

Albritton Middle School
2012-2013
Parent / Student Handbook



Go Bulldogs!

DoDEA Mission Statement

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Albritton Vision Statement

A community that inspires all students to be life-long learners who think, achieve, and care about the world.

Goal 1: Every student will improve non-fiction reading skills across the curriculum.

Goal 2: Every student will improve communication skills to express solutions to problems in mathematics.

P.O. Box 70089
Fort Bragg, North Carolina 28307-0089
(910) 907-0201

TABLE OF CONTENTS

WELCOME LETTERS.....	3-4
ABSENCES/TARDIES.....	5-9
ADMISSION REQUIREMENTS.....	9
AFTER SCHOOL BUS.....	10
ATHLETICS.....	10-11
BICYCLES.....	11
CELL PHONES.....	12
Check-out Times.....	12
CHILD ABUSE.....	12-13
CHILD FIND.....	13
CANCELLATION OF SCHOOL.....	13
DISCIPLINE.....	14-20
DRESS STANDARDS.....	21-22
EMERGENCY INFORMATION.....	22
GUESTS AT SCHOOL.....	22
HONOR AWARDS.....	22
IMMUNIZATION PROGRAM.....	22-23
INSTRUCTIONAL PROGRAM.....	24
LENGTH OF SCHOOL YEAR.....	24
LOCKS AND LOCKERS.....	24-25
LOST & FOUND.....	25
LUNCH & BREAKFAST PROGRAM.....	25-26
MONEY AND VALUABLES.....	26
P.T.O.....	26
RELEASE OF STUDENTS DURING THE SCHOOL DAY.....	26
RIGHTS AND RESPONSIBILITIES.....	27-28
SCHOOL BUS INFORMATION.....	29
SCHOOL HEALTH POLICIES.....	30
SCHOOL HOURS.....	31
SCHOOL IMPROVEMENT PROCESS.....	31
SCHOOL IMPROVEMENT TEAM.....	31
SPECIAL INSTRUCTIONAL PROGRAMS.....	31-39
NATIONAL JUNIOR HONOR SOCIETY.....	40-41
REPORTING PUPIL PROGRESS.....	41
STUDENT RESPONSIBILITIES.....	41-42
STUDY TRIPS.....	42
TELEPHONE SERVICES.....	42
TEXTBOOKS.....	43
THINGS THAT SHOULD NOT BE BROUGHT TO SCHOOL.....	43
VISITORS.....	44
WITHDRAWAL.....	44

ALBRITTON MIDDLE SCHOOL
(910) 907-0201 FAX (910) 432-4072

August 2012

Dear Albritton Families,

Welcome to Albritton Middle School! You and your children are a vital part of our school community. We assure you that we will do everything possible to make the learning environment at Albritton safe and nurturing for your children. Additionally, we emphasize high academic standards and appropriate social behavior for all students.

Many of the programs we offer to students are described in this handbook. It is important that you take a few minutes and become familiar with our school policies and procedures. If you have any questions throughout the year, please refer to the handbook.

Communication between the home and school is very important to ensure the maximum benefit for children in their educational experience. We encourage you to visit the school often. We hope you will become involved in your child's education through such programs as the Parent Teacher Student Organization and the Continuous School Improvement Team, as well as volunteering at school.

We have an open door policy. If you have concerns about anything at school, please feel free to come in and discuss those concerns. If an administrator is not available, please make an appointment with the school secretary.

The partnership between home and school is the foundation for student success. As we form that partnership, we wish you and your children a successful, exciting school year.

Patricia Schob
Principal

Jerilyn Packer
Assistant Principal



To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Albritton Vision Statement

A community that inspires all students to be life-long learners who think, achieve, and care about the world.

Goal 1: Every student will improve non-fiction reading comprehension skills across the curriculum.

Goal 2: Every student will improve communication skills to express solutions to problems in mathematics.

Dear Parents, Students, Teachers, and Staff of Albritton Middle School,

As the newly elected PTSO President, I would like to take this opportunity to welcome all of you to the 2012-2013 school year at Albritton Middle School. The purpose of the PTSO is to support the faculty, staff, parents, and most especially our students at Albritton.

In order to be successful, we know that the support and involvement of the parents of our students at Albritton will be of utmost importance. Your first opportunity to show your support will be to become a member of the Albritton Middle School PTSO. We encourage each of you to show your commitment by joining and becoming an active member in our PTSO.

The second way to show your support will be to participate in the numerous events and programs that we have planned throughout the year. Your participation might be that of a committee member, volunteer, or merely as an attendee. Whatever level of participation you select, your time and involvement will certainly be appreciated.

You also can show your support a third way by providing us your comments regarding our PTSO efforts or suggestions or ideas for other potential PTSO initiatives. To facilitate this, please feel free to contact me directly.

The PTSO believes that it is of ultimate importance that we do everything we can to enhance the learning environment of our children as they truly are our future. It will take all of us working together to ensure that this happens.

I look forward to working with you this year.

Thank you!

Carrie Benick, Albritton PTSO President
AlbrittonPTSO@yahoo.com



To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Albritton Vision Statement

A community that inspires all students to be life-long learners who think, achieve, and care about the world.

Goal 1: Every student will improve non-fiction reading comprehension skills across the curriculum.

Goal 2: Every student will improve communication skills to express solutions to problems in mathematics.

ABSENCE/TARDIES

Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college. School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, and the school. Please ensure your children attend school each day school is in session. DoDEA will soon finalize a revised attendance policy that will address the need for regular school attendance.

On the first day following an absence, students are required to bring a note from parents or guardians stating the specific reason for the absence. Since we are acting “in loco parentis” during school hours and are responsible for your children, we must know where they are during these times. For the safety of your child, he/she will not be permitted to leave school grounds unless parents sign him/her out. When students return to school following an appointment, they should be signed in at the guidance office and receive a pass to class. Work assignments during the child’s absence should be completed promptly upon return.

Each teacher is required to keep a record of their students’ attendance in each class.

The secretary will call all reported absences daily for verification using an automated call notification system.

The guidance office will generate weekly absence/tardy reports.

Parents will also be notified of excessive tardies using the chain of command as noted above.

Excessive tardies and absences will be reported to the school social worker.

Excess tardies to school will result in community service, which will be administered by the office.

Students who are more than 5 minutes tardy to class will be sent to the office.

If a student will be absent due to block leave or family emergency which results in an extended absence from school, the parent must bring supporting documents for principal approval. A work request form will then be taken by the student to each teacher for signature, and a copy will be kept in the guidance office. Work must be turned in by the date determined by the teacher.

The following information is taken from DoDEA Regulation 2095.01 regarding attendance.

DoDEA REGULATION 2095.01

The student shall:

- a. Adhere to the school attendance policies and procedures identified in this Regulation and DoDEA Manua12051.2 (Reference (d)).
- b. Inform the local school main office in the event of an absence, arriving late, or departing early from school.
- c. Identify and make up all classroom activities, or assignments, which were missed as a result of the absence(s).

- d. Understand the differences between excused and unexcused absences, to include possible consequences for excessive unexcused absences or tardies, in accordance with DoDEA Regulation 2051.1 (Reference (a)).
- e. Comply with the intervention plan developed by the SST or Student Educational Monitoring Plan.

CONDITIONS UPON WHICH STUDENT ATTENDANCE IS ESTABLISHED

1. CALCULATION OF ATTENDANCE

- a. Daily student attendance is identified based upon a quarter of the school day formula.
- b. Students will be identified present or absent, based upon the following criteria:
 - (1) Absent up to 25% of the school day = absent one -quarter of the school day
 - (2) Absent between 26% to 50% of the school day = absent one -half of the school day
 - (3) Absent between 51 % to 75% of the school day = absent three -quarters of the school day
 - (4) Absent between 76% to 100% of the school day = absent full-day
- c. The school office will rectify (each morning) the reason for each and all student absences based upon information provided by the parent or sponsor. (See Enclosure 4)

2. PRESENT -SCHOOL SPONSORED ACTIVITIES

- a. Curricular. Student attendance is recorded as "present school sponsored curricular activity."
- b. Non-Curricular. Participation in Interscholastic Athletic Programs. Must be in compliance with DoDEA Regulation 2740.1 (Reference (c)).
 - (2) Students are required to be in school the full day on the day of a weekday game, pursuant to Reference (c). The only exception is for an appointment approved by the school administration in advance.
 - (3) A student cannot be absent from school and attend practice except for an excused absence approved by the administration in advance.
 - (4) A student who is "unexcused absent" on the day of a scheduled athletic program is ineligible for participation in that event.
 - (5) A student suspended from school is not eligible, at the minimum, for the next scheduled competition.
 - (6) Student attendance is recorded as "present school sponsored non curricular activity."
 - (7) Students are responsible for identifying and making up all classroom activities or assignments which were missed as a result of being out of school while traveling to or from, and participating in, an Interscholastic Athletic Program.

3. REQUESTS FOR STUDENT ABSENCE. School administrators must consider the following factors prior to approving an absence.

- a. The student is in good academic standing,
- b. The student has a record of consistent school attendance during the current school year.
- c. Review of the impact previous extended absences from school have had on the student's educational program during the current school year.
- d. Administration shall confirm with the parent or sponsors Command, if dates of any extended absence are mandatory or discretionary.

4. EXCUSED ABSENCE

- a. The parent or sponsor should attempt to schedule appointments before or after the school day to minimize disruption of the educational environment.
- b. DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate. (See Appendix to Enclosure 2)

- (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 holidays.
- (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.
- (10) Students are responsible for completing and submitting all assignments identified in the course syllabus or class outline provided by their teacher(s) within a reasonable time period. The Student Educational Monitoring Plan shall be completed for excused absences.

