplinary Action Taken for Inappropriate Dress Wear

These examples are not all inclusive. The principal will have the authority to decide if clothing or footwear is unacceptable. Students who are identified as being improperly clothed will be asked to correct the problem, if possibly, by:

- * putting on an additional outer garment that covers the inappropriate garment until the student leaves the school grounds at the end of the school day.
- * reversing an offensively printed T-shirt.
- * calling the parent to bring appropriate clothing or take the student home to change.

Refusal to abide by this policy will result in suspension from school until a conference is held with the student and parents for resolution.



DoDEA Special Education Resources and Programs

Links to DoDEA Special Education Regulations/Instructions:

1342.12	(DODI)	<u>Provision of Early Intervention and Special Education Services to Eligible DoD Dependents</u>
2500.10	(R)	<u>Dispute Management Systems</u>
2500.13	(M)	<u>Procedural Guide and CSC Forms</u>
1010.13	(DODI)	<u>Provision of Medically Related Services to Children Receiving or Eligible to Receive Special Education in DoD Dependents Schools Outside the US</u>

Overview

In DoDEA's Community Strategic Plan, the vision statement, the mission statement, and the guiding principles each embrace the notion that ALL students will be successful in our schools. Special educators work collaboratively with general educators and share the responsibility for ensuring that students with identified disabilities will meet with success. ALL students **can** learn when instruction is geared to their strengths and they are given sufficient opportunity to learn.

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents."

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- * The child must have an identified disability;
- * The disability must adversely (negatively) affect the child's educational performance;
- * The child must need a specially designed instructional program.

NOTE: Students with a disability who are not found eligible for special education and related services may receive reasonable accommodations and modifications under DoDEA Policy Memorandum: Nondiscrimination on the Basis of Disability in a DoDEA Dependent Educational Programs and Activities



Eligibility Categories

DoDEA recognizes clearly defined categories of disabilities with specific criteria for determining eligibility. The primary categories and specific disabilities recognized by DoDEA are:

<p><u>PHYSICAL IMPAIRMENT</u></p> <p>autism spectrum disorder blind deaf deaf/blind hearing impairment other health impairment orthopedic impairment traumatic brain injury visual impairment</p>	<p><u>COMMUNICATON IMPAIRMENT</u></p> <p>articulation fluency language/phonology voice</p>
<p><u>EMOTIONAL IMPAIRMENT</u></p>	<p><u>LEARNING IMPAIRMENT</u></p>
<p><u>DEVELOPMENTAL DELAY</u></p>	<p>intellectual disability specific learning disability</p>

Educational Services

W.T. Sampson only provides services for students with mild learning and communication impairments and mild developmental delays (PSCD). Decisions about the types of special education services to be provided and the educational placement for the provision of services are based upon the individual needs of each student. Students with disabilities are educated in the least restrictive environment that is most appropriate for them. A variety of special education services are available beginning with full participation in the general education classroom to the extent possible--often with the provision of supplementary aids and support--as determined by the school's Case Study Committee (CSC) which includes parents. Services are provided in the least restrictive environment for each student and may include:

- * Consultation provided by special educators to the general education teacher;
- * Collaborative instruction in the general education classroom through co-teaching by the general and special education teachers; and
- * Instruction in the special education classroom for part or all of the school day.

Related Services

Related services are those services required for the student to benefit from his or her special education program and may include psychological and counseling services, language, speech, and hearing, transportation, assistive technology, physical and occupational therapy, and medical services that are required for diagnostic or evaluation purposes.

Developmental Intervention Services

The Military Medical Departments through their Educational and Developmental Intervention Services (EDIS) are responsible for providing related services (e.g., physical and occupational therapy, clinical psychology) in DoDEA schools located overseas. EDIS is also responsible for the provision of Early Intervention Services (EIS) for children, ages birth through 2, at all DoDEA locations. The related services available at each overseas location are identified in the DoD Directory, [Early Intervention, Special Education, and Related Services in OCONUS Communities](#).



