

sami  
science and math institute

## MENTOR-MENTEE & FAMILY HANDBOOK

Main Office: 253-57100  
Main Fax: 253-571-2310  
School Hours: 8am – 3:30 pm  
[www.tsami.org](http://www.tsami.org)

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# SAMi The Science and Math Institute

## Vision & Mission Statement

Located at Point Defiance Park in Tacoma, SAMI believes all students have the right to high quality educational experiences that develop their unique needs and passions.

The mission of the Science and Math Institute is to partner with community resources to change public education, emphasizing creativity and utilizing a fully inclusive model that educates the whole student through our core values of community, empathy, thinking and balance.



## School Initiatives

- **Thinking:** Engage in a rigorous course load and high-quality projects through full participation in classes, mentor groups and extra-curricular activities.
- **Empathy:** Work with entire SAMI community to be helpful and understanding through BRIDGE and service learning.
- **Balance:** Experience cross-curricular and project-based classes and internships.
- **Community:** Utilize community and natural resources as part of learning and service.

## About Us

Beyond the science-math focus, three things set this school apart. First, the school is small in size; about 500 students make up the SAMI population. Second, the school is built on community partnerships with established parks organizations. And finally, the faculty and staff collaborate with neighborhood organizations, experts in science fields, and the Point Defiance Zoo to create project-based coursework with real-life applications. SAMI staff members are dedicated to the vision and work collaboratively to see it fulfilled. To encourage collaboration, staff members share students, planning times and desk areas. Classrooms are not assigned to specific teachers, only class sections to instructional spaces. Instructional spaces include the portables, as well as areas around Point Defiance, such as the Pagoda, Fort Nisqually, the picnic shelters, and the PDZA. SAMI instructors share all instructional spaces. Instructors collaborate with local organizations to create engaging curriculum for students that meet state learning expectations and utilize the resources of the area. Strong-emphasis is placed on project-based learning and curriculum-development. SAMI works in partnership with the Tacoma School of the Arts (SOTA) and IDEA. Through partnerships, SAMI students, families and staff collaborate, and benefit from shared programming and resources. To accomplish our goals, staff work extended days and participate in weekly professional development. All SAMI teachers teach three to four 90-minute periods per day Monday through Thursday, and extended classes on Fridays. SAMI's schedule is considered a 9-period A/B/C block, with A days Monday/Thursday B days Tuesday/Friday and C days Wednesday. January and June are a dedicated workshops called Mini-term and Micro-term respectively separate from the fall and spring semesters or regular terms, where teachers design and implement two integrated project-based classes. SAMI is built around the ideals of community, empathy, thinking, and balance. All school activities focus on the school tenets. These are established at the all-school retreat, facilitated and planned by staff.

# SCIENCE AND MATH INSTITUTE

## Regular Bell Schedule

### DAILY SCHEDULE

Period – M/Th and T/F	Times
1 <sup>st</sup> and 5 <sup>th</sup>	8 – 9:30
2 <sup>nd</sup> and 6 <sup>th</sup>	9:45 - 11:15
Lunch and Office Hours	11:15 – 12:15
3 <sup>rd</sup> and 7 <sup>th</sup>	12:15 – 1:45
4 <sup>th</sup> and 8 <sup>th</sup>	2– 3:30

### Wednesday Late Start

Course	Times
Mentor Group	10 - 12
Lunch	12 - 1
A&A workshop	1 - 3:30

### Mini-Term (January) and Micro-term (June) Bell Schedule

Time	Monday – Thursday	Wednesday
8:50 – 11:15	Mini-term or Micro-term	Late start 10:00 – 12:00 class
11:15 – 12:00	Lunch	Lunch 12:00 – 1:00
12:05 – 3:20	Mini-term or Micro-term	Class resumes 1:00 – 3:30

*During Mini-term and Micro-term meals and buses run at the **same time** as regular term.*

*Updates to the bell schedule will be posted at This Week @ SAMi at [www.tsami.org](http://www.tsami.org)*

**COVID HEALTH AND SAFETY** We understand that parents may have questions about how we are working to keep children safe in school during the pandemic. Our district continues to follow state and local guidance, and each school also has a COVID supervisor to ensure health and safety protocols are followed. Each school also has its own COVID safety plan to address any unique building needs. At SAMI Joni Hall is our COVID Supervisor. If you have questions about our school Covid safety plan, please contact either one of us. We are happy to talk with you.

