



**Parent-Student Handbook School Year  
2018-2019**

Purpose: *Opening minds to life-long learning*

Motto: *Anchored in Excellence*

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## FOREWORD

This handbook was developed as a guide so the students and parents will be thoroughly familiar with the operations, procedures, and expectations necessary for the safe and efficient operation of W.T. Sampson Elementary/High School (E/HS).

The regulations, policies, directives, mandates, and procedures from the Department of Defense Education Activity (DoDEA), DoDEA Americas, Mid-Atlantic District, and Fort Bragg/Cuba Schools will take precedence over anything that is published in this handbook, should there be a conflict with such a regulation, policy, directive, etc.

The operations, procedures, and expectations described herein are subject to modification, revocation, suspension, or termination by the school administration at any time with or without notice. Furthermore, the school administration has the exclusive authority to, in its discretion, interpret the operations, procedures, and expectations contained herein and determine whether to apply them in any given situation.

Emilio Garza, Jr.  
Principal  
W.T. Sampson ES/HS

## DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

### **DoDEA Mission**

Educate, Engage, and Empower  
Each Student to Succeed in a  
Dynamic World

### **DoDEA Vision**

Excellence in Education for Every  
Student, Every Day, Everywhere

**dodea Americas**

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**MID-ATLANTIC DISTRICT**



### **Purpose Statement**

To ensure the college and career readiness of our military-connected students, the DoDEA Mid-Atlantic District is committed to building capacity among all educators to increase the effectiveness of instructional practices.

## **DODEA MID-ATLANTIC DISTRICT SUPERINTENDENT**

---

### ***Dr. Donato Cuadrado***



Dr. Donato Cuadrado was named District Superintendent for the DoDEA Mid-Atlantic schools in March 2018.

As the Mid-Atlantic District Superintendent, he oversees 26 DoDEA schools located on eight installations serving more than 10,000 students in North Carolina, Virginia, New York, Puerto Rico and Cuba.

Dr. Cuadrado was most recently the Community Superintendent of DoDEA Schools in Puerto Rico. He began his career with DoDEA in 1993 and has more than 30 years of education experience. Prior to his career with DoDEA, he taught elementary grades in Puerto Rico public schools. He began his career in DoDEA teaching in grades 6-12 and also taught Advanced Placement courses. Dr. Cuadrado went on to become the Assistant Principal and later Principal of Ramey Unit School. He later became the Assistant Superintendent for DoDEA's New York, Virginia, Puerto Rico District.

Dr. Cuadrado has won numerous awards. He received the U.S. Presidential Scholars Program Teacher Recognition Award and special Congressional recognition for outstanding service to his community. He was also selected as a DoDEA District Teacher of the Year.

Dr. Cuadrado earned his Bachelors in Elementary and Secondary Education and his Masters in Linguistics from the University of Puerto Rico. He earned his Doctorate in Educational Administration in 2004 from the InterAmerican University in Puerto Rico. Dr. Cuadrado and his wife, Oly, currently resides near Ft. Bragg, NC.

### **MID-ATLANTIC DISTRICT SUPERINTENDENT'S OFFICE**

**Address**  
PO Box 70089  
Fort Bragg, NC 28307-0089

**Phone** 910-907-0200  
**Fax** 910-907-1775  
[Website](#)

## **FORT BRAGG/CUBA COMMUNITY SUPERINTENDENT**

---

### ***Dr. Renee Butler***



Dr. Renee Butler is the Community Superintendent for the Fort Bragg/Cuba Community, Mid-Atlantic District of the Department of Defense Education Activity (DoDEA)

Prior to that, Dr. Butler served as the Assistant Superintendent for the NC: Fort Bragg District. She came to Fort Bragg from Fort Campbell, KY. During her more than 30 years with DoDEA, she has worked at Fort Campbell, the KY District and the DDESS Area Service Center and Fort Bragg where she served as a teacher, Instructional Systems Specialist (ISS) and administrator at the Elementary and Middle School levels as well as Assistant Superintendent and Acting Superintendent at the NC: Fort Bragg District.

"Dr. Renee Butler is a wonderful addition to the DoDEA Americas Leadership Team. She is an effective school leader with experience as both an instructional specialist and principal," said Dr. Emily Marsh, Acting DoDEA Americas Director. "Dr. Butler's knowledge of curriculum and instruction, commitment to military connected children, and warm, caring personality will benefit the children and families of Ft. Bragg. We welcome her and look forward to her leadership in our community."

Dr. Butler received her Bachelor of Science Degree in Education from George Peabody College in Nashville, TN and her Master of Education Degree in Educational Leadership from Austin Peay State University, in Clarksville, TN. She earned her Doctorate of Education Degree in Curriculum and Supervision from Vanderbilt University, Nashville, TN. She and her husband, Steve, have two daughters, Elizabeth and Ellen.

### **Fort Bragg/Cuba COMMUNITY SUPERINTENDENT'S OFFICE**

**Address**

PO Box 70089  
Fort Bragg, NC 28307-0089

**Phone: 910-0907-0200**

[Website](#)

## W.T. SAMPSON E/HS PRINCIPAL

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### *Emilio Garza, Jr.*



Mr. Emilio Garza is the Principal of W. T. Sampson Elementary/High School, Fort Bragg/Cuba Community, Mid-Atlantic District of the Department of Defense Education Activity (DoDEA).

Prior to that, Mr. Garza served as the Principal of Brewster Middle School, Camp Lejeune District Schools, NC. Before being reassigned to Brewster Middle School, he served as the Principal of Gordon Elementary School, Fort Bragg Schools, NC. Prior to this duty assignment, he worked as the Assistant Principal at Gordon Elementary School. During his tenure as Assistant Principal, he was detailed to serve as the acting Assistant Principal at Lejeune High School. Then, he was selected for the position of Principal of Butner Elementary School. Shortly afterward, he was reassigned to Gordon Elementary School to be the Principal.

Prior to joining DoDEA, he worked in two public school systems, serving as Assistant Principal and Principal. Mr. Garza is a U. S. Army retiree. His last active duty assignment was South Dakota State University, SD, where he served as an Assistant Professor of Military Science.

Mr. Garza earned a Bachelor's degree in Resources Management from Troy State University in Fort Benning, GA. He earned a Master of Arts degree in (Educational) Leadership Studies, a Master of Science degree in Industrial and Employee Relations, and an Education Specialist degree in Leadership Studies from Marshall University Graduate College, WV. While attending Marshall University, he was selected for membership in the Marshall University Chapter of Beta Gamma Sigma. Mr. Garza is married to Linda D. (Densmore) Garza. Mrs. Garza is from a military family.

### **W.T. Sampson Elementary/High School Office**

**Address**

PSC 1005 Box 49  
FPO AE 09593

**Phone: 757-458-3500**

[Website](#)

## DoDEA Americas Mid-Atlantic District Guantanamo Bay, Cuba 2018-2019 School Year Calendar

<p>20 - First Day for Teachers 27 - First Day for Grades 1-12 27 - Kindergarten and Sure Start Home Visits Begin 27 - First Day of Semester One 29 - After Student Dismissal, Annual Employee Training</p>	<b>AUGUST 2018</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<b>SEPTEMBER 2018</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>3 - NO SCHOOL - Labor Day Holiday 4 - Kindergarten Orientation 5 - First Day of Kindergarten 12 - Sure Start Orientation 13 - First Day for Sure Start 27 - NO SCHOOL - Teacher CCR</p>
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<p>1 - NO SCHOOL FOR SS-5 ONLY; Parent/Teacher Conferences for ES 11 - NO SCHOOL - Teacher CCR 18 - NO SCHOOL - President's Day Holiday</p>	<b>FEBRUARY 2019</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			<b>MARCH 2019</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>12 - NO SCHOOL - District PD Day</p>
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Visit our Community and Schools websites for school specific hours and events - <http://www.dodea.edu/Americas/midAtlantic>

- No School/Break
- Teacher CCR/CSI Day
- Conferences
- Federal Holiday
- General Event
- First/Last Day of School
- Teacher Workday



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
AMERICAS**  
MID-ATLANTIC DISTRICT, W. T. SAMPSON ELEMENTARY/HIGH SCHOOL  
PSC 1005 BOX 49  
FPO AE 09593

Dear Parents and Students:

The W. T. Sampson E/HS staff and I look forward to working with you and the students in the upcoming school year. Providing a quality education and a safe and orderly environment will be two of our areas of emphasis. Mastery of the curriculum standards will be stressed, and our continuous school improvement process will aim to increase student achievement. Challenging academic and developmentally appropriate activities will be common practice at our school. Student knowledge and skills will be assessed in different ways, and appropriate interventions will be implemented. Students will be expected to submit their work on time to their teachers.

Student learning, school safety, and security will be daily priorities for us. We ask for the involvement and help of each student, staff member, and community member in maintaining a safe, orderly, bullying- and harassment-free, clean, and healthy environment that will assist our true mission – teaching and learning. As we work to have a successful school year, we will teach our students the school behavior expectations and provide developmental guidance.

We encourage all students to take advantage of the extracurricular opportunities that we offer. Involvement in extracurricular activities makes the school year more enjoyable, builds social skills, and can provide positive lasting memories. Thus, we strongly encourage students and parents/guardians to become active in school activities.

The staff and I are eager to assist the students in meeting the challenges of the upcoming year.

Sincerely,

Emilio Garza, Jr.  
Principal

## SCHOOL HISTORY

Our school at Naval Station Guantánamo Bay (GTMO), Cuba, opened in 1931, making this one of the oldest operating overseas DoDEA 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 W.T. 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 Naval Station Guantánamo Bay](#). W.T. Sampson E/HS is a Unit School providing educational opportunities for approximately 250 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 E/HS, current home of the Pirates (MS/HS mascot) and former home of the Sharks (elementary 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 Continuous School Improvement (CSI) Plan, aligned with the Mid-Atlantic District CSI Plan and the DoDEA Blueprint, 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 ES/HS was actually on two separate campuses which were located about 2 miles apart. In preparation for the construction of a new school, the elementary campus was relocated to the middle/high school campus. This relocation began on March 31, 2017, and was completed by April 10, 2017. The new school building will be built on the former elementary campus, and it will have the elementary and middle/high school levels in the same building. The enrollment average has been approximately 125 elementary

students (Sure Start through 5th grade) and approximately 125 middle/high school students (6th through 12th grade). Despite our small size, W.T. Sampson E/HS provides all students with a quality education and a safe environment. The dedicated and highly qualified staff remains focused on the mission and vision of our school.

Middle and 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 E/HS provides access to online distance education opportunities of the DoDEA Virtual High School. Extra-curricular activities, clubs, and after-school sports programs are also offered.



### **Current and Temporary Location of W.T. Sampson Elementary/High School Campus**

#### **DoDEA and W.T. Sampson E/HS Mission Statement**

Educate, Engage, and Empower each student to succeed in a dynamic world

#### **School Accreditation**

W.T. Sampson E/HS is fully accredited by AdvancED.