DoDEA Gifted Education Resources

Goal: The goal of the DoDEA Gifted Education Program is to identify students with high potential and exceptional performance and to develop challenges that match their strengths within core academic areas.

Definition: Gifted Learners are students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. (U.S. Department of Education, 1993, "Characteristics of Gifted Learners.")

Guiding Principles for the Identification of Gifted Learners

- Intelligence is multifaceted and manifested in many ways.
- Instruments used should measure diverse abilities and talents.
- Student identification should be based on valid and reliable measures.
- No single instrument or score should be used to determine eligibility.
- Assessment of students should continue over time.
- A profile of each student's strengths and areas of need should be developed and maintained.
- A knowledgeable committee should review student assessments and determine eligibility.
- Written procedures should include matters of consent, eligibility, retention, and appeals.
- Once a student has been identified as eligible, the services may change to meet needs.

Philosophy: Gifted students reveal themselves in many ways and in a variety of settings. Informal observations of students by parents, peers, teachers, and others in the school community are often rich with telltale signs of giftedness. Differences in the expressions of characteristics occur developmentally. Other differences result from the diversity of cultural, ethnic, economic, and environmental backgrounds of youngsters. The school must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.

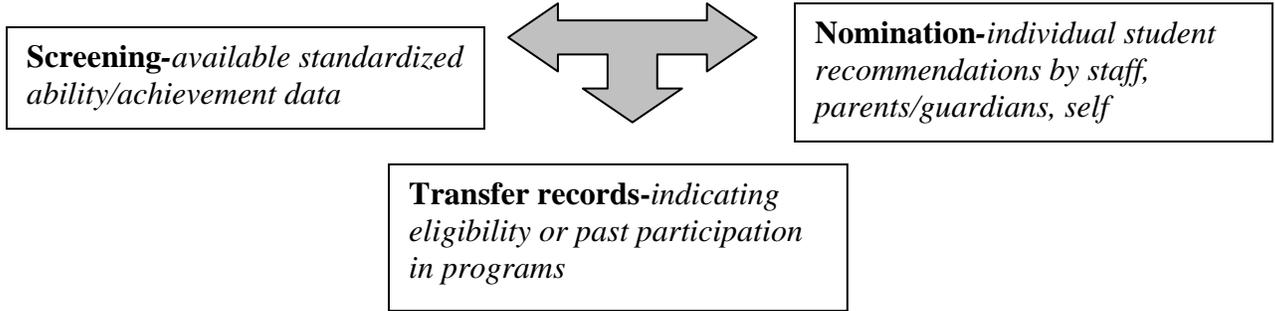
Identification: The purpose of identification in the Gifted Program is to find students whose potential and/or performance is so extraordinary that they require differentiation in their instructional program.

Services: Services for students found eligible are recommended by the Gifted Review committee and coordinated through the school principal, the gifted resource teacher, classroom teachers, and other school professionals as appropriate. All schools will offer services for students found eligible as intellectually/academically gifted. Gifted program options are defined in DoDEA guidelines and requirements (Manual 2590.1) for Gifted Program services, K-12. These services are based upon the National Association for Gifted Children standards. More information can be found at:
http://www.dodea.edu/instruction/curriculum/ge/2006_manuals/PDF/program_guide_%20mod3LS.pdf

Questions and Inquiries can be directed to the Gifted Education Resource Teacher for W.T. Sampson Unit School by calling #2207 or #3500.