**Volunteers** - We are ready and pleased welcome volunteers welcome back in schools. As always, volunteers must participate in a screening and background check. They must also follow all health and safety guidelines, including wearing a mask and social distancing. And this year, volunteers must be fully vaccinated against COVID-19 and show proof of that vaccination. The new vaccine requirement includes two potential exemptions - a qualifying medical exemption or sincerely held religious exemption. If you're seeking an exemption to volunteer, please see how to do that at Tacoma Schools Dot Org or in the district's Sunday newsletter coming to your email.

**Transportation** District Transportation Department publishes a Parent/Guardian Guide to Basic Education Student School Bus Service for the Parent/Guardian of all bus-riding students. This publication is given to the students by their bus driver to take home to parents on the first day of school. Parents/Guardians are required to read and review these procedures with their students. This information is also available in the Transportation section of our District website.

**Yellow School Bus Schedule** All bus stop times are subject to change. Please check [www.tsami.org](http://www.tsami.org) for the most updated Yellow Shuttle on This Week @ SAMI. See sample schedule to the right and for updated shuttle route information, go to [tsami.org](http://tsami.org). For other transportation information, call First Student at 253 272 7750. For information pertaining to students who ride special needs buses, please call (253) 571-1855. If you have special needs bus concerns after regular hours, you may leave a message at (253) 571-1906.

**Pierce Transit** - Students utilizing Pierce Transit should visit <http://www.piercetransit.org> to determine the best routes to SAMI. Students are given ORCA cards at the All-School retreat in August.

SAMI Shuttles throughout the park are available for students to get from Camp Six to the Pagoda in a timely manner and from SAMI to Downtown and back again at lunchtime. Students earn a Park Walk credit by walking from Camp Six/Ft. **Students who drive should park at Camp Six and walk or use the shuttles.** Our relationship with Pt. Defiance depends on this as parking is a critical issue with MetroParks. Nisqually to the Environmental Learning Center and back. If a student has a medical need, please see administration with a doctor's note to get a pass for the shuttle system. Contact the main office to set up an appointment to go over a transportation plan.

### **Bus Conduct**

Riding the bus is a privilege, not a right. Proper behavior is expected on all buses at all times. Any student abusing the privilege of riding the bus could have his/her riding privileges revoked. (6605R) Students, as well as parents/guardians, will be notified of misconduct in the form of a "School Bus Incident Warning" from the First Student Services. This will serve as a warning. Further misconduct will result in the suspension of bus riding privileges. The term of the suspension will depend on the frequency and severity of the incident. If you have questions regarding this procedure, please contact the Durham Services Discipline Officer at (253) 475-0334.

**Pierce Transit Bus Pass** – each student receives a Pierce Transit Orca card and we have supplemental bus shuttles and updates to the schedule will be posted on This Week @ SAMi from [www.tsami.org](http://www.tsami.org) (use pull down menu from Resources tab)

Calendars can be found at [www.tsami.org](http://www.tsami.org) under "calendars" from the main page

**SEPTEMBER 21**

S	M	T	W	Th	F	S
		N	N	R	R	4
5	H	N	SS	9	10	11
12	13	14	LS	16	17	18
19	20	21	LS	23	24	25
26	27	28	LS	30		

2<sup>nd</sup> – 3<sup>rd</sup> All School Retreat  
 6<sup>th</sup> Labor Day Holiday  
 7<sup>th</sup> Teacher Workshop Day (no school)  
 8<sup>th</sup> First Student Day – regular start time  
 15<sup>th</sup> Late Starts Begin  
 19 student days

**OCTOBER 21**

S	M	T	W	Th	F	S
					1	2
3	4	5	LS	7	N	9
10	11	12	LS	E	E	16
17	18	19	LS	21	22	23
24	25	26	LS	28	29	30
31						

6<sup>th</sup> Teacher Workshop Day (no school)  
 14<sup>th</sup>-15<sup>th</sup> All Grades Conferences Early Release  
 20 student days

**NOVEMBER 21**

S	M	T	W	Th	F	S
	1	2	N	4	5	6
7	8	9	LS	H	12	13
14	15	16	LS	18	19	20
21	N	N	N	H	H	27
28	29	30				

3<sup>rd</sup> Teacher Workshop Day (no school)  
 11<sup>th</sup> Veterans' Day Holiday  
 22<sup>nd</sup> – 26<sup>th</sup> Thanksgiving Break  
 15 student days

**DECEMBER 21**

S	M	T	W	Th	F	S
			LS	2	3	4
5	6	7	LS	9	10	11
12	13	14	LS	16	17	18
19	N	N	N	H	H	25
26	N	N	N	H	H	

17<sup>th</sup> First Semester classes end  
 Dec 20 – Dec 31 Winter Break/ No school  
 13 student days