## Chain of Contact

<b>TEACHERS</b>	<b>COUNSELORS</b>	<b>NURSE/ PSYCHOLOGIST</b>	<b>SPECIALIST &amp; SUPPORT STAFF</b>
-----------------	-------------------	--------------------------------	---

**Ms. Veronica Finney**  
**Assistant Principal**  
**757-458-3500/2207**

**Mr. Emilio Garza, Jr.**  
**Principal**  
**757-458-3500/2207**

**Dr. Renee' Butler**  
**Community Superintendent, Fort Bragg/Cuba Schools**  
**4958 Bastogne Drive, Building B-4951**  
**Fort Bragg NC 28307**  
**1 (912) 907-0200**

**Dr. Donato Cuadrado**  
**Superintendent, Mid-Atlantic District, DoDEA Americas**  
**4958 Bastogne Drive, Building B-4951**  
**Fort Bragg NC 28307**  
**1 (912) 907-0200**

From time to time, parents, students, and other community members may have questions or concerns about our educational programs and services. This chain of contact is provided for your use so that we can respond to these issues. Following the chain of contact will assist us in problem solving at the lowest level and creating solutions in a timely manner.

## Part I - DoDEA School Rules, Regulations and Procedures

*(In this handbook, the term ‘parent’ refers to the student’s parent, guardian, and/or custodian.)*

This section of the handbook provides information that applies throughout DoDEA. It notifies parents/students and stakeholders of specific rules, regulations and procedures governing DoDEA schools. The authorities pertaining to these rules, regulations, and procedures may be found on the DoDEA [Web site](#). Policies can change throughout the school year. The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

### Graduation Requirements (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 2014:

- 1). Minimum 2.0 GPA;
- 2). Completion of 26.0 units of credit; and
- 3). Completion of specific course requirements.

An honors diploma is awarded upon completion of the following additional requirements:

- 1). Completion of all requirements for a standard diploma and additional course requirements;
- 2). Minimum 3.8 GPA at the end of the second semester of the graduating year; and
- 3). Earning a passing grade and the requisite exams in a minimum of four Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced-level courses.

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA

\*AP and/or IB courses may be used to meet DoDEA requirements.

In Bahrain only, an IB diploma is awarded upon completion of the established requirements for the IB diploma. Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

**Transferring Course Credits to a DoDEA School (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)**

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004. Please contact your child’s school for questions regarding course credit transfer process and approval.

**Home-School Students**

DoDEA recognizes that home-schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependents. Home-school students who are eligible to enroll in a DoDEA-Europe and DoDEA-Pacific and DoDEA-Americas students on a tuition-free basis are eligible to utilize DoDEA auxiliary services without being required either to enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students using or receiving auxiliary services must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA school who use or receive the same auxiliary services. Any student, including eligible DoD dependent home-school students, who has not met the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor walk to participate in a DoDEA commencement ceremony.

**Student Grade-Level Placement (DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004)**

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of the [DoDEA Regulation 2000.3](#), “Student Grade Level Placement,” March 26, 2004. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten. An otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Kindergarten is not a prerequisite to grade 1 entry. Placement in grades 2 through 8 is predicated upon successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through 8.

Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of the [DoDEA Regulation 2000.3](#), “Student Grade Level Placement,” March 26, 2004. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned

a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

All DoDEA students, including students with disabilities, English language learners (ELLs), and students with accommodation plans, should be afforded the opportunity to participate in the standard DoDEA secondary curriculum.

### **Grading and Grading System**

At the beginning of each course or grade level, every DoDEA teacher shall make available information regarding grading policy and course requirements to parents and students. This information will be provided to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

If any child demonstrates unsatisfactory progress or achievement, teachers must notify parents with enough time to correct the deficiency. Notification must occur as soon as unsatisfactory achievement is evident, and not later than the midpoint of the nine-week grading period.

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

To create an account and access the EGB System please visit the [DoDEA Web site](#) for instructions.

### **Progress Reports/Report Cards (DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995)**

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

### **Transcripts/Records Policy/Access to Student Records**

Student records and transcripts may be requested from different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [Web site](#) for further instruction based on your situation or contact your child's school counseling department.

**System-wide Assessment Program (DoDEA Regulation 2000.06, “System wide Assessment Program,” March 26, 2010)**

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, “System wide Assessment Program,” March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
- 2) Be one of several criteria used for making major decisions about student performance/achievement; and
- 3) Align to clearly defined standards and objectives within the content domain being tested.

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting.

**Scholastic Integrity**

Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the work of others will be investigated. Any student who is in violation will receive no credit, an appropriate consequence for the particular assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student’s discipline folder for the period of the school year.

**Student Attendance (DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended)**

In accordance with the policy stated in the DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended, school attendance is mandatory. All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction, successfully meet academic standards, and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, the school personnel, and in some cases the Command. Students with excessive school absences shall be monitored by the Student Support Team to assist them in the completion of all required work and successful mastery of course objectives.

Daily student attendance is identified based upon a quarter of the school day formula. Students will be identified as present or absent, based on the following criteria:

- 1). Absent up to 25% of the school day = absent one-quarter of the school day.
- 2). Absent between 26%-50% of the school day = absent one-half of the school day.
- 3). Absent 51%-75% of the school day = absent three-quarters of the school day.
- 4). Absent 76%-100% of the school day = absent full-day.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:

- 1). Personal illness
- 2). Medical, dental, or mental health appointment
- 3). Serious illness in the student's immediate family
- 4). A death in the student's immediate family or of a relative
- 5). Religious holiday
- 6). Emergency conditions such as fire, flood, or storm
- 7). Unique family circumstances warranting absence and coordinated with school administration
- 8). College visits that cannot be scheduled on non-school days
- 9). Pandemic event

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

**Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014)**

The principal may approve an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

**Interstate Compact on Educational Opportunity for Military Children (DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017)**

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families.

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation

requirements, transfer of records and course placement and other administrative policies.

**Religious Holiday Observance (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)**

According to Enclosure 3 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 students may engage in independent religious discussion to the same degree that they may engage in other types of permissible speech. The freedom to engage in religious expression in school does not include the right to compel other students to participate in religious discussion. Students may observe religious practice in school, such as private prayer, saying grace before meals and wearing yarmulkes and head scarves, as long as the practice does not violate student standards or cause substantial disruption.

**Student Discipline (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)**

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion as a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence; or the possession, use, or sale of drugs).

**School Bus Behavior (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended)**

The time students spend going to and from school is an extension of their school day. School buses are an extension of the school campus. Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations in accordance with Enclosure 8 in the DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended.

**Student Dress Code (DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,” April 17, 2012)**

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in the DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” Enclosure 2 (3,c,1) and Enclosure 2 (5,l). Please refer to your school’s Web site for specific dress code policy.

**Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)**

In accordance with Enclosure 2 of the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

- Comply with policies, procedures, and standards for student behavior;
- Refrain from conduct or behavior that is disruptive;
- Respect the rights and human dignity of other students and all school employees.
- Attend school and classes regularly and punctually and make a conscious effort in all classes;
- Participate in and take advantage of educational opportunities provided by DoDEA schools; and
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

**Interscholastic Athletics**

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

**Education Student Services**

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student’s school.

**Special Education (Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015)**

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child’s school for specific details relating to your child if you would like to discuss eligibility requirements.

**Disability Services (DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended & DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001)**

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child’s school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child’s individualized education program, including the delivery of medically related services.

**English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007)**

An English language learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007, DoDEA’s ESOL Program is a language acquisition program designed to teach ELLs social and academic skills as well as the cultural aspects of the ELLs to succeed in an academic environment. It involves teaching, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels with little or no use of the native language. ESOL instruction is in English and can be provided in a variety of settings and program configurations. The amount of instruction given will vary according to the student's needs and classification. ELLs are involved in mainstream classes during the day.

**Counseling (DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 & DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006)**

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

Please contact your school counselor for additional information regarding the school counseling program.

**School Psychology (DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004)**

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students' academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

Please contact the school psychologist for additional information regarding the DoDEA School Psychology Program.

**School Health Services (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)**

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and

interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

Please contact the school nurse for additional information regarding the DoDEA School Health Services Program. The school nurse shall take the following measures:

- 1) Ensure appropriate care of students concerning necessary medical attention;
- 2) Contact sponsors and/or family members concerning a student's medical concern; and
- 3) Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.

All measures taken will be documented on accident form DS 4801.

**Student Enrollment: Registration Process (DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended & DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997)**

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended and DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997.

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

Contact the registrar at the school for more information on enrollment or to update your student's information.

**Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum**

At the time of enrollment, documentation of a student's immunizations is required. Acceptable forms of official proof of immunization status may include, but are not limited to:

- Yellow international immunization records,
- State agency-generated immunization certificates,
- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations

must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit

[http://www.dodea.edu/StudentServices/upload/2011\\_2942\\_0\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

### **Access to School Facilities**

Schools shall allow equal access to school facilities being used for student sponsored non-curriculum related activities, if a school allows any such group access to its facilities.

### **Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010)**

Each student, together with the student's parent or guardian (if applicable), shall acknowledge and sign Form 700, which contains the “Use of DoDEA Internet and Use of Information Technology Resources,” before he or she is assigned a user account. In accordance with Enclosure 4 in the DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010, the following are required of all students:

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

The signed agreement is to be retained in the administrative office at the student's school for the duration of the student's enrollment. A copy will be provided to the student and, if applicable, the student's parent or guardian.

### **Volunteers (DoDEA Administrative Instruction 4700.3, “Application and Background Check for DoDEA School Volunteers and Student Teachers,” May 15, 2006)**

Volunteers are welcome and appreciated. Teachers may coordinate with the school volunteer coordinator to arrange for volunteers to assist in their classrooms and/or during class or school activities. The school volunteer coordinator will maintain a list of current volunteers and will assist with the background check process. For safety reasons, all volunteers must report to the school front office immediately upon entering the school. After signing in, the volunteer may go to the classroom where he or she is going to assist or support. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, “Application and Background Check for DoDEA School Volunteers and Student Teachers,” May 15, 2006, a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

**Child Abuse and Neglect (DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998)**

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

**Family Advocacy Program (DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998)**

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee’s immediate supervisor.

**Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct (DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015)**

All DoDEA employees and volunteers hold positions of trust and are responsible for establishing and maintaining professional distance with students. Adult-to-student sexual abuse, sexual harassment, or other inappropriate behavior or conduct demonstrate a lack of professional integrity and a breach of authoritative power of adults who are in positions of trust, and such are unacceptable and shall not be tolerated in DoDEA. Incidents of sexual abuse, sexual harassment, or other inappropriate behavior or conduct shall be reported promptly in accordance with DoDEA requirements. Refer to pages 15-17 in the DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015, Sexual Harassment and Other Inappropriate Sexual Behavior to obtain more information about sexual harassment.

**Sexual Harassment (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)**

DoDEA remains firmly committed to providing all students with a safe, supportive, and non-discriminatory learning environment. Every child is entitled to feel safe in school and while participating in school-related activities. DoDEA has a responsibility to address all complaints of sexual harassment, which includes addressing its effects and taking steps to prevent further/future behavior. Sexual harassment by or against students will not be tolerated in DoDEA schools.