Steps in the Identification Process

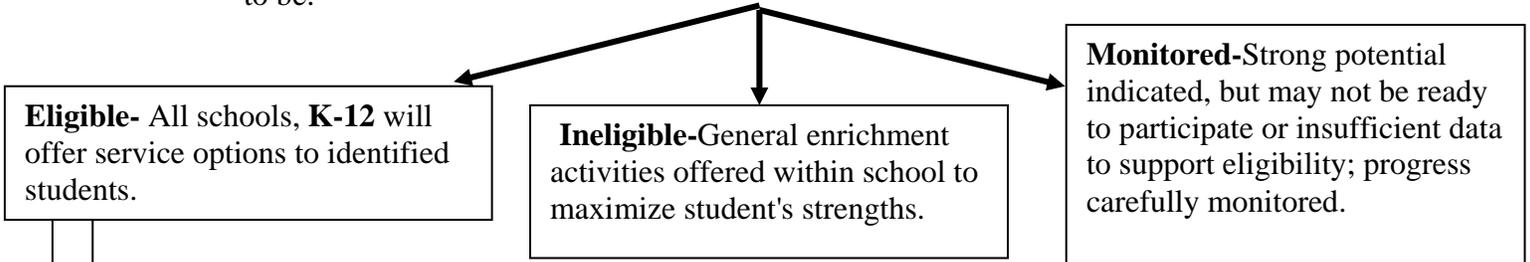
1. **Referral** of students to the Gifted Review Committee (Tag Team) by:



2. **Assessment** - completed with parent/guardian permission. A profile of each student's strengths is developed using multiple measures such as:

- ✓ Observations
- ✓ Tests
- ✓ Grades
- ✓ Rating scales
- ✓ Student products/portfolios

3. **Eligibility** - determined by the **Gifted Review Committee**. Using available data and indicators of **highly unusual** ability and/or performance, the committee determines a student to be:



4. **Gifted Education Services-** Based on each student's strengths, the GRC recommends programming options.

Elementary School	Middle School	High School
<ul style="list-style-type: none"> ◆ Regular classroom with differentiation ◆ Regular classroom with cluster grouping and differentiation ◆ Regular classroom with grade acceleration of content ◆ Resource sessions outside of the classroom ◆ Grade acceleration ◆ Individualized services 	<ul style="list-style-type: none"> ◆ Regular course with differentiation of instruction ◆ Regular course with cluster grouping and differentiation ◆ Advanced class section of course ◆ Interdisciplinary course ◆ Grade acceleration for specific content ◆ Grade acceleration ◆ Individualized services 	<ul style="list-style-type: none"> ◆ Regular course with differentiation of instruction ◆ Regular course with cluster grouping and differentiation ◆ Advanced class section of course ◆ Interdisciplinary course ◆ Advanced placement/IB/Honors courses ◆ Individualized services

Behaviors of Gifted Students

POSITIVE

Many interests
Love of challenge
Unique insights
Keen sense of humor
Learns easily
Good problem solving
Sensitivity to needs of others
Strong sense of fairness
Energetic
Storehouse of knowledge
Out of the box thinking
Good student

NEGATIVE

Lack of focus
Complaints of boredom
Disturbing, disruptive comments
Inappropriate, silly remarks
Finishes work quickly, carelessly
Domineering, impatient with others
Over-sensitivity
Argumentative behavior
Over-extended
Overbearing “know-it-all” attitude
Non-compliant
Perfectionist



The Differences Between The Bright Child and A Gifted Learner

A Bright Child ...

A Gifted Learner ...

Knows the answers.....	Asks the questions
Is interested.....	Is highly curious
Is attentive.....	Is mentally and physically involved
Works hard.....	Plays around, yet tests well
Answers the questions.....	Discusses in detail, elaborates
Top group.....	Beyond the group
Listens with interest.....	Shows strong feelings and opinions
Learns with ease.....	Already knows
6 - 8 repetitions for mastery.....	1- 2 repetitions for mastery
Understands ideas.....	Constructs abstractions
Enjoys peers.....	Prefers adults
Grasps the meaning.....	Draws inferences
Completes assignments.....	Initiates projects
Is receptive.....	Is intense
Copies accurately.....	Creates a new design
Enjoys school.....	Enjoys learning
Absorbs information.....	Manipulates information
Technician.....	Inventor



DoDEA Pupil Personal Services

School Psychologist

Consultant Services

- Serves as in-school consultant to school counselors for cases needing services beyond educational counseling and advises the next step.
- Evaluates students and recommends environmental changes in the classroom or at home to teachers and parents.
- Assists teachers in the development or enhancement of classroom management techniques.
- Facilitates group collaborative problem solving meetings with teachers, specialists and administration. SST Chairperson and Crisis Intervention Chairperson.
- Consults and collaborates with the Case Study Committee regarding special education programming and the needs of individual students. CSC committee member.