5. UNEXCUSED ABSENCE

- a. Absence from school or a class without written verification from a parent or sponsor will be unexcused.
- b. The parent or sponsor will be notified by the administration, or designee, each time a student is "absent unexcused" from school.
- c. School personnel will work collaboratively with the student's parent or sponsor to identify the reason(s) for the truancy and in assisting parents or sponsors whenever possible.
- d. Unexcused absences may result in disciplinary action (i.e., detention, in-school suspension, and expulsion), along with loss of credit, if the student does not comply with the intervention plan, pursuant to Reference (a).

1. **CONSEQUENCES REGARDING UNEXCUSED ABSENCES.** Unexcused absences may result in school disciplinary actions pursuant to Reference (a) (i.e., detention, in-school suspension, and expulsion).

2. EXCESSIVE SCHOOL ABSENCE

- a. Students who are not physically present in school because they are hospitalized, or otherwise receiving homebound services, are excluded from identification of excessive school absence.
- b. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year.
- c. After 5 cumulative absences (excused or unexcused) in a semester, the school administrator shall review the student's academic performance, the reasons for the absences, and determine the impact of repeated absences on the student's academic and social emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate, a referral shall be made to the SST, an intervention plan may be developed by the SST to support the student's advancement for the current school-year (elementary and middle school) or, successful completion of course credit (secondary).

d. If appropriate, after 7 cumulative absences (excused or unexcused) in a semester, the SST is convened to review the student's academic and social emotional progress and if appropriate, develop or revise the intervention plan. When appropriate, the principal shall request Command assistance to ensure that appropriate action or services are implemented to improve school attendance.

8. MONITORING STUDENT ATTENDANCE. This attendance policy 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.

- b. Students Identified as At-risk. Students who are identified by school administration or the SST as at-risk for not fulfilling the grade or course standards, shall be monitored throughout the school-year and the SST reconvened as necessary, to consider the student's unique circumstances and determine what additional educational supports are needed, such as:

- (1) Meeting with parent or sponsor.
- (2) Command assistance.
- (3) Participation in makeup class(es).
- (4) Participation in summer school course(s).
- (5) Recommendations, which may include the establishment of an attendance plan for the following school-year, by the SST.

c. Elementary and Middle School Students. The school administration shall meet with the parent or sponsor to discuss the student's educational, social and emotional development during the current school-year and develop an educational plan that may include non-routine placement, in accordance with DoDEA Regulation 2000.03 (Reference (e)). The grade level placement of students will be considered on an individual basis. Decisions will reflect the best interests of the student absences. As appropriate, the administration will meet with the parent or sponsor to discuss the student's educational progress.

9. TARDY

a. Late arrivals will be considered "tardy unexcused" unless the school receives written verification from the parent or sponsor consistent with the reasons for excused absences.

b. Students are expected to report to school each day on time and to report to all classes on time. Failure to do so constitutes tardiness.

c. Students are responsible for making up all missed work when arriving late to class.

d. Students missing less than Y2 school day will be counted present, but will be marked "tardy excused", or "tardy unexcused."

(1) Excused Tardy. Conditions that constitute an excused absence also constitute excused tardy. (See section 4.b. of this enclosure)

(2) Unexcused Tardy

(a) Tardy from school or a class without written verification from a parent or sponsor will be unexcused.

(b) Students leaving school grounds without prior written parent or sponsor permission.

(3) Excessive Tardy

(a) School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

(b) After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress.

Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

(c) As appropriate, the SST is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

10. EARLY DISMISSAL

a. All students must have written permission from a parent or sponsor before leaving school while it is in session.

b. Early dismissal will be documented based upon the time the student is dismissed from school. This will be counted as an absence from school using a quarter of the school day formula, in accordance with this Regulation. (See Enclosure 4)

11. ACCELERATED WITHDRAWAL FOR MILITARY SPONSORED REASONS

a. The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester.

(1) The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., permanent change-of-station orders).

(2) 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.

b. This provision is permitted for early withdrawal with full Carnegie credit based solely on careful consideration of the unique circumstances that military families face. It recognizes that due to military requirements, families are occasionally required to make permanent change-of station moves prior to the end of the school year, and that the school-age dependents of military sponsors should not be penalized educationally for these required moves.

(1) The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content.

(2) This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change-of-station moves.

c. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

ADMISSION REQUIREMENTS

Students must live on Fort Bragg or bring a letter from the housing office stating that parents are on a waiting list for housing on post. To enroll, parents will need to bring the following items to the guidance office:

- Immunization Records (See Immunization Requirements)
- Certified Birth Certificate
- Copy of sponsor's current orders assigning him/her to the Fort Bragg area
- Housing paperwork (lease agreement with child's name included)
- Special program information (Gifted Education, Special Education, etc.)
- Current Standardized Test Scores
- Most recent report card
- Legal custody papers as required.

AFTER SCHOOL BUS

Albritton provides two buses Monday, Tuesday and Thursday at approximately 4:05 p.m. for students who have remained after school to participate in school-related extracurricular activities. These activities are those sponsored by an adult in a school-related activity. Walking students are not eligible to ride an after-school bus.

After -school buses are not for students who miss the regular buses, or who have been suspended from the regular bus. Passes to board the after-school bus will be issued by the activity coach or sponsor or an administrator. All rules governing regular buses apply to the After School bus.

ATHLETICS

Athletic competition is an integral part of our overall academic progress. The current research shows those students who participate in school athletics or other extra-curricular programs do better academically and have fewer disciplinary problems. This year Albritton will compete in athletic competition against Cumberland County Middle Schools in the following activities:

FALL

- ❖ Football
- ❖ Soccer (Boys)
- ❖ Track (Girls)
- ❖ Volleyball (Girls)

WINTER

- ❖ Basketball (Girls and Boys teams)
- ❖ Wrestling (Boys)

SPRING

- ❖ Track (Boys)
- ❖ Baseball (Boys)
- ❖ Softball (Girls)
- ❖ Soccer (Girls)

Please note that middle schools are allowed to charge entry to athletic events. There may be a small fee for spectators.

RULES AND REGULATIONS GOVERNING PARTICIPATION IN ATHLETICS

The following are general requirements for student participation in athletic activities:

- **MEDICAL EXAMINATIONS** – Each student must receive and have on file a physical before he/she will be allowed to begin practice for participation in inter-scholastic athletic contests. Physicals may be conducted by physician, physicians' assistant, nurse, or nurse practitioner.
- **SCHOLASTIC REQUIREMENTS** – A student must have passed a minimum of 5 out of 7 courses during the last semester to be eligible for athletic participation at any time during the succeeding semester. (Cumberland County Schools Middle Schools Athletic Handbook)

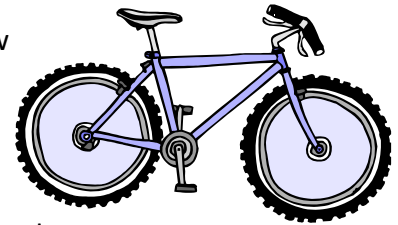
- **BIRTH CERTIFICATES** – A copy of each athlete’s birth certificate must be presented to the head coach of each sport.
- **AGE OF PLAYER** – A student may participate in athletic contests at Albritton during a school year if he/she will not be 15 years of age on or before October 16th of said year.
- **CONDUCT** – Drinking, smoking, possession or use of drugs will not be tolerated.
- **DISCIPLINARY ACTION** – Any athlete who is on suspension or in-school suspension may not attend any practice or play in an athletic contest or attend as a spectator.
- **ACADEMIC ELIGIBILITY** – The student athlete must pass at least five courses each semester in order to maintain athletic eligibility.
- **ATTENDANCE** – Student must be in attendance a minimum of 85% of school hours during the semester to be eligible.

BICYCLES

Students may ride bicycles to school. Students are expected to follow all safety rules and take the recommended routes to school.

Bicycles should be placed and secured in the bicycle racks with an appropriate lock and may not be ridden on school grounds.

Students must walk bikes across the bridge. Skateboards, roller blades, and scooters are not allowed at school. Students who ride bicycles are required to wear safety helmets. Albritton is not responsible for damage to bicycles or theft. (Fort Bragg Regulation 385-10)



Cell Phone Policy

Albritton Middle School recognizes that parents expect their children to remain in communication with them after school hours. While we recognize that cell phones can be valuable tools for families, students may not access their cell phones during the school day. The following procedures will be utilized to guide cell phone usage.

1. If a student’s cell phone rings during the school day or if the student uses the cell phone during the school day, the teacher will direct the student to the office.
2. At the office, the administration will confiscate the cell phone. All cell phones will be locked in the principal’s office. A log will be maintained with date and time of cell phone misuse.
 - a. For the first offense, students will receive a warning. The student may return to the office at the end of the school day and sign for receipt of the cell phone. The parent will be notified of the offense.
 - b. For the second offense, the student will receive a detention. The parent will be notified to pick up the cell phone. Parents will sign the log to indicate receipt of the cell phone.

- c. After the second offense, students will be subject to suspension.
3. Albritton Middle School will not be responsible for any electronic device brought to school. Losses/theft should be reported to the military police for investigation.
4. Parents may not contact their students by cell phone during the school day. For emergencies, parents will call the office; office staff will contact students immediately.

These electronic items are not allowed at school:

MP3 players or any music devices

Electronic game or entertainment media devices

iPads or other similar tablet computers.

Students who bring e-readers to school are held solely responsible for their security.

Check Out

Parents may not check out students after 2:40 p.m. On Wednesday, the latest check-out time is 1:50 p.m.

CHILD ABUSE

Child Abuse/Neglect

The Department of Defense Educational Activity (DoDEA) which provides administrative services and support to the Domestic Dependent Elementary and Secondary Schools (DDESS) has mandated that any and all school personnel report suspected child abuse and neglect (DoDEA Regulation 2050.9).

The regulation (2050.9) defines child abuse/neglect as the following:

- Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened.
 - For further clarification outside of the DoDEA regulation, "negligent treatment" means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so as to seriously endanger the physical health of the child (42 USC Sec. 13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.
- The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person.
- A "child" is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term "child" means a natural child, adopted child, stepchild, foster child, or ward.
- The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facility (MTF) is authorized.