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one’s ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both

on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

Such misconduct can consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of behavior that may constitute sexual harassment include:

- Commenting or teasing someone about their sexuality, body parts, or sexual development.
- Texting, IM'ing, e-mailing, or otherwise sharing sexually graphic material, both written and visual.
- Pulling down someone's pants or shorts, flipping skirts, pulling at or lifting up shirts.
- Unwelcome physical contact of a sexual nature from an unwanted pat, hug, or kiss, to groping or grabbing of another person's private body parts and, in extreme cases, sexual assault or rape.

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: [www.dodea.edu/sexualharassment](http://www.dodea.edu/sexualharassment) to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DMEO) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

### **Parent/Student/Teacher Communication**

DoDEA encourages all communication take place through official school email accounts.

### **Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs (DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160)**

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

### **Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)**

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child's welfare in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003.

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create

a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

- Notifying the school nurse of ANY allergy including food, drug, insects, and others;
- Providing the school nurse with medication/doctor's order/parent permission form;
- Teaching children at home about their food allergies and not to share any food in school; and
- Letting the classroom teacher know about your child's food allergies and checking with the classroom teacher before bringing any food for celebrations into the classroom.

**Medication at School.** It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

**First Aid and Emergency Care (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)**

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their

standard operating procedures regarding the delivery of emergency care for the dependent student.

**Emergency Notification Procedures (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)**

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance in accordance with Section 6 of the “First Aid and Emergency Care,” September 8, 2003. If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

- The ambulance is requested;\*
- The parent is notified that the student is en route to the nearest medical facility; and
- The school administrator is notified.

\*A school official may accompany the student to the medical facility in an emergency.

**Student Illness**

While the education of your child is important, there are certain medical illnesses that require for your child to either be sent home or remain home from school. These are as follows:

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** **A student must remain home until** treatment has been initiated.  
Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus [“MRSA”] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.  
Note: Lesions must be covered for school attendance.
- **Ringworm:** **While a student may attend school with ringworm,** lesions must be covered for school attendance.

- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student's school.

### **Medical Care for Overseas Non-DoD Dependents**

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD-dependents.

### **Incident Reporting/Accident-Injury**

Parents will be contacted by the school administrator or school nurse for any of the following reasons:

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting
- Wounds that may require stitches

### **Safety and Security (DoDEA Administrative Instruction 6055.01, "DoDEA Safety Program," November 17, 2017)**

#### **Emergency Procedures.**

**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 email, or telephone calls.

**Defense/Hurricane Exercises.** Periodically, the base holds Defense Exercises (DEFEX) or Hurricane Exercises (HURREX). If the drill occurs during school hours, the students could be sent home. Parents will be notified through the radio, command email 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 and our school mass communication system, AtHOC, will provide information on the emergency.

**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.

### **School Closures**

If it becomes necessary to close the school, to delay the school day start time or to dismiss students early, the Principal will make the announcement. Prior to making such an announcement, the Principal will consult the Commanding Officer of Naval Station Guantanamo Bay and the Community Superintendent.

In case of early dismissal due to inclement weather or other unforeseen situations, parents should make plans ahead of time so their children will know what to do. We encourage parents to discuss their plans with their children to avoid last minute confusion. If school is dismissed early, children should know if they are to ride their assigned bus or ride home with an emergency contact (adult).

### **Transportation**

**Buses 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, such as on the TV “roller” channel, as much as reasonably possible. 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. For the safety of each child, the teacher and office must be informed in writing by the parent of changes in a child's destination after school. Same day changes must be made prior to 1400 in writing from the parent / sponsor. Changes requested by parents via telephone can only be approved in cases of emergency as determined by a school administrator.

**Riding the school bus is a privilege extended to students. At all times students must observe courteous and appropriate behavior. Failure to observe these basic rules of conduct can result in a loss of privileges.**

**On or around school buses, students must conduct themselves in accordance with these school bus rules:**

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. Yelling, loud noise and unruly behavior are not allowed.
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.

The parent/sponsor and student will need to sign a memorandum stating that the Memorandum for Parents and Sponsors of Students riding 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.

Table of Bus Misconduct Procedures

Category	Examples of Infractions	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
<b>A</b> Minor Misconduct	<ul style="list-style-type: none"> <li>- Boarding/exiting bus unsafely, to include crossing in front of or behind bus</li> <li>- No bus pass or improper bus pass</li> <li>- Standing while bus is in motion or not being properly seated</li> <li>- Obstructing an empty seat, door, stairs or aisle</li> <li>- Making excessive noise</li> <li>- Disturbing, insulting, or harassing other students</li> <li>- Public Display of Affection (PDA)</li> <li>- Eating, drinking, chewing gum</li> <li>- Using profane or obscene language or gestures</li> <li>- Littering</li> </ul>	Oral/ Written Warning	1-5 day Bus Suspension	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY
<b>B</b> Serious Infractions	<ul style="list-style-type: none"> <li>- Failure to comply (or disrespectful, talking-back, lying) with bus driver or other adult's instructions</li> <li>- Exchanging or refusing to show bus pass</li> <li>- Horseplay and spitting</li> <li>- Throwing objects at, within, or out of the bus</li> <li>- Sticking objects or body parts out the window/door</li> <li>- Full or partial nudity</li> <li>- Damage, theft, or pilfering &lt;\$100</li> </ul>	1-5 day Bus Suspension	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY	
<b>C</b> Severe Offenses	<ul style="list-style-type: none"> <li>- Tobacco or alcohol use</li> <li>- Sitting in driver's seat/tampering with controls</li> <li>- Interfering with driver</li> <li>- Unauthorized operation of emergency exits</li> <li>- Fighting, hitting, biting, pushing</li> <li>- Vandalism, damage, or theft &gt;\$100</li> <li>- Any action that leads to a bus accident</li> </ul>	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY		
<b>D</b> Criminal or Illegal Acts	<ul style="list-style-type: none"> <li>- Possession or use of weapons or other prohibited items</li> <li>- Possession of illegal substances</li> <li>- Lewd or indecent acts</li> <li>- Threatening or causing injury to another person</li> <li>- Bomb threat</li> </ul>	<p><b>SCHOOL SUSPENSION/EXPULSION PROCEEDINGS INITIATED</b></p> <p>Serious Incident Report to appropriate authorities</p> <p>Notification to Installation Commander via School Liaison Officer (SLO) if appropriate</p>				

Note:

- 1 - All rule infractions are cumulative in most cases for the SY. A series of minor infractions may result in serious consequences.
- 2 - All misconduct must be evaluated on a case-by-case basis. Depending upon severity, warnings, suspensions or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct incidents.
- 3 - SLO to be informed when suspensions/expulsions from bus occur.
- 4 - Possession of weapons or prohibited items, controlled substances, alcohol or other serious incidents will be reported on DoDEA Form 4795 and may result in suspension or expulsion from school in addition to the loss of bus privileges.
- 5 - Discipline of students with disabilities must be consistent with the provisions of Encl. 5 to DoDEA Reg. 2051.1.

**Parking.** Students coming to school via bicycle, motorcycle, or automobile are to park in the designated parking areas. According to the COMNAVBASEGTMOUNTST, children under the age of 7 must be accompanied by an adult. The speed limit on the school grounds is 15 MPH. Students are required to have a school parking permit to be able to drive to and park at the school. To receive a parking permit, the student has to show a valid driver's license and proof of current vehicle insurance to the front office staff. The Principal or Assistant Principal approves all parking permits. Students who drive to school will park only in the back row of the parking lot. The first two rows of the parking lot (closest to the front of the school) are for the staff and visitors. Students may not park behind the school. Parents and visitors should not park in front of the school since bus traffic, fire engines, and service vehicles could be hampered.

**Bicycles.** Students riding bicycles to school must ride with traffic. Riding bicycles on school grounds is prohibited. If students ride their bicycles to school, they will have to "walk" the bicycles upon entering the campus and secure them to a bicycle rack. All bicycles must be parked in the racks provided for that purpose. The base regulations require cyclists to wear reflective vests and safety helmets. *Skateboards, scooters or electric scooters, roller-skates/blades, wheeled shoes or mopeds are not allowed to be ridden on campus.*

### **Student Meals**

All 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 Navy Exchange (NEX). Parents are reminded that the school is not responsible to provide lunch tickets for students. Students who forget their ticket or lunch will be allowed to contact their sponsor/parent to bring them a ticket or a lunch. Adequate nutrition and lunch provisions promote good health and success in school. Students who repeatedly have no lunch provisions can be reported to FFSC for possible neglect.

Meal tickets may be purchased at the Navy Exchange (NEX) Customer Service Desk. The meal ticket price for the elementary level is \$3.00 and \$3.25 for the middle/high school level. Per federal guidelines, families qualifying for Free and Reduced Meal Program will pay \$0.40 per meal. The free lunch is no cost to the student or his/her family. Meal tickets can be used only for meals provided at the school.

### **School Study/Field Trips**

Study/Field trips are an outgrowth of a class project, a unit of study, or a learning activity and are important to the learning process. A parent permission slip is required for each trip. The parent

permission slip must include the date, location, and purpose of the field trip along with the full name of the student; full names of the parent(s)/sponsor(s); duty work numbers and duty work locations for both parent(s)/sponsor(s). If applicable, home phone number and address of parent/sponsor. 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; however, teachers will then notify parents of any upcoming field trips throughout the year and request a parent permission slip for each trip. 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.

### **Parent-Teacher Conferences**

Parents are encouraged to meet with their child's teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child's classes or progress in school. These conferences are a great way to discuss how parents and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling.

### **Town Hall Meetings**

Town hall meetings will be scheduled throughout the school year. The school will use multiple means to communicate the dates.

### **School Sponsored Nights**

School sponsored nights will be scheduled throughout the school year. The school will use multiple means to communicate the dates.

### **School Advisory Committees (DoDEA Europe & DoDEA Pacific) and School Boards (DoDEA Americas)**

This is one way for parents to get involved in their child's education. Please consult your child's school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA-Pacific) or School Board meetings (DoDEA-Americas).

### **Role of Social Media**

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

### **Noncustodial Parent Rights**

Parents and/or guardians must supply the school with a copy of any type of court order that may affect the student (e.g., who is allowed to visit the child, who has legal custody, etc.). These orders will be maintained in the student's cumulative file. If any changes take place during the school year with the court order, the school must be notified immediately. Teachers will be notified of any restrictions that affect students in their classes.

## **Part II - W.T. Sampson E/HS Specific Information**

*In this handbook, the term 'parent' refers to the student's parent, guardian, and/or custodian.*

### **SCHOOL HOURS OF OPERATION**

Office Hours: 7:45 a.m. - 4:00 p.m.

Class Start Time: 7:45 a.m.

Earliest Student Arrival: 7:30 a.m.

Student Dismissal Time: Mon, Tues, Thurs, Fri - 2:35 p.m.; Wed – 1:35 PM

Maintaining a safe and orderly learning environment is one of W. T. Sampson Elementary/High School's top priorities. In keeping with this philosophy, it is essential that we ensure our campus and facilities are adequately supervised during normal business hours, as well as when students are scheduled for classes. Therefore, students may not enter the school or be on the school campus before 7:30 a.m. At dismissal time (2:35 p.m.), students must leave the campus unless they are under a school staff member's direct supervision for a school-sponsored activity. All this is intended to prevent school safety issues.

### **Class Schedules and Transitions**

Students will go to the classroom and classes that are shown on their respective class schedule.