Psycho-Educational Assessment

- Administers and/or evaluates results of individual psycho-diagnostic measures (intellectual, social, achievement, cognitive and personality tests), to identify students' needs.
- Recommends educational modifications based on assessments, observations and other information.
- Conducts interviews with students, teachers and parents as appropriate.
- Provides requested services to CSC in compliance with special education guidelines.

Mental Health Services

- Provides short-term psychological counseling and support to students, parents, and staff, including crisis intervention.
- Consults with parents regarding student needs and concerns.
- Discuss with parents child development issues that are related to student needs and concerns.
- Makes appropriate referrals to mental health as needed

Programs

- Trains and facilitates peer mediation program for students 3rd through 12th grade
- Conducts parent training for behavior management and assertive discipline

In-Service Training

- Develops and presents in-service programs when appropriate on topics such as child abuse, deployment, crisis management, ADHD, behavior management techniques, warning signs of at-risk students, etc.
- Attends area/district training and participates in networking.

Health Services

Optimal learning requires good emotional and physical health. W. T. Sampson Unit School Health Services works together with families and community for children's health and safety. The school nurse coordinates with the school administrator to provide an environment that promotes optimal wellness and safety for all students. The school nurse provides individualized health care for students, emphasizes health education at all levels, and utilizes available community and school resources to promote an overall healthy lifestyle for students, staff, and families.

Core Services of a School Nurse

- *conducts health screenings, e.g., vision, hearing, scoliosis and notifies parents of follow-up care
- *plans and provides specialized health care/services for individual student needs
- *assesses and evaluates individual growth and development
- *monitors student immunizations
- *acts as a resource for faculty, parents and students
- *provides individual health counseling for emotional and physical health needs
- *identifies and refers possible pediatric and adolescent health problems for early diagnosis and treatment
- *evaluates and monitors communicable diseases
- *notifies parents and conducts health related classroom instruction of subjects such as, AIDS prevention, sex education and child abuse prevention
- *acts as special education team member for children with special needs.
- *serves as a liaison with parents and community health agencies
- *provides educational and promotional activities for healthy lifestyles of our students and staff
- *provides routine health care, first aid and emergency care as required

Health Service Polices (DoDEA Manual 2942.0 and W.T. Sampson SOP First Aid Instructions for Accidents and Illnesses)

Contagious Illness - Children with a contagious illness, such as (but not limited to) impetigo, pink eye, or ringworm will be readmitted to school only with a statement from a healthcare provider indicating they may be accepted, and only after they have been absent for the recommended period of time. When in doubt, please ask the provider for a readmission note if one is not given.

Student Illness - Students who are ill should not come to school. If your child has a fever of 101 F while at school, he/she will be sent home and may not return to school the next day. Those students with colds or digestive upsets, such as vomiting and diarrhea, whose illnesses did not require a provider's visit, must be fever free and without symptoms for 24 hours.

Emergency Care - In the event of an injury or illness that necessitates emergency care and the nurse is not available; the student will report or be taken to the administrative office for assistance. An ambulance will be called IF it is medically unsound for the student to be transported by automobile by the sponsor. The parents will be notified to meet the student at the hospital in order to expedite care. The hospital will not treat students without parental consent except in dire emergencies.

Non-Emergency Care - In non-emergency cases, the school staff will make arrangements with the parents as needed. Parents may be contacted to request that their child be taken home, needs a clinic appointment, or go to the hospital for further care. Notes may also go home with the child informing the parent of a health office visit, as required.