Our primary responsibility and concern must be for the safety and welfare of the child. The national mandate to prevent child abuse is so strong that school officials can be charged if they fail to report a suspected case of child abuse. Therefore, any and all suspected cases of child abuse/neglect are to be reported to the appropriate authorities.

Our ethical and mandated responsibilities in the DDESS system require all staff members to report suspected cases to the appropriate school administrator and to the base or post Family Advocacy Program* (FAP). The FAP management team, composed of the military installation's medical, legal, law enforcement and social work staff, is responsible for determining if child abuse/neglect has occurred and provide appropriate services for the child and family.

*Individual military branches and/or installations may have additional reporting requirements, processes, or procedures. These additional responsibilities **do not** however, relieve a DDESS employee from their duty to report suspected abuse to their appropriate school administrator and their FAP.

CHILD FIND

“Child-Find” is the ongoing process used by Department of Defense Schools and the military department to seek and identify individuals (from birth to 21 years of age) who show indications that they might be in need of special education and related services.

The P.O.C. is the Child Study Committee chairperson at the Albritton Middle School for students in grades 6-8.

CANCELLATION OF SCHOOL

In the event it is necessary to close school or dismiss early because of weather conditions, announcements will be made over command channel 7 and local television and radio stations including WTVD (ABC Ch 11), WFNC/WQSM, WFLB 96.5, WNCN (NBC Ch 17), UNC-TV (PBS), WKML FM 95.7, WRAL (CBS Ch 5), WRAZ (Fox 50), and NEWS 14. If weather conditions deteriorate during the day, you should be alert to a possible early dismissal. Please plan with your children so they will know the procedures they should follow in the event that school is dismissed early. It is imperative that each family has in place a plan for early school dismissal. It is not possible to allow all students to use the telephone.

DISCIPLINE

DoDEA Discipline Guidelines: For the complete guidance, please see DoDEA Regulation 2051.1, April 2008. This document is available on the DoDEA website as well the Albritton office.

There are four basic rules governing expectations for positive student behavior:

1. **Be responsible**
 - a. Follow area rules
 - b. Use appropriate language and gestures
 - c. Maintain a safe environment
 - d. Take care of yourself, each other, and the school
2. **Be respectful**
 - a. Listen to others
 - b. Be kind and caring
3. **Be a team player**
 - a. Keep a positive attitude
 - b. Contribute in a positive way

4. Be willing to learn

- a. Do your own work
- b. Complete your assignments
- c. Be prepared to learn

Students are expected to cooperate fully with teachers in maintaining a safe and orderly environment. Teachers set clear guidelines for behavioral standards and classroom procedures. Students who do not comply with expected standards may be referred to the office. Teachers facilitate team detention for students who earn three infractions. Students may be assigned administrative detention for repeated team detentions or more serious behaviors. This detention will be served as community service/school beautification such as trash pick-up, raking leaves, and maintaining flower beds. In inclement weather, students may clean desks, sweep floors, etc in the building.

Albritton uses a three-tiered approach to encourage positive behavior. In general, classroom teachers will manage student behaviors. However, after several interventions by the teachers, students will be referred for either a team intervention or a Level Two intervention (Administrative Discipline). Students who receive a second referral for Administrative Discipline will be placed on a Behavior Improvement Plan.

Immediate Administrative Discipline will be issued for the following:

- Use of profanity or vulgar language
 - Fighting
 - Possession of tobacco, alcohol, or drugs
 - Weapons, including use of everyday objects as weapons
 - Disrespect to teachers and staff
 - Bullying
- School administrators may use in-school suspension, out-of-school suspension and Saturday School as a consequence for non-compliance with behavioral standards.
 - School administrators may also contact personnel within the district superintendent's office, the School Resource Officer (SRO), the sponsor's chain of command, the garrison commander, and military police to assist the child in understanding behavioral expectations.
 - Behavioral violations are classified in three categories. Category I includes relatively minor violations usually handled at the classroom level. Category II includes repeated violations of Category I and more serious violations such as vulgarity or disrespect to school personnel. Category III includes highly serious violations that are brought before the Fort Bragg Schools Discipline Committee.

Albritton Discipline Plan

Level 1: General Classroom Management - Teachers will develop a positive classroom management plan to include parent contact and consequences that will be published to parents and posted in the classrooms.

All students will utilize the student planner to mark homework and other assignments and to track demerits. Planners should be numbered so that homeroom teachers can identify planners in case of loss or theft. Demerits will be given as follows:

Number	Definition
1	Tardy to class
2	Disruption
3	Disrespect
4	Uniform violation
5	Not prepared for class

All homeroom teachers should track the demerit that they assign to students for their own record. Weekly planner checks should be conducted during homeroom to track demerits. Students will begin each quarter with a clean slate. Demerits will not carry over to the next quarter.

Level 2: Office Referrals - Immediate office referrals should be given for the following:

1. Physical contact
 - a. Book checking
 - b. Touching, grabbing, poking, shoving
 - c. Fighting or attempted fighting
2. Continued disruption of class (after issuance of demerits)
3. Profanity or vulgar language
4. Continued disrespect or insubordination
5. Theft
6. Cheating
7. Bullying
8. Contraband material at school

Level 3: Referral to garrison command, district superintendent, or Fort Bragg Discipline Committee for violations covered in DoDEA Discipline Guidance 2051.1 April 2008.

Disciplinary Advisory Board: At the request of the appropriate Fort Bragg Schools administrator, a Disciplinary Board will convene. At the Disciplinary Board meeting, recommendations regarding punitive actions against the student, up to and including expulsion, will be forwarded to the Superintendent, Fort Bragg Schools, for final action. The student and the student's sponsor will be invited to attend the Disciplinary Advisory Board meeting.

Consequences of Conduct Violations

Student discipline may follow the progression of less severe punishment for the first infraction with increases in punishment for each subsequent offense. However, any severe disruption or offense may result in a more severe penalty based on the nature of the incident. The principal and/or teacher, consistent with the powers and authority delegated to them by the Fort Bragg Schools, have the authority to take additional administrative action or modify administrative action if, in their opinion, it is warranted by the nature of the misconduct. Individual schools may supplement the list of Group 1: Serious Offenses in their Student Handbooks, since this Behavior Policy is not meant to include **all** possible infractions. Students who do not meet the behavior expectations are subject to the following consequences or combination of these consequences (consequences may vary according to age appropriateness):

GROUP I: SERIOUS OFFENSES

Occasional Unexcused Tardiness to School and /or Class
 Minor Bus Misconduct
 General Disruption of the Orderly Educational Process

Disrespect or Use of Vulgarity or Vulgar Gestures toward other Students
Public Display of Affection
Wearing Clothes or Accessories that are Inappropriate for the Educational Setting
Unauthorized Selling of any Product for Personal Profit
Gambling
Disruptive Use of Portable Electronic Devices (e.g. - beepers, cellular phones, walkie-talkies, recorders, toys, etc.)

GROUP I: CONSEQUENCES

One or all of the following consequences may result from a Group I Offense

Verbal Reprimand/Warning
Administrator/Teacher/Student Conference
Detention - After School Hours/Saturday
Parental/Sponsor Conference
Restriction of Privileges
Probation
Suspension of Bus-riding Privileges
Parental/Sponsor Monitoring During School Day

GROUP II: MAJOR OFFENSES

Defiance Of Authority and/or The Use Of Vulgarity Or Vulgar Gestures Toward School Personnel.
Disruptive Behavior Including On The Bus, On Campus, In The Cafeteria, During School Activities and/or Events
Simple Assault and/or Threats
Misrepresentation or Forgery of a Signature and/or An Excuse
Smoking, Possession of Tobacco, Cigarettes, Cigars or other Tobacco Products on School Grounds or at School Activities.
Stealing
Cheating and/or Plagiarism
Truancy
Fighting and/or Mutual Fray
Hazing, Harassment, and/or the Malicious use of Slurs Based on Race, Gender, Religion, Ethnicity, Language Against Another Background and/or National Origin
Sexual Harassment
Lying or Participating in a Deception which may lead to an Adverse Action Against Another (false accusation)
Use or Possession of Alcoholic Beverages
Extortion
Vandalism
Possession of Paraphernalia Related to the Use of Illegal Drugs
Instigator or Accomplice to GROUP II Violation
Chronic Unexcused Tardiness to School and/or Class
Habitual Offender of any GROUP I and/or Group II Offenses

GROUP II: CONSEQUENCES One or all of the following consequences may result from a Group II Offense

Restriction of Privileges
Probation
Out-of-School Suspension 1 to 9 days
Suspension of Bus-riding Privileges

Parental/Sponsor Monitoring During School Day
 Referral to the Disciplinary Advisory Board
 Superintendent's Suspension of 10 Days or More
 Expulsion
 Juvenile Discipline and Rehabilitation Board
 Prosecution in Federal Court

GROUP III: CRIMINAL OFFENSES

Aggravated Assault and/or Assault & Battery
 Possession. and/or Concealing a Deadly Weapon
 Robbery or Burglary
 Possession, Use, and/or Distribution of Illegal Substances Or Drugs
 Sex Violations
 Aggravated Vandalism
 Willful Detonation of a Fire Alarm Without a Just Cause and/or Calling a False Report of an Event that could Affect the Health, Safety, or Welfare of Students, Employees, or Visitors to the School. (i.e. Bomb Threat)
 Possession and/or Concealing A Detonation Of Any Device- Which May Result In Bodily Harm
 Arson
 Instigator or Accomplice to any GROUP III Offense
 Habitual Offender of any GROUP II or III Offenses

E3.5. 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:

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.