Any change to the student's schedule requires a written request from the student's parent, coordination with a school counselor, and approval from the Principal or Assistant Principal.

Students will go to their classes at the appropriate time, in accordance with their class schedule. Students will be marked "tardy" in their attendance record if they arrive at their classroom after the class start time.

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 could result in disciplinary action. The student will be taken to the Front Office.

**Elementary School Schedule.** Students in grades K-5 are asked to arrive at the school campus between 7:30 AM and 7:40 AM each morning, as there is no student supervision prior to 7:30 AM. Only students involved in school-sponsored activities with a faculty member may be on school grounds after school hours. A copy of a school calendar which has the school activities will be available to parents on the school homepage. Also, sponsors of after-school activities will communicate specific information about their activities via email and/or flyers.

**Sure Start Program Times.** Class begins at 7:50 AM and ends at 1:50 PM; on Wednesday, early dismissal will be at 1:35 PM.

**Kindergarten - 5th Grade Class Times.** Classes begin at 7:45 AM and end at 2:35 PM; on Wednesday, early dismissal will be at 1:35 PM.

The lunch-recess period is for 40 minutes. Contact your child's teacher for specific lunch /recess

time. The lunch periods are staggered for better service and supervision.

**Middle/High School Schedule.** Middle and high school students are on a block schedule consisting of four 90-minute blocks each day on an A - B schedule. Students in grades 6 - 12 are asked to arrive at school between 7:30 AM and 7:40 AM. There is no student supervision prior to 7:30 AM. On Wednesdays, we will have early dismissal for students at 1:35 PM. Only students involved in school-sponsored activities with a faculty member may be on school grounds after school hours.

The lunch period is from 12:20 PM to 1:00 PM. Students are required to stay on campus with their home lunch or meal provided by the NEX.

#### **Early Check-out/Signing-out Students**

Students are not permitted to leave the school during school hours unless they are signed out by their parent or an authorized adult. An authorized adult is an adult whose name is provided by the student's parent for the student's emergency contact list on the school record. Students will be released only to their parent or an authorized adult. If a student needs to be signed out, the student's parent or an authorized adult must come to the school front office to do this. Prior to calling the student to the office, a front office staff member will check the parent's or authorized adult's photo identification, such as a driver's license or military ID, and verify this information with the student's school record. The student will be called to the office only after the parent or authorized adult arrives. The student must be signed out at the front office before he/she may leave the campus. Students may not be released prior to dismissal to walk home or to ride with someone based upon written instructions or phone calls. If returning to school during school hours, the student must sign in at the front office.

Parents should schedule appointments for their children after 2:35 PM whenever possible.

In cases of special custody, parents must provide official documents to the school office which show who may pick up the student.

#### **Student Information/Emergency Contact**

It is very important that we have accurate information on each student, including his/her correct address and parents' home telephone number, work telephone numbers, cellular telephone numbers, pager number, if available, emergency contacts, and email addresses. The school needs to be able to communicate with the students' parents for routine school matters and if an emergency should occur. Parents need to notify the school immediately if their contact information changes. The form is available in the front office. If we are unable to contact a student's parent continually, we will seek the assistance of the military sponsor's chain of command to have a channel of communication with the parent. During an emergency, we will attempt to contact the student's parent or emergency contact person three times within a 5-minute period. If we are unable to contact the parent or emergency contact, the school personnel will contact the military sponsor's chain of command or Base authorities for assistance in locating the student's parent.

Parents shall designate one or more (adult) emergency contacts by entering the adult's name on their child's emergency contact form. This information will be entered in the student's school record. If an emergency or urgent situation occurs that involves a student, the school office will contact the emergency contact(s) if the parents cannot be reached. An emergency contact should

be someone who resides on the Base. 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 a child or children are staying with friends.

### **Telephone Calls**

Classes will not be interrupted by transferring calls to students or staff. **Only emergency messages will be delivered** to the appropriate individual.

### **Deliveries for Students**

To avoid interruption of instructional time, flowers, balloons or other gifts for students may not be delivered or brought to the school. If a delivery is received, we will notify the student's parent and hold it in the office until dismissal time.

### **School Assemblies and Meetings**

During the school year, assemblies and meetings will be scheduled for different purposes. The assemblies and meetings described in the subparagraphs below are the ones that we will have normally. If we receive an opportunity for a special guest to talk with our students in an assembly, the Principal will ensure that the parents are notified of this as soon as we receive the information. Parents may ask that their child be excluded.

1. At the beginning of the school year, the school administrators will coordinate with the teachers to meet with the students in their classrooms to communicate the student behavior expectations. This will include the school rules, an overview of the student discipline policy, a synopsis of safety and security, an overview of the student dress code, cafeteria rules, and the bus rules. These meetings will be conducted with one to three classes, depending on the class size and grade level. If we combine two or more classes from different grade levels, we will group them as follows: grades 1 - 2, grades 3 - 5, grades 6 - 8, grades 9 - 10, and grades 11 -12. The Sure Start Program and the kindergarten classes will receive their information separately in their respective classrooms. The elementary students will be presented the information in a manner that is appropriate for their level.

2. In addition to the administrators' meetings with the students as mentioned in subparagraph 1 above, the teachers will meet with their classes to provide their classroom expectations, procedures, and routines.

3. Award Assemblies will be scheduled after the end of the quarter (nine-week grading period) to recognize students for academic achievement or improvement, perfect attendance, and other student accomplishments. The elementary level and the middle/high school level will have their own separate Award Assembly. The parents of the awardees will be invited to the assembly.

4. An assembly may be scheduled to have a pep rally for one or more student groups or teams that are scheduled to participate in an interscholastic athletic or academic activity. Such an assembly would be scheduled during the middle/high school seminar period normally. Also, this type of assembly would be for all students, unless otherwise directed.

5. The teachers will meet with their classes to discuss the emergency operations procedures (lockout, lockdown, shelter-in-place, and evacuation), including fire drills and earthquake drills. This will be accomplished prior to the initiation of the emergency operation drills. The discussion

with the students will focus on how to perform the drill procedures.

If an unexpected situation affects or could affect the school, the Principal will notify the Community Superintendent and the Naval Station Commanding Officer and/or Executive Officer. Immediately afterward, the Principal will inform the staff and parents of the situation and the intended course of action, which will be based on information, instructions, and/or guidance from DoDEA and the U.S. Naval Station. Depending on the situation and available time, the Principal may schedule a staff meeting and a separate parent meeting. The staff and parents will be given an opportunity to ask questions and/or provide feedback. If any changes are made to the initial course of action, the Principal will inform the staff and parents. As the situation progresses, the Principal will provide updates to the staff and parents.

If during the school day or any school-sponsored activity the staff member(s) become aware that students said, heard, or saw something that was inappropriate, they will intervene and report to any school administrator promptly. The administrator will notify the parents of the student(s) involved in the activity. The school administrator will coordinate with the staff member(s) and take appropriate corrective action.

### **Cellular Telephones and Electronic Devices**

Cellular telephones, I-Pods, MP3 players, CD players, laser pointers, and other electronic devices are NOT allowed to be used by students at school under normal circumstances. If students bring cellular telephones or other electronic devices to school, the students will need to turn off and secure their telephones and electronic devices in their respective locker. Elementary students would have to secure those items in their book bags in their cubbies or in an area designated by the teacher.

Students may not use or have cell phones or personal electronic devices on their person (including earphones and headphones) while they are in classrooms, computer labs, or anywhere else on the school campus without the approval of the principal, an assistant principal, or a teacher. If a teacher schedules an instructional activity that would include the use of cell phones or an electronic device, that teacher would inform the students and parents in advance. Only the students assigned to that class would be able to use their cell phones or electronic device(s) in that classroom and only during the time of that activity.

If a student is seen using any of the aforementioned item, or if the student's cell phone or electronic device is visible on his/her person anywhere on the school campus during the school day, the school staff member will confiscate the item and send it to the front office for safe-keeping. The school staff member will notify the student's parents, who will be notified of the situation and be asked to pick up the item at the front office after school. Subsequent violations of this school rule will incur a detention for the student and then an office referral which could result in disciplinary action. Non-compliance or refusal to follow the staff member's directive could result in a disciplinary action. Also, if there is information or evidence which shows a student used his/her cellular telephone during school time, this would result in an office referral and possible disciplinary action.

The school will not be responsible for lost, damaged, or stolen cellular telephones or other electronic devices.

## Parental Involvement

**General.** A significant predictor of a student's achievement 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 receives a quality education. The administration and staff of W.T. Sampson E/HS encourage parents to become involved in the school by attending parent-teacher conferences, ensuring their children complete all assigned work and homework, supervising their children's study time, visiting classrooms, and volunteering for any number of school-parent events.

**W.T. Sampson E/HS PTO.** The Parent-Teacher Organization (PTO) is composed of parents, teachers, students and any other member of the community who are interested in supporting the school. Over the years, the organization has supported many events and provided supplementary classroom materials, financial assistance to school clubs and organizations and scholarships. 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 the PTO open meetings. Parental involvement and interest are vital to a thriving school community. Contact the PTO President for more information.

**The Continuous School Improvement Team.** The Continuous School Improvement (CSI) Team plans and organizes the continuous school improvement process. Each year parents are needed to serve on CSI committees to provide valuable parental and community perspective on school improvement initiatives. The continuous school improvement process is the mechanism through which W.T. Sampson ES/HS is accredited, and parental involvement in the process is important in demonstrating community support. Parents interested in participating in this process, are encouraged to contact our Volunteer Coordinator.

**Parent Responsibilities.** Keep in regular communication with the school concerning your child's conduct and progress. Maintain up-to-date personal information relevant to the school, including home, work, and emergency telephone numbers, current mailing and email addresses, and emergency contact information. Provide your child with the home environment and supplies needed to complete classwork and homework assignments.

Assist your child in being healthy, well groomed, and appropriately dressed. This includes helping him/her develop good habits of rest, nutrition, personal hygiene and wearing comfortable clothes that permits 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 your child or other children of the school community.

Discuss academic achievement, report cards and daily work assignments with your child.

### **Students' Rights and Responsibilities (DoDEA 2051.1)**

Students have the right to attend school and learn. It is their right to be respected by other students and school employees at school, on the bus, or at school activities. The staff will work to protect students from harassment and physical or verbal abuse, and to ensure their safety.

Students are responsible for their actions, that is, what they do or fail to do. Students are expected to follow the school rules and the guidance and instructions of the school officials. They are expected to conduct themselves in an appropriate manner at school and during school-sponsored activities. If a student chooses to violate the school rules or the school officials' guidance or instructions, that decision would belong to that student, along with the consequence(s) that decision would incur.

As a student, you should understand that every right carries a responsibility attached to it. Your rights need to be balanced with the rights of others, and their rights need to be balanced with yours. The purpose of school and the requirements of the educational process need to be weighed in deciding who has a right to do what and what behavior needs to be addressed. You are expected to take full advantage of your rights and opportunities at school and to respect the rights of others.

The administration, faculty, and staff recognize and support this summary statement in practice. Following the procedures guide both student and school official in specific situations.