Immunizations - Students who enroll in DoDEA Schools must meet specific immunization requirements prior to enrollment. These requirements represent the minimum requirements and do not necessarily reflect the optimal immunization status for a student. A certificate of immunization, completed by the local medical authority, must be provided to school officials at the time of initial registration for placement in the student's health record file.

Sure Start Vaccine Requirements -

Children registered for Sure Start must have completed the following:

- 1) IPV (polio),
- 2) DTaP (diphtheria, tetanus, and pertussis),
- 3) MMR (measles, mumps, rubella), and
- 4) Hepatitis A series on or shortly after their 4th birthday.

11 Year Old Requirements – Tdap (tetanus and pertussis) and Menactra (meningitis) are now a mandatory DoDEA requirement at 11 years of age.

Incomplete Immunizations - Parents/Sponsors will be given 10 working days to complete their child(ren)'s required immunizations. Students who have not completed the mandatory requirements at the end of the 10 day period will be disenrolled IAW DoDEA Instruction 6205.1

Medications-

- 1) Parents must bring all student medications to school. Please do not send medicine to school with student.
- 2) All medications at school will have a pharmacy label on it with the following information on each label:
 - a) Student's name
 - b) Time to be taken
 - c) Amount to be given
 - d) Name of the drug
 - e) To be administered by school officials
- 3) No over-the-counter medications will be administered at any time. Parents may come to school at any time to administer medication to their child. Students will not be allowed to take medication on their own at any time.

****Adequate nutrition and rest are ways to promote good health and success in school. Parents should ensure that their students have a healthy breakfast and sufficient sleep to be physically prepared and mentally alert for the following school day.**



Pre-School Child Development Program

W.T. Sampson provides free screening for all Pre-School children, ages 2 years 9 months to age 6 through its Child Find Services.

A Pre-School Child Development Program (PSCD) for pre-school students who qualify for special education services, in one or more of the following categories, is available for Levels 1 and Level 2:

- 1) communication,
- (2) cognition,
- (3) physical (fine and gross motor),
- (4) social/emotional, and
- (5) adaptive behavior/self-help

Contact the PSCD teacher at the elementary school (2207) for a screening appointment and further information if you have concerns about your child .



STUDENT BEHAVIOR POLICY

1. General Statement

DoDDS and W. T. Sampson School's policy is to maintain an orderly, wholesome, educational environment. We believe every student is capable of appropriate behavior. All students have a right to learn and teachers have a right to teach in a safe, positive atmosphere. Disciplinary guidelines protect each student's right to an education free from disruptions and harassment. The school is responsible for the conduct of students while they are on campus or engaged in school activities or functions off-campus.

2. Students' Rights and Responsibilities (DoDEA 2051.2)

Students have the privilege to attend school and learn. It is their right to expect respect at school, on the bus, or at school activities from other students and school employees. It is the responsibility of the school system to protect students from sexual harassment and physical or verbal abuse from other students and school employees.

Students have the responsibility to follow published base, school, and classroom rules. Students who are accused of violating the rules or displaying improper conduct will be provided with due process, which, at the minimum, means they will be informed of the violation and will be provided with a chance to explain their position except when their presence in school could endanger other students. If a student or parents feel an out-of-school suspension is unfair or unwarranted, he/she may use the appeals process described in this document.

3. Behavior Expectations for Students

Students are expected to behave in the following manner:

- *Show respect to others and their property.
- *Act in a manner to create a good learning situation.
- *Display good conduct at school, at school activities, and on the bus.
- *Obey the established rules, regulations, and laws of the classroom, school, and base.

4. Student Internet Use and Behavior

Acceptable Use:

- a. The use of your account must be in support of education and research and consistent with the educational objectives of DoDDS. Do not download files or subscribe to bulletin boards that are not related to educational activities.
- b. Use of other organization's network or computing resources must comply with the rules appropriate for that network.
- c. Transmission of any material in violation of any U.S. or state regulation is prohibited. Do not transmit obscene, harassing, or abusive messages, copyrighted material, or material protected by trade secret.
- d. Use of commercial, product advertisement or political lobbying is prohibited.