Albritton Middle School Bullying Discipline Rubric						
What is Bullying Behavior?						
Name Calling	Insulting	Benign Threats	Gossiping	Making fun of	Swearing	
Mean teasing	Taunting	Annoying	Irritating	Harassing	Mocking	Exclusion
Others						Lying about
<p>*Posting any of these behaviors on the internet for others to see (social networking venues)</p> <ul style="list-style-type: none"> • Taking property (to include food) • Damaging/destroying property • Threats of emotional/physical violence, excluding behaviors • Spreading rumors • Play fighting or similar behaviors that causes bodily harm • Cyber bullying (electronically) posting on social networking sites • Hazing • Retaliation (regarding reporting occurrence of aggressive acts) 						
1 st Offense	2 nd Offense	3 rd Offense				

Teacher Level	Teacher Level	Administration Level
Parent notified	Parent/teacher/student conference	Office Referral
Mandatory bullying counseling with counselor	Administration notification (in writing)	Suspension (type of suspension and number of days will vary depending upon the nature of the offense)
Beyond 3rd Offense		
Individual Behavior Plan		
After the third time a student repeats a behavior in a year, school staff and parents design an individual behavior plan. While the specifics of the plan may vary from person to person, the expectations for behavior would be consistent with the standards for all students.		
Classes Only		
"Classes Only" means the student participates in no informal, unstructured or non-classroom group activities during the school day such as lunch, passing time in the hall, and special assemblies.		
Severe or Non-compliant		
Suspension/Expulsion		
Consequences for severe offenses and students refusing to comply will be dealt with swiftly and in accordance with guidance in DoDEA Regulation 2051.1 for suspension exceeding 10 days or expulsion. A Discipline Hearing Committee will be convened for recommended action.		
What is harassment?		
Harassment is any physical or verbal abuse of a person because of his/her age, ethnicity, gender, race, religion, sexuality, disability or any other legally protected status.		

- 1. Student Rights and Responsibilities:** Students have the right to expect an educational environment in which they may achieve their intellectual potential. As such, all students are expected to comply with school rules and regulations, and to conduct themselves in a manner that respects the rights of others. Students share the responsibility with administrators, teacher and support personnel to create an environment that is conducive to learning, and to notify school staff of any behavior that may endanger the safety or welfare of themselves or others. The disciplinary rules and procedures applicable for students are specifically set out in DoDEA Regulation 2051.1. Students who are accused of a violation of school rules will be provided due process IAW that regulation.
- 2. Consequences of Conduct Violations and Penalties:** Student discipline should be administered progressively, with less severe punishment for the first infraction and with increases in punishment for each subsequent offense. However, school personnel, consistent with the powers and authority delegated to them, have the authority to take more serious administrative action if such action is warranted by the nature of the misconduct.

3. **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 the use of written or oral reprimands or notice to parents, time out, teacher/student/parent conferences, suspension of school or extracurricular privileges, and by any other teacher intervention deemed by the teacher or school administrator to be appropriate. 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, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language, and disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. More serious disciplinary actions may be imposed 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. While grading schoolwork performance or non-performance is appropriate, grade (score) reduction as a disciplinary action is not an appropriate means of discipline.

4. **Grounds for Removal:** A Principal may remove a student from school for up to 10 school days, or recommend the long-term removal of a student (i.e. suspension in excess of 10 school days or expulsion). Disciplinary actions involving a removal from the school for more than 10 days require an opportunity for a hearing before a school disciplinary committee and a decision on the proposed disciplinary action by the District Superintendent. Specific grounds for short or long-term removal include:
 - a. Cause, threaten or attempt to cause physical injury to another person.
 - b. Possess, sell or otherwise furnish any firearm, knife, explosive, incendiary device or other dangerous weapon (1-year expulsion required for firearm).
 - c. Possess, use or distribute, or attempt such, of alcoholic beverages.
 - d. Possess or used tobacco or tobacco products.
 - e. Possess, use or distribute any illegal/controlled substance, or attempt such offenses.
 - f. Unlawfully possess, offer, arrange or negotiate to sell any drug paraphernalia.
 - g. Robbery or extortion, or attempt such offenses.
 - h. Damage or vandalism to school, U.S. Government, contractor or private property.
 - i. Steal, wrongfully appropriate (or attempting such offenses), or knowingly receiving stolen property of the school, U.S., contractor or private individual.
 - j. Commit any lewd, indecent or obscene act, or engage in profanity or vulgarity.
 - k. Disrupted school activities or otherwise defy the valid authority of school personnel engaged in the performance of their duties (includes, disorderly conduct, lying, school honor code violations, making false statements, etc.).
 - l. Failure to leave the school, school grounds or school bus when directed by school official.
 - m. Engage in gambling in any form.

- n. Fighting or otherwise engaging in conduct endangering others.
- o. Bullying, intimidating, taunting, hazing, name calling, or harassment.
- p. Unauthorized use of a portable communications device.
- q. Arson, making a bomb threat, or falsely reporting a fire or bomb threat.
- r. Forgery, cheating or plagiarism.
- s. Possession or use of fireworks or other explosive devices.
- t. Repeated or flagrant violations of attendance regulations or policies (i.e., truancy).
- u. Violate terms and conditions of the DoDEA Student Computer and Internet Access Agreement; damage or disrupt information technology; use a computer or communications device to send threatening, harassing or indecent messages, or download obscene or pornographic materials.
- v. Violate any law, rule, regulation, or policy of the military installation or school.
- w. Fail to report or otherwise be complicit in the above-described acts.

E3.5. 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:

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.**

DRESS STANDARDS

The Fort Bragg Uniform Dress Code specifies clothing appropriate for school. It is vital to familiarize yourself with the entire policy. Please paste the link below into your browser to access the complete Dress Code brochure on the Albritton website. A paper copy will be provided to parents upon registration. Students who are not in compliance with the Dress Code policy will be retained in the office until parents can bring acceptable clothing. Repeat offenders are subject to suspension.

<http://www.am.dodea.edu/bragg/albritton>

In essence, the basic school uniform is navy blue, black, or beige pants, shorts or skirts with a collared (polo style) shirt with no logos or decorations, a brown or black plain belt, and shoes with closed toe/closed heel.

Shirts

Dark blue, red, or white collared polo or dress shirt or blouse with sleeves

Tee shirts worn under shirts must also comply with color restrictions; gray PE tee shirts may be worn under collared shirts

No decorations

Must be tucked in with a brown, tan, or black belt (Belt must be plain)

Sweaters, sweatshirts, and vests that are dark blue, red, or white may be worn over a collared shirt. Zippered fleece is considered outer wear and may not be worn during the school day.

Pants, Shorts, Skirts

Black, dark blue, or tan chino style; no cargo pockets
No jeans stitching or rivets
No skinny or excessively tight clothing
Length must be modest.

Footwear

Closed toe and closed heel shoes must be worn.
Socks must be matching, solid color
Solid, plain leggings may be worn under skirts; must be black, tan, dark blue, white, gray, red

Other

No unnatural hair color or dye patterns
No facial piercings
No visible tattoos
No more than two accessories

On Mondays, Tuesdays, Thursdays, and Fridays, students must comply with the Fort Bragg Schools Dress Code Policy.

On Wednesdays, students may wear school spirit wear tee shirts purchased from the Albritton PTSO. These shirts do not have to be tucked in or worn with a belt.

When students earn a Dress Down Day, they may wear blue or black jeans/jean shorts and a tee shirt. Shirts must have sleeves and cannot make references to tobacco, drugs, alcohol, or contain sexual innuendo.

Hoodies may not be worn at school.

Cargo pockets may not be worn at school.

ACCOMMODATION – LIMITED TO THE FOLLOWING:

MEDICAL ACCOMMODATIONS: Must include valid documentation from a medical doctor that includes justification statements.

RELIGIOUS ACCOMMODATIONS: Must include valid documentation from the Installation Chaplain that includes justification statements.

PROCEDURE: For those having an off-post/base religious affiliation, they may submit their documentation (i.e., the documentation provided by their religious affiliation leader) justifying an accommodation to the Superintendent of Schools. The Superintendent will then seek a written recommendation from the installation Chaplain's Office.

Accommodations are good for the school year in which they are approved.

All accommodations requests, with required documentation, must be submitted to the Superintendent of Schools for a final decision.

The Superintendent of Fort Bragg Schools will make the final decision on accommodations.

EMERGENCY INFORMATION

We wish to remind parents that the school must maintain the correct current address (home & unit), as well as the home and duty telephone number of every sponsor while the child is enrolled in school. It is important for parents to notify the school promptly of any change in addresses and telephone numbers.

GUESTS AT SCHOOL

Students may not bring guests, other than parents or guardians, to school at any time. This includes lunchtime.

HONOR AWARDS

There are three categories of Academic Honor Lists: ALL "A" Academic Distinction, Academic Excellence and Academic Recognition. All subjects will be utilized to determine GPA –Grade Point Average.

Grade points are assigned as follows: A=4.0, B=3.0, C=2.0, D=1, E/F =0.

Academic Distinction: 4.00

Academic Excellence: 3.50 to 3.99 (No D's or F's)

Academic Recognition: 3.00 – 3.49 (No D's or F's)

Teams will honor students for Academic Recognition. A School Awards Ceremony will be held at the end of each quarter during the year to recognize academic accomplishments for Academic Excellence and Academic Distinction and other students with special achievements.

IMMUNIZATION REQUIREMENTS

All students who attend DoDEA schools must have two doses of Varicella vaccine or a reliable history of chicken pox disease. Students are also required to receive the two-shot series of Hepatitis A. Your child may also receive the Meningococcal and Tdap vaccines if over 11 years old (these are required at age 13 if not sooner). The next few charts outline the other required vaccinations according to DoDEA policy. For further information, please contact the school nurse, Ms. Roberta Harding, R.N.