**JANUARY 22**

S	M	T	W	Th	F	S
						1
2	3	4	LS	6	7	8
9	10	11	LS	13	14	15
16	H	18	LS	20	21	22
23	24	25	LS	27	28	29
30	31					

1<sup>st</sup> New Year's Day  
 3<sup>rd</sup> Mini-Term Begins  
 17<sup>th</sup> Martin Luther King Jr. Day  
 20 student days

**FEBRUARY 22**

S	M	T	W	Th	F	S
		1	N	N	N	5
6	7	8	LS	10	11	12
13	14	15	LS	N	S	19
20	H	22	LS	24	25	26
27	28					

2<sup>nd</sup> – 4<sup>th</sup> No school  
 7<sup>th</sup> 2<sup>nd</sup> semester begins  
 17<sup>th</sup> Teacher Workshop Day (no school)  
 18<sup>th</sup> Snow make-up day  
 21<sup>st</sup> Presidents' Day Holiday  
 14 student days

**MARCH 22**

S	M	T	W	Th	F	S
		1	LS	3	4	5
6	7	8	LS	10	11	12
13	14	15	LS	E	E	19
20	21	22	LS	24	25	26
27	N	N	N	N		

17<sup>th</sup> – 18<sup>th</sup> All Grades Conferences Early Release  
 28<sup>th</sup> – April 1<sup>st</sup> Spring Break  
 19 student days

**APRIL 22**

S	M	T	W	Th	F	S
					N	2
3	N	N	N	N	N	9
10	11	12	LS	14	15	16
17	18	19	LS	21	22	23
24	25	26	N	28	29	30

1<sup>st</sup> – 8<sup>th</sup> Spring Break  
 27<sup>th</sup> Teacher Workshop Day (no school)  
 14 student days

**MAY 22**

S	M	T	W	Th	F	S
1	2	3	LS	5	6	7
8	9	10	LS	12	13	14
15	16	17	LS	19	20	21
22	23	24	LS	26	S	28
29	H	31				

27<sup>th</sup> Snow make-up day  
 30<sup>th</sup> Memorial Day Holiday  
 20 student days

**JUNE 22**

S	M	T	W	Th	F	S
			LS	2	3	4
5	6	7	LS	9	10	11
12	13	14	E	S	S	18
19	20	21	22	23	24	25
26	27	28	29	30		

8<sup>th</sup> Graduation (tentative)  
 9<sup>th</sup> – 15<sup>th</sup> MicroTerm  
 15<sup>th</sup> Last Day of School/Early Release  
 16<sup>th</sup>, 17<sup>th</sup> Snow make-up days  
 11 student days