Privileges:

- a. The use of the network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.
- b. Students who send inappropriate messages or download inappropriate files will be locked out of the network for a time period determined by the teacher and the system administrator. At the discretion of the teacher, students may lose the privilege of using the Internet permanently. Copies of the inappropriate materials will be reported to the administration and kept on file.
- c. Messages relating to or in support of illegal activities may be reported to the authorities

Netiquette:

- a. Be polite. Do not get abusive in your messages to others.
- b. Use appropriate language. Do not swear; use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- c. Do not reveal your personal address or phone number or those of other students.
- d. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do monitor Internet activity.
- e. Evaluate information carefully. As with any research material, you must review it for accuracy and bias.
- f. Do not use the network in such a way that you would disrupt the use of the network by other users. This can be avoided by not sending "Chain letters" or "broadcast" messages to lists or individuals.

No Warranties:

- a. DoDDS makes no warranties of any kind, whether expressed or implied, for the service it is providing. DoDDS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, or service interruption caused by its own negligence or our errors or omissions.
- b. Use of any information obtained via DoDDS is at your own risk. DoDDS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security:

- a. Security on any computer system is a high priority, especially when the system involves many users. Notify the system administrator if you notice a security problem. Do not demonstrate the problem to others users.
- b. Do not give your account password to other individuals. Any activity associated with an account will be considered the activity of the account holder. It is the responsibility of the students to protect their accounts and passwords.
- c. Any user identified as being a risk to the security of the network may be denied access to the network.

Vandalism:

- a. Vandalism will result in cancellation of privileges.
- b. Do not maliciously attempt to harm or destroy data of another user, Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

5. Search and Seizure

Students suspected of having materials prohibited by law are subject to search in the presence of their parents and school officials. School lockers are the property of the school and, as such, are subject to search at the discretion of school officials.

6. Serious Offenses

Serious offenses resulting in possible long-term suspension or expulsion will be governed by all procedures outlined in DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures". Copies of this regulation are available at the school office.

7. Consequences of Conduct Violations and Penalties

Student discipline may follow the progression of less severe punishment for the first infraction with increases in punishment for each subsequent offense. However, any severe disruption or offense may result in a more severe penalty based on the nature of the incident.

The principal, teacher, and/or counselor, consistent with the powers and authority delegated to them by the base command and/or district superintendent, have the authority to take additional administrative action or modify administrative action if, in their opinion, it is warranted by the nature of the misconduct. Students who do not meet the behavior expectations are subject to the following consequences or combination of these consequences (consequences may vary according to age appropriateness).

GROUP I: SERIOUS OFFENSES

Occasional unexcused tardiness to school and / or class
 Minor bus misconduct
 Public display of affection
 General disruption of the orderly education process
 Disrespect or use of vulgarity and vulgar gestures toward other students
 Possession of tobacco, cigarettes, cigars, or other tobacco products on school grounds or at school activities
 Misrepresentation or forgery of a signature and / or an excuse
 Wearing clothes or accessories that are inappropriate for the educational setting
 Unauthorized selling of any product for personal profit
 Gambling
 Disruptive use of portable communication devices (beepers, cellular phones, walkie-talkies)

GROUP I: PENALTIES

Verbal reprimand
 Administrator / Teacher / Counselor / Student conference
 Detention
 Parent / Sponsor notified
 In-school suspension
 Restriction of privileges
 Probational monitoring
 Suspension of bus ride for bus infractions
 Parent/Sponsor monitoring during the school day