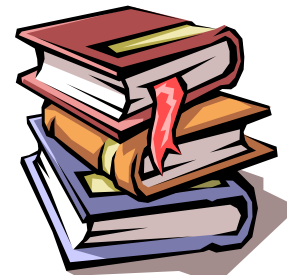
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
IMMUNIZATION REQUIREMENTS

IMMUNIZATION	Dose Number	Name of Vaccine	Date Immunized	MINIMUM DoD REQUIREMENTS *
Hepatitis B e.g., HepB, Hib-HepB, DTaP-HepB-IPV	#1			Three (3) doses. ACIP Recommendation: <ul style="list-style-type: none"> The standard schedule is 0, 1 and 6 months. The first dose is recommended shortly after birth, with the second dose administered at age 1 to 2 months. The third dose should be administered at age \geq 24 weeks. Merck's Recombivax-HB brand of HepB vaccine can be given as a 2-dose series for adolescents 11 to 15 years of age. Catch-up schedule: <ul style="list-style-type: none"> 3-dose series may be started at any age. Minimum spacing for children and teens: 4 weeks between dose 1 and dose 2, and 8 weeks between dose 2 and dose 3.
	#2			
	#3			
Haemophilus influenzae type b e.g., Hib, Hib-HepB, DtaP-Hib	#1			Two (2) to four (4) doses. ACIP Recommendation: <ul style="list-style-type: none"> Primary immunization occurs at 2m, 4m, 6m, and 12m to 15m (booster dose). For Merck's PedvaxHIB brand of Hib vaccine, 3 doses are needed (2, 4, and 12-15m). Catch-up schedule: <ul style="list-style-type: none"> If dose 1 is given at 12-14m, give a booster dose 8 weeks later. Unvaccinated children from the ages of 15m up to 5 years need only 1 dose. Hib is not routinely given to children 5 years old and older.
	#2			
	#3			
	#4			
Polio e.g., IPV, DTaP-HepB-IPV Note: Oral Polio Vaccine (OPV) counts for immunization requirements, but is no longer distributed in the U.S.	#1			Three (3) doses. At least one dose must be administered <u>after</u> the 4 th birthday. ACIP Recommendation: <ul style="list-style-type: none"> Usual schedule is a primary series of 4 doses at 2m, 4m, 6-18m, and 4-6 years of age. All doses should be separated by at least 4 weeks. If dose 3 is given after the 4th birthday, dose 4 is not needed.
	#2			
	#3			
	#4			
Meningococcal				ACIP Recommendation: <ul style="list-style-type: none"> Meningococcal vaccine (MCV4). Meningococcal conjugate vaccine (MCV4) should be given to all children at the 11-12 year old visit as well as to unvaccinated adolescents at high school entry (15 years of age). Other adolescents who wish to decrease their risk for meningococcal disease may also be vaccinated. All college freshmen living in dormitories should also be vaccinated, preferably with MCV4, although meningococcal polysaccharide vaccine (MPSV4) is an acceptable alternative. Vaccination against invasive meningococcal disease is recommended for children and adolescents aged \geq 2 years with terminal complement deficiencies or anatomic or functional asplenia and certain other high risk groups (see <i>MMWR</i> 2005;54 [RR-7]: 1-11); use MPSV4 for children aged 2-10 years and MCV4 for older children, although MPSV4 is an acceptable alternative.

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
IMMUNIZATION REQUIREMENTS

IMMUNIZATION	Dose Number	Name of Vaccine	Date Immunized	MINIMUM DoD REQUIREMENTS *
Measles, Mumps, Rubella e.g., MMR, MMRV	#1			Two (2) doses. ACIP Recommendation: <ul style="list-style-type: none"> Dose 1 is given at 12-15m of age. Dose 2 is recommended routinely at age 4-6 years, but may be administered at any visit if 4 weeks have elapsed since the first dose and both doses are administered beginning at or after age 12 months. Those who have not previously received the second dose should complete the schedule by age 11-12 years.
	#2			
PPD TB tine/monovac	Date of last test:	No Vaccination Required	Result: <input type="checkbox"/> Positive <input type="checkbox"/> Negative _____ mm induration	Tuberculosis (TB) testing recommended. Frequency determined by local medical command. If positive, date of chest X-ray: ____/____/_____ Chest X-ray Results: _____ Date isoniazid (INH) treatment started: ____/____/_____ Date INH treatment completed: ____/____/_____
Varicella e.g. Var, MMRV	#1			ACIP Recommendation: <ul style="list-style-type: none"> Immunize all children age 1 year and older, including adolescents who have not had chickenpox. Susceptible children age 1 year and older receive 1 dose. Susceptible people age 13 and older should receive two (2) doses at least 4 to 8 weeks apart. ► Immunization is NOT required in people with a history of natural disease (chickenpox).
	#2	History of naturally acquired chickenpox	Date:	
Notes * Advisory Committee on Immunization Practices (ACIP). * The fifth dose is not required if the fourth dose was given on or after the fourth birthday. * Second dose required only in susceptible people 13 years old or older. * The standard and catch-up pediatric and adolescent immunization schedules adopted by the CDC are posted at www.dcd.gov/nip/recs/child-schedule-color-print.pdf and www.cdc.gov/nip/recs/adult-schedule.pdf .				

INSTRUCTIONAL PROGRAM

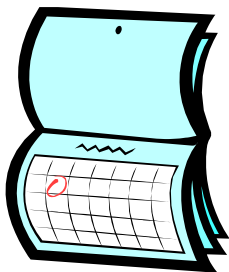


Albritton Middle School is one of the twelve DDESS schools on Fort Bragg and Pope Army Air Field. Headquarters for DDESS is located in Peachtree City, Georgia.

The school is financed primarily by appropriated funds from Congress. It is well supplied with textbooks, library books, computers and audio-visual equipment. The school is staffed with experienced teachers who are certified through DoDEA. Recent studies have shown that DDESS students score higher than the national average in most subject areas.

Albritton students participate in the DDESS standardized testing programs. Tests administered include the Terra Nova, a standardized test that measures a student's achievement in reading and language arts, math, science and social studies, and end-of-course assessments. You will receive specific information concerning testing programs prior to the specific test dates.

The instructional program at Albritton Middle School is organized so that children of varying abilities and interests can work together in groups with each engaged in tasks on individual instructional levels. Students select elective courses based on their own individual interests and aptitudes. The curriculum at all grade levels is based on national standards.



LENGTH OF SCHOOL YEAR

The maximum number of duty days for teachers is 190. Students are scheduled for 180 days of classroom instruction. Days for teacher workdays and in-service training are provided in the 190-day calendar.

LOCKS AND LOCKERS

Homeroom teachers will assign lockers for each student.

1. Students may not share lockers or use lockers not assigned to them.
2. Lockers should be kept clean at all times. If teachers discover that a student has left his/her locker in a disorganized state, full of trash, or is not properly used, a detention will be assigned to the student.
3. The school cannot be responsible for articles or books lost from lockers.
4. Breaking into a locker is considered an act of vandalism and will not be tolerated.
5. Lockers belong to the school district, and even though they are assigned to students, they may be entered and searched by school officials whenever school officials have reasonable belief that some substance or other material is contained therein which is illegal, harmful to the safety of the student, or the student body as a whole.
6. Lockers should be kept locked and combinations not shared. Locks are given to students free of charge. Lost locks are replaced for a nominal charge of \$6.00 cash only.

7. Students are encouraged to bring a lock from home to use for PE lockers. These locks must be removed when a student leaves the gym.

LOST & FOUND

A “Lost and Found” bin is located in the school office. Students should check the Lost & Found whenever anything is lost. Items such as watches, jewelry and money are turned in to the office. If glasses are found, Nurse Harding secures them for pick-up. Periodically during the school year and at the end of the school year, items that have not been claimed by the owner will be donated to charity.

LUNCH & BREAKFAST PROGRAM

A hot breakfast & lunch program is conducted in the school cafeteria. Students not eating breakfast are not allowed in the cafeteria until school begins. Parents will be provided eligibility information for free and reduced breakfast and lunch prices. Students who forget money will be allowed to get a charge slip for one day. After one charge, if a student does not have money for breakfast or lunch, an administrator will contact the child’s parent or guardian to provide the money before the scheduled lunch period. Should parents or guardians fail to provide a breakfast/lunch or money when contacted by an administrator, the appropriate authorities will be contacted in accordance with the Standard Operating Procedures for Child Abuse/Neglect, August 7, 1986. The cost of breakfast is \$1.00 and lunch is \$2.25. Reduced meal prices are 30 cents for breakfast and 40 cents for lunch. It is helpful when students have the correct change. Parents may pre-pay for school meals electronically using the link on the Fort Bragg Schools website at www.am.dodea.edu/bragg. Look for the link to www.lunchprepay.com. Parents are also able to prepay at school through the cafeteria clerk.

Students will have a choice between two entrees daily. Students may not bring sodas to drink with their lunches nor may they bring large bags of snack foods.

Parents may join their children at any time for lunch. Please check in at the office. However, sheet cakes, cupcakes, etc may not be brought to the cafeteria to celebrate a student’s birthday.

Students who wish to eat breakfast may enter the cafeteria at 7:40. Bus riders may enter at 7:50. Breakfast is over at 8:10. The cafeteria will remain open in the event a bus is late. Administrators will inform the cafeteria manager.

CAFETERIA RULES AND PROCEDURES

1. Classes should enter the lunchroom in an orderly manner according to the directions of the cafeteria monitors.
2. Teachers will bring the students to their assigned tables. Teachers may then leave.
3. Cafeteria monitors direct students to the lines.
4. Students move along the line to get silverware, napkins, lunch, and milk. Students exit the lunch line through the outside opening where they stop to pay the cashier.

5. Students will remain seated during lunch, unless a monitor gives permission to do otherwise.
6. The cafeteria monitors will direct students to take trays and trash to the disposal area, placing appropriate items into receptacles.
7. Students will wipe the tables and sweep the area if needed at the direction of the monitors. Classes will not be dismissed until the table areas are clean.
8. Students not adhering to lunchroom rules will eat at isolation tables. This is not a detention area for infraction of classroom rules or a study hall.
9. No student will be allowed to leave without a pass.
10. Students may go through the line only once.
11. Students may not return to the line to purchase ice cream or juice drinks.
12. Students who are serving silent lunch for teachers may go through the line first. Students who are only buying a beverage may then enter, followed by all remaining students.