### **Academic Information**

**General Academic Philosophy.** The faculty and staff of W.T. Sampson ES/HS are dedicated to providing students an education that develops inquiring, informed minds and thoughtful hearts. Our school's standards and expectations reflect the best of our community and nation. Students are expected to believe in and challenge themselves with rigorous coursework, excel in academics, mature into successful, happy individuals, productive, and engaged citizens.

The school community, faculty, staff, students and parents partner to support academic achievement and good citizenship. Fostering the ability, thoughtfulness, decency, and trustworthiness of young children and adolescents, students are given responsibility for their education and accountability for their actions. Inspiration, rigor, and a hunger to learn are qualities that promote good schools and make education useful to its students. Our goal is to produce self-motivated independent life-long learners.

The faculty, administrators, parents, and students of W.T. Sampson E/HS also believe that each student has unique needs to be recognized and met. Students deserve a quality education. 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, value themselves, and be responsible productive citizens.

Our faculty and staff welcome a full and active partnership with parents in their children's education, as we strive to provide rigorous learning opportunities.

### **High School.**

***Expectations for Career Practicum.*** Only students in grades 11 and 12 who are in good academic standing and on track to graduate are eligible for registering for Career Practicum. The Career Practicum will take place during the instructional day. Career Practicum is applied

learning that provides students with practical experience and interaction with professionals from industry and the community. This opportunity extends and deepens classroom work and supports the development of college and career readiness knowledge and skills (higher-order thinking, academic skills, technical skills, and applied workplace skills). Career Practicum experiences have the following characteristics:

- Students have direct, systematic interaction with professionals from industry and the community over a period of time.
- The experience is an integrated part of a sequential preparation for college and career and is also explicitly integrated into students' current academic and technical curriculum.
- The depth and length of the experience is sufficient to enable students to develop and demonstrate specific knowledge and skills.
- The experience prioritizes the development of transferable, applied workplace skills while also seeking to reinforce and provide opportunities to apply the basic and higher-order academic skills and technical skills being learned in the classroom.
- Students engage in activities that have consequences beyond the class or value beyond success in school and are judged by outside professionals from industry and the community using industry standards.
- Students develop skills and knowledge applicable to multiple career and postsecondary education options.

Career Practicum experiences may take place in a workplace, in the community, or at school; be supported virtually via technology; or take place across a combination of all these settings.

***Class Ranking for Graduation.*** Students can be ranked for the purpose of college applications. At the end of the senior year, students are ranked for the purpose of Valedictorian and Salutatorian based solely on GPA academic precision. (DoDEA Reg. 2000.1) Class rankings for graduation will be determined following the second semester of the senior year for students enrolled at the end of the fourth quarter. All letter grades with a high school course code will be averaged to determine class rankings for graduation honor. Grades 7 and 8 students who enroll in high school foreign language courses and/or Algebra I or higher level mathematics courses should be aware that the credits earned in these courses will count towards high school graduation. However, the letter grades will not be used in calculating GPA or high school class rank.

***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 earned at the end of the second semester of the graduating year.

***CTE Endorsements.*** Students completing four Carnegie units of the required and recommended courses for any Career Technical Education (CTE) courses/strand could be eligible to receive an endorsement on the diploma and a certificate at the final award ceremony. See the guidance counselor for further information.

***Early Graduation.*** Students are expected to complete an eight-semester secondary

school curriculum for graduation. In certain circumstances students may graduate early if they meet the following: they complete twenty-six units of credit before their class graduation date, 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 their senior year; approval may be granted by the Principal after meeting with the student, parents, and counselor.*

***Full-time Attendance.*** All students, including seniors are expected to attend school on a full-time school day basis. Students who have met the minimum requirements for graduation shall enroll in elective classes that will provide additional rigor and experience to their secondary education plans and improve their preparation for post-secondary education.

All students should take full advantage of as many available educational opportunities as possible at W.T. Sampson E/HS. 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 encouraged to enroll in mathematics class their senior year.

***Virtual School.*** DoDEA Virtual School allows an opportunity to earn high school credits through on-line courses that satisfy graduation requirements in all subject areas. Students may enroll in Virtual School to pursue special academic interests for additional credits or a course that is not offered at W.T. Sampson ES/HS. Course enrollment is based upon a case by case basis through the guidance counselor. Only DoDEA Virtual School courses are allowed to be taken at W.T. Sampson ES/HS; however, assignments can be completed at home. Please check the DoDEA website under Virtual School for the catalog of courses offered.

***Career and College Information.*** Career and college information is readily available online and from resource materials and discussions with our middle/high school guidance counselor. College and career information is provided individually through advisory sessions. The student is responsible for completing all college applications. Any questions about classes, testing and other concerns can be addressed to the guidance counselor. Students should request an appointment with the counselor. Parents can call the school office to arrange an appointment with the counselor. Please go to the W.T. Sampson ES/HS website to access the post-secondary links for planning.

***Course Add/Drop.*** Any student wishing to drop and/or add a course must request this from the school counselor within ten days from the start of the semester. The counselor will confer with the student and parent(s) before a change is approved. Class size, class availability, and student preparedness are considered before any request is approved. *Changes requested after ten days will not be granted.*

**Middle School.** Middle school includes grades 6-8 at W.T. Sampson E/HS.

*Middle School Grade Promotion.*

<b>Grade</b>	<b>Classification Criteria</b>
6 <sup>th</sup> —Middle School	Successful Completion of 5 <sup>th</sup> Grade
7 <sup>th</sup> —Middle School	Successful Completion of 6 <sup>th</sup> Grade
8 <sup>th</sup> —Middle School	Successful Completion of 7 <sup>th</sup> Grade

**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 DoDEA high school graduation requirements but are not calculated into the high school cumulative grade point average or class ranking. Credits earned by 7th or 8th graders in DoDEA high schools might 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. Schedule changes will only be approved during the first ten days of the semester.

**Process for Recommending Rising 7th and 8th Graders for Algebra I.** Successful completion of Algebra I is critical to success in college prep and higher level mathematics. Students who are requesting to take Algebra I in grade 7 or 8, need to discuss this with their parents, math teacher and guidance counselor prior to course registration.

Teacher initiates the recommendation to administration, and teacher will administer the readiness test and provide results to the guidance counselor. The guidance counselor will review the readiness test and assessment data, and conference with the student and the parent. The principal will make the final decision.

Parent requests may be initiated through the guidance counselor. The counselor will gather the necessary data from the math teacher. The math teacher will administer the Readiness Test and provide results to the counselor. The guidance counselor, in coordination with the principal, will review the readiness test and assessment data and conference with the student and the parent. The counselor will then presents to the principal who will make the final decision.

**Considerations for High School Algebra Readiness.**

Rising 7th & 8th Graders in AVID

- Level 5, Meets Expectations on PARCC assessment
- Performance on algebra readiness assessment
- Student and parent interview

Rising 7th Graders

- Teacher recommendation
- Level 6, Exceeded Expectation on PARCC assessment
- Performance on algebra readiness assessment
- Student and parent interview

#### Rising 8th Graders

- Teacher recommendation
- Level 5, Meets Expectation on PARCC assessment
- Performance on algebra readiness assessment

**Seminar (MS/HS).** Seminar is a scheduled class period with many purposes: to engage in Sustained Silent Reading (SSR); receive assistance from a teacher in whose class a student is having difficulty; 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. Seminar is not free time. The procedures for Seminar will be provided to the students during the second week of school and will be made available to our parents. Students should plan ahead and be prepared for changes that might occur. All students are required to attend the seminar block. Discipline and behavior will be handled the same as for any other class.

**Elementary Level.** The elementary grade level includes grades Sure Start Program through 5. Students attend grade level classes as well as special subjects on a daily basis. Special subjects include art, music, physical education, and information literacy. Students also have the opportunity to participate in a variety of after-school activities and clubs.

#### Grading

Official grade reports are sent at the end of each marking period. Grades are determined in accordance with each course syllabus and are based on class participation, homework, quizzes, projects, and examinations. The teachers will share their grading system with the students and parents.

#### Elementary Progress Report Cards.

**Kindergarten.** In Kindergarten/First Grade, the progress report is based on developmentally appropriate practices in early childhood. 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 to discuss each student's progress through the curriculum.

**Sure Start Program.** Sure Start uses Teaching Strategies Creative Curriculum for Pre-School curriculum. Developmental and Learning Reports are used to share student performance development in the winter, spring, and end of year.

**Grades K-3.** For grades K-3, traditional letter grades are **not** 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.

"Special Subjects" refer to art, music, physical education, and other enrichment classes taught by another teacher. 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.

**Grades 4-5.** For grades 4-5, the progress report will use the traditional grades of "A," "B," "C," "D," and "F" to report student progress for subject areas of language arts-reading, math, social studies, science, and health.

"Special Subjects" refer to art, music, physical education, and other enrichment classes taught by another teacher. 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 “E” exceeds, “M” meets, “S” steady progress, and “L” limited progress in relation to grade level standards.

Progress reports for students in grades 4-5 are available for parents and students through the online GradeSpeed program. Instructions for accessing the parent portal of GradeSpeed can be found on the school website, <http://www.am.dodea.edu/cubaweb/>.

**Middle/High School Report Cards.** Computerized report cards are sent to parents at the end of each nine-week quarter. Students will be given a hard copy of their report card for each nine-week quarter. Parents are encouraged to register for the online GradeSpeed parent portal to have access to student progress throughout the year. Parent-teacher conferences are scheduled at the end of the first marking period so that parents can meet with and discuss student progress. Parents are encouraged to schedule a conference with their student’s teacher whenever a concern arises.

**Middle/High School Mid-Quarter Progress Reports.** Mid-quarter progress reports are sent (emailed) approximately half way through each quarter. Mid-term progress reports keep parents and students aware of academic progress through the first half of the academic quarter. Parents are encouraged to check GradeSpeed regularly and maintain continuous communication with teachers regarding their student’s academic standing.

**DoDEA Grading Scale.**

Letter Grade	Numerical %	Grade Points
A	90 – 100	4
B	80 – 89	3
C	70 – 79	2
D	60 - 69	1
F	59 and below	0

**Weighted grades.** The provision for calculating class rank is based on careful research of current practice in school systems in the United States and on analysis of the unique circumstances found in the DoDEA system. DoDEA will only calculate weighted grades for students who complete and take the requisite exams for Advanced Placement (AP) courses. The following point values should be used in calculating the GPA for courses completed in DoDEA:

<u>Unweighted</u>	<u>Weighted</u>
A= 4.0	A= 5.0
B= 3.0	B= 4.0
C= 2.0	C= 3.0
D= 1.0	D= 2.0
F= 0.0	F= 0.0

**Incomplete Grades.** An incomplete grade (I) indicates that all course requirements have not been completed. 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 because of late entry during the semester, long illness, or excessive approved absences from school. The guidance counselor and the teacher determine the length of time the student needs to complete the unfinished work, and plan with the student and parent so the make-up work is completed as soon as possible. Normally, the completion date or deadline will be no 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 computation 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.

**Semester Examinations.** Semester examinations are required for each high school academic course. Semester exams should be counted no more than one fourth (25%) of the semester grade. Semester examinations are not exclusively “semester tests.” Other assigned activities (e.g., student-teacher contracts, special projects, other student assignments) may be used as alternatives to semester examinations in determining the semester grade. They are optional for middle school courses unless students are enrolled in a high school mathematics or foreign language course.