GROUP II: MAJOR OFFENSES

Defiance of authority and / or the use of vulgarity or vulgar gestures toward school personnel
 Disruptive behavior including on the bus, on campus, in the cafeteria, during school activities and / or event
 Simple assault and / or threats
 Smoking
 Stealing
 Cheating and / or plagiarism
 Possession of pornographic materials and/or accessing of pornographic Internet sites.
 Truancy
 Fighting and / or mutual fray
 Hazing, harassment, and / or the malicious use of slurs based on race, gender, religion, ethnicity, language, background, and /or national origin
 Sexual harassment
 Bullying and/or intimidating actions
 Lying or participating in a deception which may lead to an adverse action against another
 Extortion
 Use or possession of alcoholic beverages and/or controlled substances.
 Possession of paraphernalia related to the use of illegal drugs
 Vandalism
 Chronic unexcused tardiness to school and/or class
 Instigator or accomplice to GROUP II violation
 Habitual offender of any GROUP I and/or GROUP II violations

GROUP II: PENALTIES

Administrator, Teacher, Counselor, Student conference
 Detention
 Parent/Sponsor notified
 In-school suspension
 Restriction of privileges
 Probational monitoring
 Out-of-school suspension from 1 to 5 days
 Parent/Sponsor monitoring during the school day
 Suspension of bus ride for bus infraction

GROUP III: CRIMINAL OFFENSES

Aggravated assault and / or assault and battery
Possession and / or concealing a deadly weapon
Robbery or burglary
Possession, use, and / or distribution of illegal substances or drugs
Sex violations
Aggravated vandalism
Arson
Instigator or accomplice to any GROUP III violation
Willful detonation of a fire alarm without just cause and / or calling a false report of an event that could affect the health, safety, or welfare of students, employees, or visitors to the school (i.e. bomb threat)
Possession, concealment, and / or detonation of any device which may result in bodily harm
Illegal / unauthorized use of computer and computer tampering
Habitual offender of any GROUP III violations

GROUP III: PENALTIES

Parent / Sponsor conference and one of the following
Out-of-school suspension from 3 to 9 days
Expulsion
Restriction of privileges
Probation
Suspension of bus riding privileges for bus infractions
Referral to appropriate security agency



STUDENT RESPONSIBILITIES

As a student at W. T. Sampson Unit School, you are expected to be aware of and to accept your individual responsibilities in the following areas:

I. RESPECT FOR THE RIGHTS OF OTHERS.

Every right you have has an obligation attached to it. Your rights must be balanced against the rights of others, and their rights must be balanced against yours. The purpose of school and the requirements of the educational process must be weighed in deciding who has a right to do what and what behavior needs to be punished. If you want to take full advantage of your rights and opportunities at school while at the same time respecting the rights of others, we at W. T. Sampson Unit School will support and help you.

It is the intent of this handbook that students have the maximum freedoms allowed under law commensurate with the school's responsibilities for health, safety, and welfare. Nowhere is it stated in this document, nor even implied, that the school should relinquish its authority and responsibility. Within every school, the school administrators inevitably have the responsibility and authority for maintaining the orderly educational process.

These rights and responsibilities are not intended and should not be interpreted as the enactment of controlling regulations to govern the conduct of students or school authorities in specific circumstances. This summary statement, in the form of broad principles, evidences the Administration, Faculty, and Staff's recognition and support of these principles in practice, and the procedures to be followed to guide both students and responsible school officials in specific situations.

1. Student Rights

The Pledge of Allegiance is a statement of American ideals, and every student shall be protected in his/her right to affirm self-identity with these ideals; however, students who, because of religious or other deep personal convictions, do not wish to participate in the salute to the flag shall not be compelled to do so but shall maintain an attitude of respect while others recite the Pledge.

- b. Students have the right to be free from proselytizing by religious and political groups.
- c. Students have the right to refrain from any activity that violates the precepts of their particular religion.
- d. Students have the right to express themselves by speaking, writing, wearing or displaying symbols of ethnic, cultural, religious or political values such as buttons, badges, emblems, armbands, mode of dress, or grooming styles.
- e. Students have the right to petition and survey student opinion in accordance with the procedures that are established by the principal.
- f. Students have the right to form and express their own opinion on controversial issues without jeopardizing relations with their teachers or the school.