MONEY AND VALUABLES



value.

Money and valuable items should not be brought to school. The school cannot be responsible for losses or theft of items that should not be brought to school. Please do not allow students to bring skateboards, iPods, mp3 players, Gameboys, laser pointers, videos or other such electronic devices to school, as well as jewelry with sentimental or monetary

P.T.S.O.

The Parent Student Teacher Organization at Albritton Middle School is an active organization. Parents and teachers work together on various fund-raising activities that benefit the entire school. Past fund-raisers include school pictures, the School Store, and book fairs. The money raised from these projects has been used to purchase materials, equipment, and fund special projects. We hope you will join the PTSO this year.

P.T.S.O. SCHOOL STORE

The P.T.S.O. operates a School Store. The store will be open every Tuesday and Thursday during lunch and will offer paper, pencils, pens, notebooks, physical education uniforms, and other school items at a reasonable price. School logo clothing items will also be available.

RELEASE OF STUDENTS DURING THE SCHOOL DAY

A parent must report to the guidance office to sign out a student when the student must leave before the end of the school day. No student will be released from the school to any adult other than the parent or guardian without written permission.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

The following rights are retained by students in accordance with DoDEA Regulation 2051.2:

(1) Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160 (Reference (d)), Director of Department of Defense Education Activity Memorandum (Reference (e)), DoDEA Administrative Instruction 2500.14 (Reference (f)), and DoD Instruction 1342.12 (Reference (g)), without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.

(2) Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct, consistent with References (d) – (g) and DoDEA Director Memorandum “Safe and Drug Free Schools” (Reference (h)).

(3) Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution (Reference (i)); freedom from unwarranted search and seizure under Amendment IV of Reference (i); and due process under Amendment V of Reference (i). These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

(4) Right to fair and appropriate discipline in accordance with DoDEA Regulation 2051.1 (Reference (j)).

b. 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.

c. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with Reference (j).

d. Schools allow equal access to school facilities by student sponsored noncurriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4.

e. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

DoDEA students shall, in accordance with DoDEA Regulation 2051.2:

- a. Actively participate in the educational process, to include school-sponsored activities in and outside of the classroom, as appropriate.
- b. Comply with the policies and procedures in this Administrative Instruction.
- c. Comply with the standards for student behavior outlined in school policy and procedures.
- d. Refrain from conduct or behavior that is disruptive or causes, or might reasonably be predicted to cause, disruption at school, on school-provided transportation, and at school-sponsored and school-supervised activities on or off campus. Also refrain from interfering with the education of other students or the orderly operation of the school.
- e. Respect the rights and human dignity of other students and all school employees, which includes refraining from discrimination or harassment (including sexual harassment), based on race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent; intimidation; hazing; or bullying (including cyberbullying); or retaliation.
- f. Attend school and classes regularly and punctually, except when excused.
- g. Make a conscientious effort in all classes.
- h. Participate in and take advantage of educational opportunities provided by DoDEA schools.
 - i. 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, and by complying with the directions of principals, teachers, educational assistants, and other authorized school employees when the student is properly under the authority of school employees.
- j. Properly maintain school property.
- k. Not endanger themselves, other students, school employees, or the public by possessing materials or objects that are potentially hazardous and/or prohibited by law in the United States, the military installation, or the host nation.
 - l. Dress in a manner that complies with the school's dress code policy.
- m. Bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.
- n. Accept the consequences of their actions, including discipline, in accordance with Reference (j).

SCHOOL BUS INFORMATION

Students must comply with school bus safety procedures. School bus discipline referrals will result in administrative action, which may include suspension from school bus privileges.

Generally, for the first offense an after-school detention is issued. For subsequent offenses, a three-to-five day bus suspension may be issued. Long term suspension of bus privileges will occur for serious or repeat offenses.

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply with the Behavior Standards for School Bus Students.
2. Board and exit the bus in an orderly, safe manner.
3. Present bus pass when boarding the bus and upon demand.
4. Remain seated while on the bus.
5. Talk with other passengers in a normal voice.
6. Keep all parts of the body inside the bus windows.
7. Keep aisles, steps, and empty seats free from obstruction.
8. Remain fully and properly clothed.
9. Treat the driver and fellow students with respect.
10. Promptly comply with the bus driver's or monitor's instructions.
11. Treat the bus and other private property with care.



ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

1. Fight, push, shove, or trip other passengers.
2. Use or possess unacceptable items identified in the school Code of Conduct.
3. Push while boarding or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise or play electronic equipment without earplugs.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps, or seats.
9. Engage in public displays of affection.
10. Eat, drink, or litter on the bus.
11. Use profane or abusive language or make obscene gestures.
12. Spit.
13. Harass or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat.
17. Open or try to open bus door.
18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.

SCHOOL HEALTH POLICIES

The school nurse is considered a health consultant and as such, the nurse appraises the health status of students, identifies health needs and confers with individual students and their parents regarding particular health problems.

1. Medications that are required during the school day must be administered through the nurse's office.
2. Medication **should not** be transported daily by student to/from school. The medication must be brought to school by the parent/guardian of the student **in the correct medicine bottle with current pharmacy label**. If medication is not properly labeled, it will not be given.
3. The **physician and parents** must complete and sign an Administration of Medication Request Form.
4. The school administration may designate the responsibility for security and/or administration of medication to a public school employee.
5. Non-prescription medications will not be given unless accompanied by a written doctor's order and supplied in the original container with appropriate label intact.
6. A medication log will be kept which records time and date of administration.
7. The school will assume **no legal responsibility** for students who self-medicate.

There is nothing more frustrating than trying to call the parent of a sick or injured child, only to find that all phone numbers on file are inaccurate. **PLEASE keep home, work and emergency contact phone numbers up to date.**

Children with the following symptoms should not be sent to school:

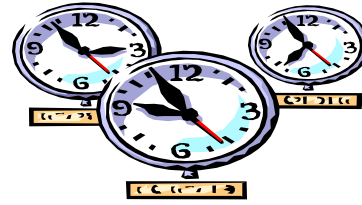
- A temperature of 100.5 degrees or over
- Vomiting
- Acute cold symptoms
- Persistent coughs
- Sore throats accompanied by fever or rash
- Red, swollen, draining eyes
- Earaches
- Toothaches
- Diarrhea

During the school year, vision and hearing screenings are done. Any time notification is sent home regarding a child's failure to pass a particular screening, the written follow-up by the health care provider should be returned for the student's school health file. If no follow-up information is received, it can only be assumed that none was done.

Please notify the school nurse should your child develop a communicable condition such as chicken pox, measles, ringworm, impetigo, etc.

SCHOOL HOURS

ENTRY BELL	7:50 a.m.
CLASSES BEGIN	8:10 a.m.
DISMISSAL	3:10 p.m.
WEDNESDAY DISMISSAL	2:20 p.m.



Students are expected to leave the school grounds immediately after school unless they are participating in a supervised school activity.

Continuous School Improvement Process

Each school year educators and parents work together at Albritton in a partnership to identify the educational needs of our students, to draft a plan (The School Improvement Plan) with identified goals and outcomes, and to refine the plan throughout the school year, based on the results of evaluation and assessment. The purpose of our School Improvement Plan is to accomplish the DDESS mission of providing our students with a world-class educational program that prepares them for success in a dynamic global economy. Specifically, our plan addresses the goals of the Albritton School Mission Statement. At Albritton, we have targeted student achievement and citizenship, staff development, parental participation, and organizational development as benchmarks. All educators are involved in the process of school improvement, serving on one of the goal committees. We need and encourage parental support of and active participation in the process of making Albritton School an even better learning environment for our students.

SCHOOL IMPROVEMENT TEAM

The Continuous School Improvement Team (CSIT) is a decision-making committee comprised of parents, teachers, students and the principal that helps guide school improvement efforts. We hope that you will volunteer to become a part of the decision-making process this year.

SPECIAL INSTRUCTIONAL PROGRAMS

LIBRARY / INFORMATION CENTER

Our Information Center represents a combination of resources that include people, materials (books, magazines, films, computer programs, videos and other AV software, equipment, facilities and services.)

We welcome all students and parents to explore the library/information center, to use it to the fullest and to build a lifelong love for books and learning. Hours are 8:00 a.m. until 3:30 p.m.

Books may be checked out for two weeks with renewal privileges. Reference materials, transparencies, and magazines and reserved materials may be checked out for overnight use from 3:30 p.m. until 4:05 a.m. Library materials may be turned in personally or through language arts teachers

No fines are charged, but lost or damaged library books must be paid for or replaced with one of comparable value and acceptable content before records are cleared.

COUNSELING SERVICES

Albritton Middle School currently has two full-time counselors. The basic counseling services are listed below but not limited to:

- Individual and group student counseling.
- Classroom guidance services.
- Consultation to faculty, parents and community agencies.
- Coordinating services to special need students
- Coordination of services from school to community agencies.
- Referrals to the counselor may be accomplished through:
 - Self-referral by an individual student
 - Referral of a student by a parent, faculty member or community agency.

The guidance counselors are available to all students. Students need a pass from their teacher in order to go to the Guidance Office. We recognize that problems occur during the school day, and we allow time for students to come to the Guidance Office to make an appointment to see a counselor.

Counselors are available to assist students with scheduling problems, personal problems, academic planning, social adjustment, referrals, and other services within the community. Parents are welcome to schedule an appointment with a counselor whenever there is a need.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) Program is available to all students who have a first language other than English and who are limited in English speaking and/or proficiency skills. The two main learning objectives for the ESL Program are:

The student will acquire necessary components of the English language for success in the regular classroom program.

The student will acquire skills to function effectively in a U.S. culture and at the same time incorporate the cultural aspects of the student's background.