**Honor Roll.** Students in Grades 4 through 12 who excel in academics each quarter and earn the following grade point averages, are recognized by inclusion on the Honor Roll. The Honor Roll recognition for the 4th and 5th grades is as follows: All “A” Honor Roll, and “A” and “B” Honor Roll. Students who achieve a straight 4.0 grade point average obtain a special Principal’s recognition: The Principal’s Honor Roll. Any grade of “D” or “F” for the quarter disqualifies a student for the Honor Roll.

**President’s Award for Educational Excellence.** The purpose of this award is to recognize academic success in the classroom. To be eligible for the President’s Award for Educational Excellence, students must be in grades 8 and 12t at each award level (middle, or high school) and must meet the requirements in Category A and either 1 or 2 of Category C. If a school does not have letter grades, a student must meet the requirements in Category B and either 1 or 2 of Category C.

- A. Grade Point Average:** Students are to earn a grade point average of 90 on a 100 point scale, (an A on a letter scale or a 3.5 on a 4.0 scale). When computing grade point averages at the respective award level, only the years at that level are to be included through the fall semester of the exiting grade.

**B. School Criteria/Standards:** Reflect a 90 percent level or higher on the traditional grading scale. This category enables school personnel to use new assessment and evaluation tools in developing award criteria at their school and apply the criteria fairly to all students. The primary indicators of excellence must be based on academic achievement. School personnel may also consider, as part of the criteria, activities in which a student demonstrates high motivation, initiative, integrity, intellectual depth, leadership qualities and/or exceptional judgment. They may also require student essays and outstanding attendance, but these activities must bear some relationship to the academic performance of a student.

**C. An addition to A or B,** schools are to include one or more of the following criteria to determine their selected students:

1. Nationally-Normed Achievement Tests: High achievement in reading or math on state tests or nationally-normed tests. The school may consider college admissions examinations for seniors, for example the SAT or ACT.

— OR —

2. Recommendations from a Teacher plus One Other Staff Member: One recommendation is to reflect outstanding achievement such as English, mathematics, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects. The second recommendation from a school staff member may address, for example: involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts.

Recipients receive a letter from the President of the United States, a certificate and a pin.

### **Homework Policy**

Homework is defined as assignments to be done outside the classroom to reinforce classroom instruction, increase understanding and retention, transfer and extend classroom instruction, prepare for class discussion and provide curriculum enrichment opportunities.

Homework is an extra-class activity or project designed to accomplish one or more of the following:

- Provide drill or practice on a principle or skill already taught
- Enrich, enhance, and extend school experience
- Provide real-life application of the matter at hand
- Develop appreciation for or knowledge of community resources
- Develop the personal culture of the student

At W.T. Sampson E/HS, we strongly support the philosophy that homework is a necessary adjunct to school life that serves different purposes according to the student's grade level. The assignment of academically appropriate homework extends classroom instruction and supports the teacher's instructional objectives. Policy requires homework that is appropriate to both the class and the age of the student. We believe that homework is an essential element in the educational process.

Homework provides the student with the opportunity to:

- Work independently
- Apply skills learned in the classroom
- Practice material that has been taught
- Review material
- Develop and use creativity

All homework will be *reviewed in the class and evaluated*, to ensure that it is meaningful to the student. The success of any homework policy involves the students, teachers, and parents.

As a planned component of every teacher's instructional objectives and the methods and following guidelines are provided for a better understanding of its significance:

- Homework is an extension of each student's classwork.
- Class homework policies are established by each teacher and 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 will 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:

- Know and understand the homework assignment.
- Take home all books and materials needed to do the assignment.
- Complete the homework and turn it in on the due date.

**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.
- A regular study time.
- Review the student planner.
- Encouragement and praise.

**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 by the teacher.

### **Health Services**

**Emergency Care.** In the event of an injury or illness that necessitates emergency care, the student will report or be taken to the nurse's office for assistance, if possible. 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 parents may be contacted to take their child home for illness, for a clinic appointment, or to the hospital for further care. Notes may also go home with the child in lieu of a phone call, informing the parent of a nurse's office visit.

**Immunizations.** Students who enroll in DoDEA Schools must meet specific immunization requirements **prior to enrollment**. 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.

***Minimum Immunization Requirements for all DoDEA schools:***

- 1) Diphtheria/Tetanus/Pertussis (DTaP): 4 doses; if the 4<sup>th</sup> dose of DTaP was administered before the 4<sup>th</sup> birthday, a booster (5<sup>th</sup> dose) is required for initial school entry
- 2) Hepatitis A: 2 doses six months apart; minimum age 12 months
- 3) Hepatitis B: 3 doses
- 4) Polio (IPV): 4 doses; if the 4<sup>th</sup> dose of Polio was administered before the 4<sup>th</sup> birthday, an additional dose is required for initial school entry
- 5) Measles, Mumps, Rubella: 2 doses with 2<sup>nd</sup> dose routinely given at age 4; minimum age 12 months
- 6) Meningococcal: 2 doses; with 1<sup>st</sup> dose at 11 years of age and booster at age 16
- 7) Varicella (chickenpox): 2 doses with 2<sup>nd</sup> dose routinely given at age 4; minimum age 12 months
- 8) Tetanus/diphtheria/pertussis (Tdap) booster: 1 dose at 11 years of age
- 9) Hib: children over 5 years of age do not need HIB
- 10) Tuberculosis: routine testing is no longer necessary unless risk factors are identified as determined by local medical command.
- 11) Influenza: annually, start as soon as annual vaccine is available, due by December 1.

***Incomplete/Delinquent Immunizations.*** Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunization(s) must be obtained, and proof of immunization compliance must be presented to school officials within thirty (30) days of enrollment for continued enrollment in DoDEA schools. For immunizations that require a series of vaccinations to achieve immunity, the next immunization in the series is due no later than 10 days after the due date.

**Student Health Status.** Communication between the home and school is important when health conditions arise. If your son/daughter has had an illness or injury affecting school participation, please keep the school nurse informed.

**School Attendance.**

Regular attendance at school is a significant predictor of learning and academic success. Chronic absences affect a student's progress. 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.

**Attendance Procedures.** Parents are responsible to notify the school when their

son/daughter is/will be absent. Please call the school at #3500.

**Return to School Following Absence.** School policy also requires that parents provide a written parent note stating the student's name dates and reason for absence. A medical note with date of re-admittance is required for all contagious illness. Medical notes are provided directly to the school nurse. Parent notes are required for all absences and must include the following information:

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

**Record of Absences.** The School Registrar maintains a record of absences. Parents may call the office to obtain an attendance/tardy report on their child. 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 also could be reported as possible or alleged child neglect.

**Truancy.** Being absent from school or a class without parental and school permission is defined as truancy. Truancy could result in loss of credit for work missed and disciplinary action. Being absent or tardy for detention is also treated as truancy. Truancy is a serious issue and will be reported to the School Liaison Officer.

**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 campus or sign themselves out during school hours. Sponsors must report to the school front office to sign out any student who needs to leave school. Students cannot be released to other adults unless the parent authorizes a third party release and a copy is kept on file in the school front office.

**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. Failing to take the finals exams and complete work may result in a zero being entered and significantly impact the final grade.

**Scheduled Absences.** If a student is going to be absent, the parent needs to notify the school and teachers a minimum of five days prior to departure. The teachers will make a reasonable attempt to provide the assignments which would be missed during the trip. Students are responsible for completing all make-up assignments within a period of time equal to the length of absence. Any change to this will require approval of a school administrator.

**Make-up Work.** Make-up work is required for all absences. The due date for make-up

work will be provided by the class teacher. After a reasonable time, and with appropriate notification to the student, the sponsor and the administration, make-up work may not be accepted for credit. The student is responsible for getting his/her make-up work from each teacher following an absence. When a student is ill and it is anticipated the absence will be for more than one day, or when a student is suspended from school for discipline, sponsors may contact teachers to arrange to pick up homework assignments from the office, or to receive them electronically. Please telephone the school office early in the day. The office will attempt to have work ready for pick up the next school day.

**Attendance during Semester Exams and School-Wide Testing.** All students must be in attendance during scheduled semester examinations and system-wide testing. Only medical emergencies supported with verification from a doctor or clinic will be granted excused absence status during these times. Make-up time for these examinations will be outside of the normal school day.

### Special Education Resources

**Eligibility Categories.** DoDEA recognizes clearly defined categories of disabilities with specific criteria for determining eligibility. We will follow the guidance prescribed in the DoDEA Special Education Manual for this.

**Educational Services.** W.T. Sampson E/HS provides special education services students who are determined to be eligible for such services per the DoDEA Special Education Manual. The services that are provided to the students will be consistent with the students' respective individual education plan (IEP). 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. 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.

**Educational Developmental Intervention Services (EDIS).** 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**

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.

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.")

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 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](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 ES/HS by calling #3500.

### **Pre-School Child Development Program (ES)**

W.T. Sampson E/HS 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, physical (fine and gross motor),
- (3) social/emotional, and
- (4) 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.

### **Sure Start Program (ES)**

**Sure Start Eligibility.** Children who are 4 years old by September 1 are eligible for the Sure Start program. Although many four year olds on Guantanamo Bay attend Sure Start, preference is given to children of a military or eligible Department of Defense employee whose grade 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 GS-1 to GS-4 range. Additional criteria

will be used to further prioritize students if the number of eligible applicants is greater than the number of children served by the school.

**Sure Start Program 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 at home or school. Additionally, parent conferences are held quarterly occurring at school in November, January, and an end-of-year (EOY) Conference in June.

**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 committing 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 30 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.

#### **National Honor and Junior Honor Society (MS/HS)**

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 ES/HS for at least one semester. Candidates meeting those criteria are evaluated and selected by a majority vote of the faculty committee.

#### **AVID Advancement Via Individual Determination (MS/HS)**

AVID is a regularly scheduled elective course offered to assist students in grades 6 through 12 with skills and habits needed for success in college. 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.

Although some students chosen for the AVID program are not always in college preparatory classes prior to enrollment; 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 are 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 information, please see the school counselor or AVID coordinator.

### **Extracurricular Activities**

**Elementary Level.** Extra-curricular activities will run Mondays, Tuesdays, and Thursdays from 2:45-3:35 and could include the following:

Robotics Club (3-5)  
Shark Academy / Homework Club (K-2 and 3-5) Strategic Games Club (K-5)  
Computer Tech Club (K-5) Photography (4-5)  
Student Council (3-5)  
Music Club (K-5)  
Art Club (K-5)  
Walking/Fitness Club (K-5)  
Extended Learning Opportunity - ELO (3-5) Reading and Math Support

Extra-curricular activities will run each semester.

\*ELO runs 8 consecutive weeks prior to Terranova testing in March.