2. Student Responsibilities

- a. Students have the responsibility to act in a way that preserves the dignity of the occasion.
- b. Students have the responsibility to respect the religious beliefs of others.
- c. Students have the responsibility to accept the rights of others, to have differing view points, and to express themselves on those issues with which they disagree in a manner which does not infringe upon the rights of others or interfere with the orderly educational process of the school.
- d. Students initiating a petition or survey have the responsibility not only for the rationale of the request, but for the accuracy of the content. Students are responsible for following the chain of command procedure: student government, assistant principal, principal, superintendent.
- e. Students have the responsibility to become reasonably knowledgeable about controversial issues and to express their opinion in a manner that is suitable for the forum in which the discussion is taking place.
- f. Students have the responsibility to plan for, seek approval of, and conduct those activities that are consistent with the educational objectives of the school.

3. Student Responsibilities For Their Own Actions

You will be held responsible only for the things you do or fail to do. What others do or do not do is of little importance in determining whether or not you have accepted your responsibility as a student-citizen of W. T. Sampson Unit School. If you choose to follow bad examples set by other students, you will be held responsible for your actions and your actions only. The decision will be yours and so will the consequences.

Your first responsibility, then, is to decide how you should conduct yourself while you are at school.

Your second responsibility is to be prepared to accept the consequences of your actions.

II. ROLES OF THE PARENTS AND STUDENTS.

The handbook recognizes the need for an interactive, reciprocal and cooperative relationship between the student and the parent. This relationship should be as follows:

A. Parents

- * Keep in regular communication with the school concerning the child's conduct and progress. To this matter a school calendar is issued in order to maintain informed parents and also to motivate parents' involvement in school activities.
- * Ensure that the child is in daily attendance and promptly communicate and explain, in writing, an absence or tardiness to the school.
- * Provide the child with the home environment and supplies needed to complete class work and homework assignments.
- * Assist the child in being healthy, well groomed, and appropriately dressed. One way to assist the child is by helping them develop good habits on nutrition, personal hygiene and using comfortable clothes that permit the student to concentrate on his/her academic work.

- * Bring to the attention of school authorities, in a responsible way, any problems or conditions that affect the child or other children of the school community.
- * Discuss report cards and work assignments with the child.
- * Maintain up-to-date personal information relevant to the school, including homework, and emergency telephone number, emergency contact persons or authorized persons, and current mailing address.

B. Students

- * Attend all classes daily and promptly.
- * Come to class prepared with appropriate working materials.
- * Be respectful to all individuals and property.
- * Refrain from profane or defamatory statements.
- * Act in a safe and responsible manner.
- * Be well groomed, clean, and appropriately dressed.
- * Be responsible for their work.
- * Abide by the rules and regulations set forth by the school and individual classroom teachers.
- * Seek changes in an orderly and approved manner.

III. SEXUAL HARASSMENT.

Sexual harassment is a particular type of sex discrimination. Like all sex discrimination, it will not be tolerated.

Sexual harassment in a school is defined as "deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature." This behavior is recognized as being observable and of an explicit sexual nature and it contains sexual overtones that are deliberate or repeated. W. T. Sampson High School will enforce a zero tolerance policy for acts of sexual harassment. Consequences can range from counseling to suspension.

Some examples of sexual harassment are as follows:

- * Jokes - a way to express hostility, make someone a fool or put down a group of people.
- * Comments - about someone's body or dress.
- * Sexual remarks - subtle hints to direct proposition.
- * Physical harassment - bumping, touching, stroking, cornering, pinching, kissing, hugging, grabbing.
- * Other types- leaving notes, displaying sexist cartoons, pictures, or magazines.

IV. OTHER HARASSMENT AND THREATS.

Students must feel comfortable and accepted at school. Derogatory remarks, threats and verbal harassments, and bullying will not be tolerated. Students must respect each other's differences and ensure that other students do not feel threatened physically and socially. We are all here to learn and grow academically and in social responsibility. Those who do not comply will be censured. Students who are feeling threatened by others should report their concerns to a teacher, counselor or administrator.

Everyone has the right to feel safe and secure in this school.