LANGUAGES

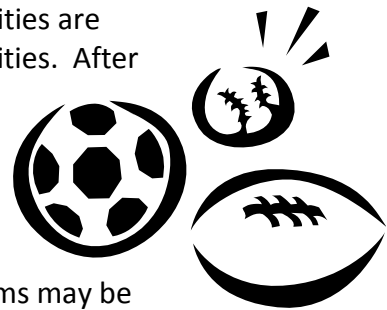
Students have the opportunity to hear and speak foreign languages in French, Mandarin Chinese, and Spanish classes. Study and appreciation of Chinese, French and Hispanic cultures are emphasized. Additionally, students learn basic grammatical constructions as they develop skills of comprehension and speaking a foreign language.

SPECIAL EDUCATION

Albritton Middle School follows Department of Defense Instruction (DODI) 1342.12 "Provision of Early Intervention and Special Education Services to Eligible Department of Defense Dependents (DoD)", 11 April 2005 http://www.dodea.edu/foia/iod/pdf/1342_12.pdf and Department of Defense Education Activity Special Education Procedural Guide, 2500.13-G, September 2005 <http://www.dodea.edu/regs/SPEDproceduralGuide.pdf> in the provision of Special Education to eligible students. If you believe that your child has a handicapping condition that is adversely affecting educational performance, contact the Albritton Middle School Case Study Committee (CSC) Chairperson, the counselor or the principal regarding your concern.

PHYSICAL EDUCATION

The physical education curriculum at Albritton Middle School provides opportunities for achievement, growth and physical development. These opportunities are provided through games, sport activities, dance, and rhythm activities. After school athletics include the following sports: football, wrestling, volleyball, basketball, softball, baseball, and track & field sports. Team tryouts will be announced throughout the year for both boys and girls.



It is very important that students dress out in PE uniforms. Uniforms may be purchased through the PTO. Uniforms consist of royal blue logo shorts and a gray logo T-shirt, tennis shoes and white socks.

Students seeking to be excused from a physical education class must bring a note from their parent or guardian. Even though a student may be excused from participating in extenuating circumstances, he/she is still expected to dress out and pay attention to the lesson. Excuses for extended periods must come from a doctor.

GIFTED EDUCATION PROGRAM

Identification Procedures

Purpose

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.

Goals

Locate and recognize students in grades 7-9 with extremely strong learning profiles in the areas of:

- Intellectual ability
- Academic achievement (general or specific)

Use multiple criteria for eligibility and specific procedures that acknowledge the variety of ways and environments in which students manifest giftedness.

The School Gifted Review Committee

A Gifted Review Committee will consist of the assistant principal, the gifted education teacher, a guidance counselor, one regular education teacher who interacts with the student concerned, and a second regular education teacher designated by the principal (the AVID program teacher). This committee is formed to facilitate the identification process. As needed, the school psychologist will be included as an ad hoc committee member. Members include those with expertise in general gifted characteristics and behaviors, and knowledge of the intellectual, academic and/or artistic areas being considered. Members generally serve for one school year and may be reappointed the following year. The chairperson of the committee will be the gifted resource teacher.

The Gifted Review Committee receives and considers referrals on a regular basis throughout the school year. Transferring students should be considered as soon as possible after the transfer. Other referrals should be considered on a quarterly basis, at a minimum.

STEPS IN THE IDENTIFICATION PROCESS

1. Referral of students for consideration by the Gifted Review Committee will be completed through:

- Screening - Available TerraNova data on students are used to find likely candidates for gifted program services. Screening never excludes a student from consideration in the identification process. Students not referred through screening may be referred through nomination.
 - Information from testing records of transferring students may indicate achievement similar to those students with high TerraNova scores. These students should also be considered.
- Nomination - Individual students are recommended by professional staff members, parents/guardians, or through self-nomination. No qualifying test scores are required for nomination.
- Transfer Records - Students whose records from schools outside of DoDEA indicate eligibility for a gifted program are recommended for immediate review.

2. **Assessment** of each referred student is completed with parent or guardian permission.
3. An **eligibility** decision for each candidate is made through a review of the student's assessment profile.
4. Determination of **gifted program** services for eligible students is the decision of the Gifted Review Committee.

Referral

The purpose of referral is to provide the Gifted Review Committee with names of students who should be assessed and considered for eligibility for gifted program services. Students are referred through the screening process, by individual recommendation of a teacher, parent, or professional staff member or self-nomination, or as the result of previous eligibility in a non-DoDEA school. If no ability or achievement scores are available for a student, the student may be referred without such data. Parent or guardian permission for further review must be received prior to assessment and committee review of a student.

Referral through Screening

The purpose of screening is to quickly locate likely candidates for consideration by the Gifted Review Committee. A student whose total score on the TerraNova achievement test or another nationally normed achievement test is at or above 97th percentile should be considered for referral. A student whose total score on the TerraNova achievement test is lower than the 97th percentile may be considered.

Referral through Nomination

The purpose of nomination is to encourage consideration of students who may appear to be potential candidates for gifted education services and were not referred through screening. Candidates may have compelling evidence from ability tests, classroom additional performance, or data. Professional staff members, parents/guardians, or students themselves may nominate candidates. Rating scales and accompanying narratives describing student's strengths are completed for nominated students.

Referral through Transfer Records

Students who have been found eligible at a DoDEA school and have been receiving gifted education services, shall be **automatically eligible** for services when transferring to another

DoDDS or DDESS school. The Gifted Review Committee should review the profiles of these DoDEA transferring students as soon as possible to recommend program services.

Students transferring into a DoDEA school from a public or private school who provide evidence of participation in a gifted program should be referred to the Gifted Review Committee as soon as possible to be considered for eligibility.

Assessment

The purpose of assessment for the gifted program is to provide the Gifted Review Committee with sufficient information to make a decision on eligibility. Assessment of referred students should incorporate the use of multiple measures. A profile of each student’s strengths is developed through the use of these measures. Folders containing information on each student's strengths are prepared for committee use.

Strategies and instruments available for use by schools are defined in Table 1. Additional data available at the school may be included in the student’s profile folder for committee review. Such information may come from teachers, parents, students, or others knowledgeable of the student’s strengths.

Table 1

Assessment Options:

- | | |
|--------------------------|-----------------------------|
| ▪ Individual IQ test | Individual achievement test |
| ▪ Group ability test | Group achievement test |
| ▪ Record of observations | Grades |
| ▪ Product/project review | Record of accomplishments |
| ▪ Rating scale | Narratives |
| ▪ Portfolio | Criterion-referenced tests |

Eligibility

The Gifted Review Committee makes a decision on eligibility for each student. Profiles of students’ strengths include data from multiple sources as indicated in Table 1. The folder prepared for each student should include all assessment data as well as other significant information. Committee members review each child's strengths. If limited data are available, the committee chairperson should collect additional information prior to this review.

No single score or matrix total should define a student's eligibility for gifted program services. Rather, the committee should look at all available data to reach a professional decision on each student.

GUIDELINES FOR DETERMINING ELIGIBILITY

Table 2 provides guidance for interpreting student assessment data. Scores or levels defined in each area represent the expectation that a student is demonstrating strength at the highest levels, equivalent to the top 3-5% of students of similar age in a particular area or areas of ability or achievement. The Gifted Review Committee should note scores or indicators of student potential and/or performance at this high level in making an eligibility decision.

The committee should recognize that a student's profile of strengths may not be evidenced in a traditional manner. Linguistic and cultural differences may mask individual student strengths. It is important that the committee members look at all available data in determining a student's eligibility.

Students found eligible should be demonstrating more than one indicator of exceptional performance or the capability of attaining high performance with the support of gifted program services.

Table 2

Guidelines for Interpreting Student Assessments

Indicators of Highly Unusual Ability/Performance:

The following guidelines have been developed to assist Gifted Review Committee members in making eligibility decisions.

Eligible students demonstrate more than one of the following indicators:

- Qualitative data (observations, anecdotal evidence, narratives, interviews) indicative of highly unusual ability or achievement
- A total battery score at or above 97th percentile on a nationally normed achievement test
- An IQ score of 130 or higher on an individual psychological (IQ test)
- A total score at or above 95th percentile on a group ability test
- An average rating scale score of 40 or higher from two or more educator raters combined with specific evidence in written narratives
- Very strong indicators of gifted behaviors as noted in parent or self ratings and narratives.

THE COMMITTEE REVIEW

An individual student's profile of strengths provides the Gifted Review Committee with data for decision making about eligibility. Information from the assessment profile as well as any other data of relevance provided to the committee should be used. No single score and no summed scores from a matrix shall be used for identification. Rather, the committee reviews the profile of student strengths and makes a professional decision about eligibility.

The Gifted Review Committee determines that the child is eligible for services, ineligible for services, or is to be monitored. Each member of the Gifted Review Committee independently reviews a student's profile. Using the available data and the indicators of highly unusual ability and/or performance, each member determines a student eligible, ineligible, or to be monitored. If all members agree, a student is eligible. If not all members indicate eligibility, the committee as a whole reviews the profile and makes a decision.

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 Section II, Guidelines and Requirements for Gifted Program Services, K-12.

Students found **ineligible** for gifted program services may benefit from general enrichment activities within the school. Their profiles of strength should be shared with classroom teachers, parents, the students themselves, and other professionals in the school. The gifted resource teacher may be able to assist the school community in recognizing and maximizing the special strengths of students found ineligible.

Students selected for **monitoring** are those whose profiles indicate strong potential but do not appear ready to participate in a gifted program. Students who are gifted and underachieving are typical candidates in this category. The gifted resource teacher and other school professionals should carefully follow each monitored student during the semester. Additional data on these students should be collected and reviewed by the Gifted Review Committee the next semester. Like those students found ineligible, students to be monitored should be given opportunities to use and enhance their talents and gifts. Students may remain in a monitored status for up to two semesters.

CONTINUING ELIGIBILITY

The progress of students receiving gifted education services is reviewed annually by the Gifted Review Committee. The review is generally completed at the end of the school year to document eligibility for the upcoming school year. When students move from elementary to middle school or from middle school to high school, their status is reviewed. Eligibility is reconsidered in relation to programmatic differences at these levels.