**Middle/High School Level.** Extra-curricular activities will run Mondays, Tuesdays, Thursdays, and Fridays from 3:05-4:05 and could include the following:

Pirate Academy (6-8 & 9-12)	STEM Club (6-12)
Student Government (6-8 & 9-12)	Journalism (6-12)
**Volleyball (Co-ED) (6-12)	Band (6-12)
Drama Club (6-8 & 9-12)	Yearbook (6-12)
Bowling (Co-ED) (6-12)	Honor Society/Junior Honor Society (mbrs only)
Strategic Games (6-12)	Art Club (6-12)
Photography Club (6-12)	**Cross-Country (Co-ED) (6-12)
AP Tutorials (9-12)	Model United Nations (9-12)
Spanish Club (6-12)	**Soccer (Co-ED) (6-12)
**Basketball (Co-ED) (6-12)	Tennis (Co-ED) (6-12)
Golf (Co-ED) (6-12)	WT Sampson Morning News Show (6-12)
Extended Learning Opportunity - ELO (6-9) Reading and Math Support	

Extra-curricular activities will run each semester.

\*ELO runs 8 consecutive weeks prior to PARCC testing in April.

\*\*Some sports will follow the MWR athletic calendar.

**Academic Eligibility.** Except for after-school tutoring, students attending or participating in after-school activities must be in good academic standing, i.e. not have a D or F

in any classes. Students having a D or F will be assigned to the Pirate Academy (tutoring) for support.

**Athletic Policies.** Each student participating in athletics will be responsible for having a physical and a signed copy of the athletic policy on file with the school nurse and the Athletic Director. For additional information about sports participation, refer to the School Athletic Handbook, visit the Athletics section of the school homepage, or contact the school Athletic Director.

**School Dances.** 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 should 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 Sponsor with input from the Junior Class on an annual basis. School dances will not be held on school nights and will end no later than 11:00 PM unless authorized by the school administration.

### **Student Behavior and Discipline**

W.T. Sampson E/HS will maintain an orderly, wholesome, and safe 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 students are responsible to follow the school rules and to adhere to the DoDEA discipline policy during the school day and school-sponsored activities on or off the campus. All expectations, rules, procedures, and consequences discussed in this section are based on DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures." A copy of this regulation is available on the DoDEA website at [www.dodea.edu](http://www.dodea.edu).

#### **School Rules.** Students will:

- Show respect to all the school staff, the students, and the property of the staff and other students.
- Behave in a manner to create a good learning situation in school and in all school activities.
- Display good conduct at school, at school activities, and on the bus.
- Obey the classroom, school, school district, DoDEA, and U.S. Naval Station Guantanamo Bay rules, policies, and regulations.

Also, as part of maintaining an orderly and wholesome educational environment, students may not engage in public display of affection.

**Fighting.** There is no justification for fighting at W.T. Sampson E/HS. Students must learn to walk away -- to tell a teacher if others are bothering them. We will help our students to try settle differences without fighting. All students involved in a fight will be disciplined, and their parents will be notified. We ask parents to support our efforts to have a safe and orderly environment by reinforcing to their children that there is no justification for fighting at the school.

**Teacher Response to Student Violence.** W.T. Sampson E/HS aims to provide an environment free from student violence. Each member of the school community, including students, teachers, support staff, and administrators shall have freedom from assault or injury.

1. Staff members have the responsibility to attempt to prevent fights between students.
2. Students have the responsibility to avoid conflict and to resolve their differences through non-violent means.
3. Fighting on school grounds or school buses will not be tolerated. Any student who participates in a fight while on school grounds, aboard school buses, or at school activities and/or is told by a staff member to stop fighting and refuses such a command will be subject to disciplinary action up to and including expulsion.
4. Staff members who observe students fighting will take the following action:
  - a. Command the students loudly to stop fighting three times (*Stop fighting, stop fighting, stop fighting*);
  - b. Attempt to prevent other students from participating;
  - c. Send their students to another classroom; stay in proximity to the fight participants;
  - d. Call or send for the assistant principal or principal

**Consequences for Conduct Violations.** Student discipline will 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 incident.

The principal can take additional administrative action or modify administrative action if, in his/her 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 and circumstances of the behavior violation).

**Grounds for Disciplinary Actions.** In accordance with DoDEA Regulation 2051.1, Disciplinary Rules and Procedures, this section describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this section does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert the Principal to his/her flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence.

Disciplinary sanctions may be imposed for student conduct:

- While on school property.
- While en route between school and home or any school activity.
- While on vehicles owned by the Government or contracted by DoDEA schools for the transport of students.
- During the lunch period on a school day, whether on or off campus.
- During or while going to or from all school-sponsored or school-supervised events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities.

- When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions. For out-of-school actions that involve First Amendment rights, there must be substantial disruption, or the likelihood of a substantial disruption, to the school.
- School Bus Discipline. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 of DoDEA Regulation 2051.1 and are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See enclosures 6 and 9 of DoDEA Regulation 2051.1)
- Additional Guidance at the School/District Level. In addition to this guidance, individual schools; school districts; or directorates may promulgate student policies/manuals that implement the procedures of this Regulation subject to prior coordination in accordance with subparagraph 5.2.8. of DoDEA Regulation 2051.1.
- Discipline for Minor or First Offenses. A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat of danger to self or others through a variety of non-punitive actions. Minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. Nothing in this paragraph precludes the imposition of more serious disciplinary actions when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence than contemplated by this paragraph. Grade (score) reduction as a disciplinary action is not an appropriate means of discipline.
- At W.T. Sampson E/HS, teachers have the authority to assign lunch detention and after-school detention for minor offenses. This includes dress code violations, violation of the teacher's classroom rules and/or procedures, and disrespect. Depending on seriousness of the infraction, the incident could result in an office referral.

**Grounds for Removal.** A student may be disciplined, to include removal from school (i.e., suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct (for reference, the subparagraph numbers of enclosure 3 of DoDEA Regulation 2051.1 are provided for each act of misconduct):

- E3.5.1. Causing, attempting to cause, or threatening to cause, physical injury to another person; or has threatened to use or has used physical force against any person, including physical force that causes serious bodily injury to a person, as defined by section I 365(h)(3) of 18 U.S.C. (reference (k)).
- E3.5.2. Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (j)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity. A minimum 1-year expulsion is required for the possession of firearms.
- E3.5.3. Possessing, using, distributing, or the attempted possession; use; or distribution

of alcoholic beverages.

- E3.5.4. Possessing or using tobacco, or any product containing tobacco or nicotine products; including, but not limited to: cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut.
- E3.5.5. Possessing, using, distributing, or the attempted possession; use or distribution of any illegal/controlled substance; as defined in enclosure 2 of DoDEA Regulation 2051.1. A mandatory expulsion recommendation is required for a second offense.
- E3.5.6. Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.
- E3.5.7. Robbing or extorting, or attempting robbery or extortion.
- E3.5.8. Damaging or vandalizing school, U.S. Government, contractor, or private property.
- E3.5.9. Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.
- E3.5.10. Committing any lewd, indecent, or obscene act; or engaging in habitual profanity or vulgarity.
- E3.5.11. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This provision includes not only horseplay and other forms of disorderly conduct, but also includes: lying to and/or making false statements to school personnel, *and/or* the violation of other rules and guidance established for an orderly educational atmosphere.
- E3.5.12. Failing to leave the school, the school grounds, the school bus, or otherwise failing to follow the instructions/directions of the principal or staff member in charge after being told to do so; or is otherwise not authorized to be present in such areas (e.g., expelled or removed).
- E3.5.13. Gambling in any form.
- E3.5.14. Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.
- E3.5.15. Bullying (including cyber bullying) another, or a group (e.g., 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 matters pertaining to sexuality, or characteristics of another person or the associates of another person).
- E3.5.16. Using portable communications devices contrary to school policy (e.g., beepers, cell phones, personal computers, BlackBerrys; other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including: cameras, electronic games, portable radios, compact disc players, iPods, portable DVD players, or similar devices). Such equipment and devices are subject to confiscation by school authorities.
- E3.5.17. Engaging in, or attempting to engage in, acts of arson, making a threat to bomb, burn, or destroy in any manner a school building or school property, or intentionally making a false report of a bomb threat or fire (e.g., making a terrorist or bomb threat, pulling a fire alarm, etc.).
- E3.5.18. Forging, cheating, or plagiarizing the work of others.
- E3.5.19. Possessing or using fireworks or other explosive devices.

- E3.5.20. Violating attendance regulations or policies (i.e., truancy).
- E3.5.21. Violating the terms and conditions of the DoDEA Student Computer and Internet Access Agreement, or by illegal or unauthorized means gain access to the computers, software telecommunications, and related technologies of others; engage in any willful act that causes physical or financial damage or otherwise disrupts information technology, or use a computer or communications device to communicate threatening, harassing, indecent messages; or download obscene or pornographic materials.
- E3.5.22. Violating any law, rule, regulation, or policy of the military installation or the school.
- E3.5.23. Failing to report or otherwise be complicit in the above-described acts.

**Search and Seizure.** Students suspected of having materials prohibited by law or school or DoDEA rules, policies or regulations are subject to search. School lockers are the property of the school and, as such, are subject to search at the discretion of school officials.

**Bullying Behavior, Threats and Other Harassment.** W.T. Sampson E/HS supports a “Bully Free Zone” in all areas of the school. 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 ES/HS 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 include cyber bullying another or a group by engaging in 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 and will be grounds for disciplinary action.

**Weapons.** Because of the danger involved with weapons, the following are not permitted on the school grounds, on the school bus, or at any school-sponsored activity: 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.

**Prohibited Items.** Students should bring to school only those items which are needed in order to do their schoolwork. The following are examples of, but not limited to, items that are not allowed at school, on school buses, study or incentive trips, or at any school-sponsored activity:

Tobacco, alcohol, prescription or OTC drugs or other controlled substances, aerosol products, 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 not wear/use headphones while on the school campus or in classrooms unless they have their teacher’s permission to use them for educational purposes in the classroom.

*Students may bring electronic equipment to school at teacher request for educational purposes only. In addition, these items will not be out at school except when being used for educational purposes.*

**Confiscation of Student Property.** The 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 order, health and safety.

**Notice to Law Enforcement Authorities.** The principal of the school shall notify the Installation Commander, or his or her designee for law enforcement or legal affairs, of any acts that may violate local laws or any situations that may pose a threat to the safety or security of the installation.

**Possible Consequences for Minor Offenses.** One or all of the following consequences may result from a minor offense:

- Verbal Reprimand/Warning
- Administrator/Teacher/Student Conference
- Lunch Detention
- After-school Detention
- Parental/Sponsor Conference
- Restriction of Privileges
- Probation
- Suspension of Bus-riding Privileges
- Parental/Sponsor Monitoring During School Day
- Repeat offenses may result in suspension
- Conference Lunch Detention Detention
- Out of School Suspension (1-3 days)
- Parent / Sponsor monitoring during the school day

**Possible Consequences for Serious Offenses.** One or all of the following consequences may result from a serious offense, multiple acts of misconduct, and/or chronic misconduct:

- Restriction of Privileges
- Out-of-School Suspension 1 to 10 days
- Suspension of Bus-riding Privileges
- Parental/Sponsor Monitoring During School Day
- Referral to the Disciplinary Committee
- Long-term Suspension (More than 10 Days)
- \*Expulsion
- Referral to Juvenile Discipline and Rehabilitation Board
- Referral to appropriate law enforcement authorities

\*A minimum 1-year expulsion is required for possession of firearms.