## Staff Directory

Staff Name	253 571 xxxx	Team	District Email
Askew, Rachel		Student Services adjunct	<a href="mailto:raskew1@tacoma.k12.wa.us">raskew1@tacoma.k12.wa.us</a>
Beard, Alexis	2332	Math & Physical Science	<a href="mailto:abeard1@tacoma.k12.wa.us">abeard1@tacoma.k12.wa.us</a>
Bird, Becky	5333	SLP (Speech Language Pathologist)	<a href="mailto:rbird1@tacoma.k12.wa.us">rbird1@tacoma.k12.wa.us</a>
Branen, Arick	2387	Psychologist	<a href="mailto:abranen@tacoma.k12.wa.us">abranen@tacoma.k12.wa.us</a>
Brown, Chelsea	2336	Life Science	<a href="mailto:cbrown10@tacoma.k12.wa.us">cbrown10@tacoma.k12.wa.us</a>
Caswell, Sarah	2317	Student Services (SpEd)	<a href="mailto:scaswel1@tacoma.k12.wa.us">scaswel1@tacoma.k12.wa.us</a>
Charbonnel-Mackley, Kayo	2348	Spanish	<a href="mailto:kcharbo1@tacoma.k12.wa.us">kcharbo1@tacoma.k12.wa.us</a>
DeWine, Mary	2326	Social Studies	<a href="mailto:mdewine@tacoma.k12.wa.us">mdewine@tacoma.k12.wa.us</a>
Driscoll, Caiti	2329	Life Science	<a href="mailto:cdrisco@tacoma.k12.wa.us">cdrisco@tacoma.k12.wa.us</a>
Dumont, Jodi	2352	Student Services/Social Work	<a href="mailto:jdumont@tacoma.k12.wa.us">jdumont@tacoma.k12.wa.us</a>
Ells, Joyce	2328	Health Services/Nurse	<a href="mailto:jells@tacoma.k12.wa.us">jells@tacoma.k12.wa.us</a>
Falk, Autumn	2323	Office Coordinator	<a href="mailto:afalk@tacoma.k12.wa.us">afalk@tacoma.k12.wa.us</a>
Farewell, Sandy	2309	Student Services, CTE	<a href="mailto:sfarewe@tacoma.k12.wa.us">sfarewe@tacoma.k12.wa.us</a>
Felix, Rob	2349	Mathematics	<a href="mailto:rfelix@tacoma.k12.wa.us">rfelix@tacoma.k12.wa.us</a>
Flynn, Stacey	2312	Student Services (SpEd)	<a href="mailto:sflynn@tacoma.k12.wa.us">sflynn@tacoma.k12.wa.us</a>
Folsom-Hill, Alexa	2388	Next Move Internships	<a href="mailto:afolsom@tacoma.k12.wa.us">afolsom@tacoma.k12.wa.us</a>
Gilson, Heather		Visual Art	
Hall, Joni	2308	Co-Director	<a href="mailto:jhall@tacoma.k12.wa.us">jhall@tacoma.k12.wa.us</a>
Hampton, Carrie	2300/2315/2398	Student Services - Attendance/Guidance	<a href="mailto:champto@tacoma.k12.wa.us">champto@tacoma.k12.wa.us</a>
Hannah Pratt	2346	Spanish	<a href="mailto:hpratt@tacoma.k12.wa.us">hpratt@tacoma.k12.wa.us</a>
Hardagree, Dr. Austin	2341	Life Science adjunct	<a href="mailto:ahardeq@tacoma.k12.wa.us">ahardeq@tacoma.k12.wa.us</a>
Hart, Robert	2390	Custodial	<a href="mailto:rhart@tacoma.k12.wa.us">rhart@tacoma.k12.wa.us</a>
Hashagen, Troy	2327	Math & Physical Science	<a href="mailto:thashag@tacoma.k12.wa.us">thashag@tacoma.k12.wa.us</a>
Jawer, Shelby	2330	English	<a href="mailto:sjawer@tacoma.k12.wa.us">sjawer@tacoma.k12.wa.us</a>
Jost, Maria	2337	Life Science	<a href="mailto:mjost@tacoma.k12.wa.us">mjost@tacoma.k12.wa.us</a>
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Lacombe, Allie	2333	English	<a href="mailto:alacomb@tacoma.k12.wa.us">alacomb@tacoma.k12.wa.us</a>
Le, Tran	2339	Math & Physical Science	<a href="mailto:tle2@tacoma.k12.wa.us">tle2@tacoma.k12.wa.us</a>
Levinson, Harris		Spanish	
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Matthews, Dustin	2335	Life Science	<a href="mailto:dmatthe@tacoma.k12.wa.us">dmatthe@tacoma.k12.wa.us</a>

McKee-Johnson, Pr. Jenna	2341	Life Science adjunct	
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Minks, Liz	2313/2370 (ELC)	Co-Director	<a href="mailto:lminks@tacoma.k12.wa.us">lminks@tacoma.k12.wa.us</a>
Nettles, Trenton	(253) 307-7554	Security	<a href="mailto:tnettle@tacoma.k12.wa.us">tnettle@tacoma.k12.wa.us</a>
Olson, Joseph	2338	Social Studies	<a href="mailto:jolson1@tacoma.k12.wa.us">jolson1@tacoma.k12.wa.us</a>
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Payne, David	2390	Chief Custodian	<a href="mailto:dpayne@tacoma.k12.wa.us">dpayne@tacoma.k12.wa.us</a>
Perkins, Jerry	--	Transportation - Bus Driver First Student	<a href="mailto:gePerk87@comcast.net">gePerk87@comcast.net</a>
Ramona Murray-Phillips	7913	SOTA Office Coordinator	<a href="mailto:rmurray@tacoma.k12.wa.us">rmurray@tacoma.k12.wa.us</a>
Schmitt, Lindley	2343	Math & Physical Science	<a href="mailto:lschmit@tacoma.k12.wa.us">lschmit@tacoma.k12.wa.us</a>
Shutler, Melinda	--	PDZA Liaison	<a href="mailto:mshutle@tacoma.k12.wa.us">mshutle@tacoma.k12.wa.us</a>
Skaggs, Stephanie	2334	English	<a href="mailto:sskaggs@tacoma.k12.wa.us">sskaggs@tacoma.k12.wa.us</a>
Tyndall, Shawn	5673 (Truman Kitchen)	Nutrition Services	<a href="mailto:styndall65@yahoo.com">styndall65@yahoo.com</a>
Vick, Colleen (BRC 235)	2555	iDEA Office Coordinator	<a href="mailto:cvick@tacoma.k12.wa.us">cvick@tacoma.k12.wa.us</a>
White, Duncan	2322	Social Studies	<a href="mailto:dwhite@tacoma.k12.wa.us">dwhite@tacoma.k12.wa.us</a>

## School Services

**Main Office and ELC Front Desk** All visitors/guests are required to sign in at the main office in Portable H or the ELC front desk. Ms. Toy in the Main Office at the Environmental Learning Center can be reached at 253 571 2323, Ms. Falk and Ms. Hampton) can be reached at 253 571 2398.