Information about student performance and outcomes in the program is considered in the decision to continue eligibility for the next school year. Students who do not experience success through gifted program services may be recommended for monitoring. This change in status is reviewed by semester. A student should be recommended for ineligibility after a period of monitoring equivalent to two semesters.

APPEALS

A parent or guardian of a student found ineligible for gifted program services may appeal the decision of the committee. A parent or guardian who wishes to file an appeal concerning the process for identifying a student or services provided under the auspices of the gifted program may present an appeal in writing to the school principal.

MAXIMIZING STUDENTS' STRENGTHS

Educators should use data gathered through the gifted screening and identification process to help students take advantage of school and community opportunities that match their particular strengths. Through the identification process, many students are recognized as having unusual strengths in specific areas, some of which are not directly serviced through gifted education, such as leadership, fine and performing arts, kinesthetic, spatial, interpersonal and intrapersonal skills.

Schools and communities should also recognize their responsibility to provide enriching experiences for all students. Such experiences may include before and after school activities, clubs, special events, mentorships, internships, exhibitions, performances, contests, publications and other extensions of curriculum.

Teacher's Responsibilities:

Teachers shall:

1. Become familiar with indicators of giftedness.
2. Contribute to the screening process by considering all students' potentials and by completing rating scales for students whom they recommend.
3. Refer individual students to the Gifted Review Committee as appropriate.
4. Provide evidence of student strengths for committee use.

NATIONAL JUNIOR HONOR SOCIETY

Selection Criteria for the National Junior Honor Society at Albritton School

For many students, selection to the National Junior Honor Society is the pinnacle of their achievements in school. Selection is a privilege, not a right, not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. NJHS is more than just an honor roll. The components of the selection process in addition to academic performance; leadership, service, citizenship and character will be carefully considered by the Faculty Council as they select each year's new members.

The Faculty Council of the Nellie McCoy Chapter of the NJHS at Albritton School will first identify students with the prerequisite GPA. The minimum grade average allowable at Albritton is 95 percent. After identification of the students eligible in the area of scholarship, the Faculty Council will consider the areas of leadership, citizenship, service and character. The first step in this process is a review of discipline records. Any student who has been suspended from school (in or out of school suspension) due to disrespectful behavior, abusive behavior to peers (including but not limited to fighting) or cheating will not be considered for selection.

Additionally, the Faculty Council will utilize "Student Activity Information" forms and "Faculty Evaluation" forms to determine selection. These forms are not "applications" for membership. They are used to determine and/or support the student's candidacy by providing the Faculty Council relevant information to assist in the selection process. Each teacher of a student identified as eligible after reviewing scholarship and discipline records will be provided Faculty Evaluation Forms.

Following the selection process, a formal notification of selected candidates and their parents will occur. Following this notification, a list of students selected by the Faculty Council will be provided to the Albritton staff. Students who have been asked to fill out Student Activity Information forms, but were not selected, will be notified in a timely manner and in a fashion considerate of their well-being. The NJHS Sponsor and/or the school counselor will be responsible to provide direction to these students to assist them in reaching future goals despite the existence of this particular setback.

A student or parent wishing to appeal the non-selection may secure the procedure for this process from the principal's office. Please be advised that the National Council has no authority to review or overturn the judgment of the local Faculty Council. The appeal process must be initiated at the school level. If a non-selected student or his/her parent wishes to challenge a principal's decision to consider an appeal or not, they should follow the local system complaint procedure.

This description of the NJHS selection process is intended to prepare students for and to answer questions parents and students have about the process. Please feel free to seek any further clarification needed by contacting the school principal or NJHS sponsor at Albritton. It is

our hope that all students will strive to meet the criteria for membership in this most prestigious society of students. Please review the criteria with your child and stress the importance of each of the described components.

REPORTING PUPIL PROGRESS

At Albritton, teachers use five basic methods of reporting pupil progress to parents: telephone calls, progress reports at mid-term, report cards, Aspen Gradebook, and parent/teacher conferences.

Report Cards – At the end of each nine-week period, report cards are sent home. The report contains letter grades for academic progress. The marking system is as follows:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

Report cards will be sent home on these dates:

- November 6
- February 5
- April 17
- June 21, 2013 (mailed home)

Mid-term progress reports will be sent home for those students whose progress is unsatisfactory, generally those making D's & F's, or any student who has shown a significant decrease.

Another method of reporting is parent/teacher conferences. Conferences will be held November 9 and April 26. Please feel free to schedule additional conferences as the need arises.

STUDENT RESPONSIBILITIES

WE EXPECT ALL ALBRITTON STUDENTS TO:

- Remain on school grounds unless permission to leave is granted by the administration.
- Use the facility and all materials, books and equipment in an appropriate manner.
- Obey the rules of proper conduct while using the school buses or walking directly home from school.
- Respect school property and other people's private possessions.

- Bring to school only necessary school materials and leave unsafe or expensive items at home.
- Treat people the same way you like to be treated.
- Help keep school and campus free from litter.
- Assume responsibility for their academic performance.

STUDY TRIPS

Study trips at Albritton Middle School serve an important function. They supplement and enrich the curriculum for students. Permission slips for participation in study trips are sent home by the teacher and must be signed by a parent/guardian and returned to the school. Failure to return the signed permission slip will mean that the child will be unable to go on the trip with the class.

Adult chaperones must complete Anti-terrorism Level 1 training. The training link is available on the Fort Bragg Schools website: www/am.dodea.edu/bragg

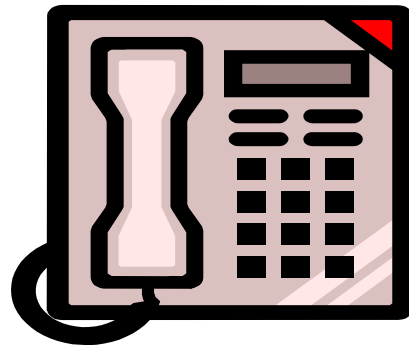
If you agree to chaperone a class on a study trip, please make arrangements for other children in the family to be cared for outside the school. Preschool children or brother/sisters from other classrooms will not be allowed to accompany you on the study trips.

If a student develops a history of behavior problems, parents may be specifically requested to chaperone a study trip. If a parent is unavailable, alternate activities may be planned for the student to remain at school.

TELEPHONE SERVICES

Students are not to use the telephone without permission from the teacher or other school officials. The use of school telephones by students is primarily reserved for **EMERGENCY** situations, and this should be emphasized at home.

Students may not use their personal cell phones to contact parents during school hours unless directed by staff.



Please keep your requests for us to deliver telephone messages to your children to an **ABSOLUTE MIMINUM**. This type of request forces us to interrupt classes and places us in a very awkward position.

We really need your full cooperation in this area.

TEXTBOOKS

Textbooks are issued free to students, who must accept responsibility for their care and return to the school. The students must pay for lost or heavily damaged books. The excuse that a book was stolen from a locker cannot be accepted by the school as a reason for not paying for a missing book.

Students will keep books with them or in lockers. Books left unattended will be taken to Lost and Found. The student may claim the book that day without penalty.

THINGS THAT SHOULD NOT BE BROUGHT TO SCHOOL

The following items are items that generally cause injury or create annoying situations for staff and other students. We appreciate the support of parents in assisting the school staff to prevent the following items from being brought to school.

- | | |
|---|---|
| 1. Radios, iPods, mp3 players, CD players, Gameboys** | 10. Valuable items** |
| 2. Toys or other novelty items | 11. Large sums of money** |
| 3. Knives (real or toy)* | 12. Cameras** |
| 4. Guns (any variety)* | 13. Cards |
| 5. Caps and poppers* | 14. Gum - Candy |
| 6. Skate boards** | 15. Razor blades* |
| 7. Darts* | 16. Roller blades** |
| 8. Beepers, cellular phones, or like electronic devices** | 17. Tobacco products: Cigarettes, cigars, matches and /or lighters* |
| 9. Animals | 18. Any drugs/medications* |

* These items are subject to the Fort Bragg Schools Discipline Policy and DoDEA Regulation 2051.1 and through such, can result in long-term suspension and expulsion at the direction of the Fort Bragg Schools Discipline Committee and the Superintendent.

** The school is not responsible for any item of value that is brought to school by a student. If students bring these items to class, the teacher is directed to take the item and bring it to the school administration to secure it. When children bring any of these items to school, the school administration will hold the item until a parent/guardian comes for it.

We **cannot** accept deliveries of food, flowers and/or balloons to your child at school. Please do not have flowers and/or balloons delivered to your child at school. The classroom, hallways and especially the buses are not suitable locations for these items.

VISITORS

All visitors to the school are to report to the office to sign in. A picture ID must be presented and exchanged for a visitor's badge in the main office.

No visitors should go to any classroom for any reason without first clearing with the office.

Parents are always welcome to visit our classrooms in action or to talk to our teachers about their children. However, all visitations of this nature should be cleared with the classroom teacher a day or so in advance. Unscheduled arrivals by parents may needlessly interrupt a lesson or an examination. Parent/Teacher Conferences will be scheduled after the school day has ended. Parents should not interrupt classes to speak with teachers.

Parents may feel free to meet with the principal at any time without an appointment.

However, making an appointment ahead of time ensures that the principal will be available to meet with you.

WITHDRAWAL

Students about to withdraw from school should present to the office written notification from their parents/guardians of the intent to withdraw. **This should be done at least one week prior to the date of withdrawal.**

Steps students should take at withdrawal time:

- Written notification from parents taken to Guidance Office.
- Inform teachers of withdrawal date.
- On withdrawal date, obtain Withdrawal Form from Guidance Office.
- For clearance, take form to each teacher. This includes media specialist, nurse, activity sponsors, cafeteria, and Assistant Principal for lockers.
- At the end of the day, the student gives the form to the Guidance Office staff.
- The school retains original records until requested by receiving school.