Out-of-school suspensions are reported to the Superintendent and may be reported to the Naval Station Command. Suspensions could be considered part of the dependent's record aboard the Naval Station.

### **Student Dress Code**

The student dress code policy applies to all students in grades Pre-kindergarten through twelve. It is aligned with the U.S. Naval Station Guantanamo Bay Instruction (NAVSTAGTMOINST) 1020.3, Civilian Attire Policy. The overarching purpose of the student dress code is to promote a safe, positive learning environment and foster school pride. The school administrators and staff will determine if a student's attire or appearance conflicts with these rules and expectations. If there is a question after an intervention is made, a school administrator will make the final determination regarding the student's attire or appearance.

All students will comply with the student dress code at all school functions on the school campus or other locations, while on study/field trips, and when they represent the school at any event or activity. Teachers or activity sponsors may set additional dress standards for safety reasons, to build team spirit, or to present a good image during study/field trips or other off-campus activities. If a student enrolls here after the school year starts, he/she must be in compliance with this dress code policy within two weeks after enrolling.

We expect students to dress in appropriate, modest, clean clothing that is not provocative or offensive or interferes with the educational process. No bare skin may be visible between the upper torso (upper chest, sides and upper back) and the bottom part on the thighs. Also, clothing must be worn in a manner that does not reveal undergarments, underwear, or cleavage. Clothing may not have holes, rips, or tears. More instructions and specific information are provided below.

#### **Shirts, T-shirts, and Clothing Tops.**

- Tank tops, blouses/shirts with spaghetti straps, strapless tops, or halter tops may not be worn as outer garments. All tops will have sleeves or straps that are at least 3 inches wide for middle and high school students, and at least 2 inches wide for elementary students. Necklines will not fall below the hand placed flat and horizontally below the chin at the collar bone. No cleavage may be visible.
- The bottom of shirts, T-shirts, and clothing tops must be long enough so that no part of the student's midriff, back, sides, or underwear is exposed at any time when walking, standing, sitting, bending, moving, or reaching overhead.
- T-shirts and clothing tops that are designed to be underclothing may not be worn as outer garments.
- Shirts, T-shirts, and clothing tops with offensive or inappropriate language or graphics are not allowed. This includes, but is not limited to, any garment that depicts or contains implied acts of or messages/images relating to profanity, vulgarity, obscenity, violence, gore, sex, lewdness, gang affiliation, the illegal use of weapons and knives, and/or other inappropriate language; contains messages/images related to and/or promotes the illegal use/abuse of tobacco, drugs, alcohol, and/or illegal substances; creates a threat to or compromises the health or safety of the student or others; and/or is associated with intimidation, bullying, racial/ethnic slurs or epithets, violent groups.
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- See-through or mesh garments may be worn only with appropriate clothing tops and undergarments underneath.

**Pants, Trousers, Shorts, Skirts, and Clothing Bottoms.**

- Pants, trousers, shorts, skirts, and other clothing bottoms must be worn at waist level, continuously covering the crests of the hipbones. Pants, trousers, shorts, and similar garments must not sag. Students are expected to wear a belt if such garments are too large. No underwear or underclothing of any kind may be visible above or outside the pants, trousers, shorts, skirts, and other clothing bottoms. No see-through outer garments are permitted.
- Shorts, skirts, skorts, and similar garments may be no shorter than 3 inches above the knee cap for students in grades Kindergarten through 5, and no shorter than 5 inches above the knee cap for students in grades 6 through 12. The length requirement applies to the entire bottom hem of these garments. Short shorts and mini-skirts are not allowed.
- Spandex pants, yoga pants, leggings, jeggings, pajama jeans, pajamas or other sleepwear, swimwear, undergarments, and/or similar garments may not be worn as outer garments. Leggings, tights, and similar garments may be worn under other clothing, but the outer garments must meet the student dress code requirements, including length.

**Shoes.**

- Safe footwear shall be worn at all times. House slippers/shoes, flip flops (also called “shower shoes”), and/or shoes with wheels (also called “heelines”) are not permitted.
- For safety reasons, students will wear closed shoes during science laboratory activities, Art classes, and Industrial Technology classes.
- For student safety, students must wear proper athletic shoes during physical education (PE) classes. To contribute to student safety, students in grades Sure Start Program through 5 will need to wear closed shoes at all times. Students will not be allowed to participate in PE activities if they are not wearing the appropriate shoes.

**Headgear/Accessories/Other.**

- Headgear will not be worn inside any part of the school building, offices, media center, or classrooms. This includes hats, caps, hoods, sweatbands, combs, picks, bandanas, and/or scarves worn on the head. Small scarves, elastic circular headbands, U-shape plastic headbands, hairpins, and similar hair accessories may be worn to tie the hair in ponytails or other hair style. The elastic headbands will not be worn around the forehead and will have no items extending from them.
- Sunglasses, goggles, and/or gloves will not be worn inside any part of the school building, offices, media center, or classrooms. Goggles may be worn only during classes that require the use of goggles for a prescribed activity.
- Since our school does not have indoor halls, our students may wear sunglasses and hats when walking from one classroom to another and if a teacher conducts an outdoor activity. Also, elementary students may wear hats and sunglasses during outdoor recess.

- Excessively long jewelry chains, large pendants or medallions, oversized jewelry, gang-related beads, and jewelry and other attire items with spikes or sharp edges are not permitted. For safety, jewelry and visible body piercing items will be removed in PE class.
- Chains attached to wallets or trousers/pants are prohibited.
- Accessories (e.g., scarves worn around the neck, neckties, and belts) may be worn if consistent with this policy.
- Other than school sponsored clubs or groups, students will not wear clothing or items or wear any attire items in a manner that indicates membership or affiliation with a gang or similar group.
- Our students' appearance, clothing, jewelry, accessories, book bags, and any other articles may not promote or encourage gang affiliation, anarchy, illegal use of drugs, tobacco or alcohol use. Also, they may not contain, depict, or display profane or derogatory words; culturally, socially, and/or sexually offensive language or drawings or images, including those that depict gore or death; and/or offensive language or images pertaining to or directed at our host nation.

If an item worn by or in the possession of a student presents a safety concern, the Principal may direct that it be removed and not be worn or brought to school property or at school events.

If a student's dress or appearance violates this dress code, the student will not be permitted to attend classes if his/her dress does not meet the school standards. The student will be given an opportunity to correct the problem, which could include allowing him/her to put on an additional outer garment that covers the inappropriate garment until he/she leaves at the end of the school day or wearing the inappropriate shirt inside out. If it not possible for the student to correct his/her dress, the student or a staff member will notify the student's parent(s) to bring appropriate clothing to the school before the student may go to his/her class. Consequences for the second and subsequent violations could include after-school detention and more serious action.

A student exemption to the school's dress code policy may be requested by a parent for a sincerely held religious or philosophical belief, disability, medical reason, or due to financial hardship. Any parent request for an exemption should be submitted at the beginning of the school year and state the basis for requesting the exemption. The Principal may also make reasonable accommodations to the policy based upon a student's request for disability and/or medical reasons when based upon a bona fide, documented medical condition. Finally, the Principal may allow some exceptions to the dress code for school special occasions or events, e.g., spirit week, dramatic performances, and military unit support.

The Principal or his designee will make the final determination regarding the student's attire or appearance. This includes resolving all issues of interpretation or application of the student dress code policy.

### **School Lunch Programs**

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.
- Students may only eat the food provided to them through the school food service program or the food provided to them from their parents/sponsors. Food may not be brought into the cafeteria to share with a student's classmates or other children.

During lunch periods, middle and high school students are permitted in the gymnasium or the outside table area by the locker rooms. During lunch students are restricted from classrooms, the track, and locker rooms (unless approved by a staff member).

Parents who wish to eat lunch with their children are asked to sit at a separate parent-student designated eating area.

Per DoDEA Americas Mid-Atlantic District Wellness Policy, September 21, 2017 "Parents are not to bring fast food from local restaurants for their child during scheduled Child Nutrition meal periods or any other time of the school day."

The Mid-Atlantic encourages foods offered on the school campus meet or exceed the USDA Smart Snack in School nutrition standards. To qualify as a Smart Snack, a snack or entre must first meet the general nutritional standards:

- Be a grain product that contains 50 percent or more whole grains by weight; or
- Have as the first ingredient a fruit, vegetable, a dairy product, and/or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; and
- The food must meet the nutrient standards for calories, sodium, sugar, and fats (refer to "A Guide to Smart Snacks in School: How to make the healthy choice the easy choice for kids at school." Published by the USDA.

**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 and Principal. Students may carry clear plastic bottles containing water only. Water bottles are subject to inspection by any teacher or school official for possible inclusion of anything other than drinking water. Bottles may be collected by any school official 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.

**Birthday and Other Celebrations.** While we recognize the importance of students' birthdays and other celebrations, we have to protect instructional time, and no birthday parties will be held in the classroom. Subject to the teacher's discretion, parents may bring only store-bought birthday or other treats, which would be distributed only after lunchtime. Items with peanuts and peanut products are prohibited, since some students could have peanut allergies.

### **School Lockers**

Grades 6-12 students are issued a locker. 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 will not share their lock combinations. Violation may result in the lock being cut off to allow access to the locker.

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 possible 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.

Gym lockers are available in the gym locker rooms and must be used by each student when their physical education (PE) class is meeting. Students are required to have locks for these lockers to secure their valuables during class time. Neither the coach nor the school will be responsible if a personal item is lost, stolen, or damaged. Students are encouraged to secure their valuables.

### **Backpacks and Book Bags**

Backpacks and book bags are not to be left on the atrium area. The limited walk way makes it unsafe for pedestrians when these items are left out. Additionally textbooks, lunch bags, etc., should not be left on the picnic tables. This causes unwanted wear and tear on the textbooks and the lunch bags draw animals and ants. Violations of these guidelines can result in disciplinary action.

### **Admission**

New students who enroll before 11:00 AM will start school on the following day. Students who enroll after 11:00 AM will start on the second school day following registration. 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.

### **Information/Media Center**

The Information Center at W.T. Sampson E/HS 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, independent research, make-up work, study, and class meetings. Quiet reading and study are expected at all times in 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.

### **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 so you can check Lost and Found during lunch or after school. Names should be on all items brought to school so they can be returned to the owner. Items not claimed by the last day of school will be donated to the local thrift shop or discarded.

### **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.
- 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.

### **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.

## Receipt, Acknowledgement and Understanding of Parent-Student Handbook

The W.T. Sampson ES/HS Student Handbook is a valuable resource for parents and students. Information includes attendance, grading, behavior expectations and dress code, etc. policies.

In an effort to use resources wisely each family will receive one copy of the handbook. It is also posted for your reference on the W.T. Sampson ES/HS website [www.cuba.am.dodea.edu](http://www.cuba.am.dodea.edu).

Please read and review the handbook, sign below to acknowledge your receipt and understanding of the information it contains and return this portion to the School Secretary.

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## Receipt, Acknowledgement and Understanding of Parent-Student Handbook

I have reviewed this handbook with my son(s)/daughter(s) and acknowledge the procedures and information stated within.

Student's signature: \_\_\_\_\_ grade \_\_\_\_ date \_\_\_\_\_

Sponsor's signature: \_\_\_\_\_

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