The Main Office greets staff, students and guests and provides information for visitors about our school. It is the goal of the Main Office to handle clerical tasks for administrators, staff and students. Any concerns about the facilities or school grounds should be brought to the attention of the Main Office. Services provided by the Main Office include:

- Receiving payment of any type (fines, fees, ASB, yearbooks, etc.)-
- Attendance-
- Building use requests –
- Volunteer coordination & Visitor Check-in – Por
- Dance permission forms

**Attendance** *Attendance is the single-most important factor in determining academic achievement. Please schedule appointments and family vacations outside of the school day.*

When a student is absent:

- The parent/guardian telephones the Attendance Office (571-2300) use the menu option for the



Attendance Line prior to the absence or fills out our Parent and Guardian Request for Absence Form (from [www.tsami.org](http://www.tsami.org))

- The student brings a note from a parent/guardian to the Main Office following an absence. The note must include the student's first and last name, the date(s) of the absence, and the reason for the absence and a signature from the parent or guardian.

An absence will be considered unexcused if the parent/guardian does not excuse the absence within two (2) days following the student's return to school. The BECCA process will be followed for unexcused absences.

### Early Dismissals

- If a student must leave school during the day for **any** reason (medical, dental, disciplinary), a dismissal slip must be obtained from the Attendance Office.
- A written request with signature of parent or guardian for dismissal, to include both the time and reason for dismissal, is to be presented to the Attendance Secretary before school on the day of the early dismissal.
- If a student becomes ill during the day, an early dismissal slip will be issued by the nurse or the office after contact with the parent/guardian has been made and authorization has been given for the student to leave school early.
- Parents or guardians must provide valid identification prior to the release of a student.

### Late Arrivals

- If a student arrives less than 10 minutes late for his/her first class of the day, the student will report directly to class. Students must comply with each teacher's policy for tardiness.
- If a student arrives to school more than 10 minutes late for his/her first class, the student will be marked absent and Parent/Guardian should provide a note, with the estimated time of arrival and a valid reason for the late arrival, to submit to the Attendance Secretary for the absence to be excused. The attendance secretary will update the attendance if there is an excused tardy to class. Staff are asked to take attendance only once during the period so that they can focus on instruction. Students and families are asked to manage attendance records through the main office.
- Ask staff for a note if SAMi staff have detained you. If a student is late to class for personal reasons, it is required that the student comply with the teacher's class rules for tardiness. Passes to class are not given out by the office if a student is tardy to a class.

### Truancy

- Students are truant when they are willfully, and without authorization, absent from class, all or part of the day, or all or part of a class period.
- Failure to check out of school through the Attendance Office before the end of the regularly scheduled day will be considered truancy.
- **Consequences and progressive discipline** will be implemented for incidents of truancy. The BECCA court is a mandatory monitoring process to insure students are in school and making progress towards graduation. If your student has **seven unexcused absences in any month or ten unexcused absences within the school year**, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student

and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. When students are absent, the following steps are taken: (1) an automated call is placed to the phone number on file; (2) a letter notifying you of your student's absence is sent at the 1st, 5th, 7th, and 10th absence; (3) after the 2nd absence, a meeting is scheduled for the student, guardian, and administration to discuss options to support your student's attendance; (4) a BECCA petition stay will be filed at your student's 5th absence; and (5) an attendance support team meeting will be scheduled to look at additional supports for your student's attendance. Chronic truancy will become a larger conversation with truancy court.

### **Planned Family Activities**

- A parent/guardian may request that a planned family activity be approved by completing a Pre-Arranged Absence form, available in the Attendance Office. The building principal must receive the completed form at least three (3) school days before the student's absence.
- If approved, the planned family activity shall be considered an excused absence, provided all conditions in this section are met.
- Approval is at the discretion of the principal. Approval or denial is on a student-by-student basis, and shall include a fair consideration of the impact of the planned absence on the student's academic progress.
- Except in extenuating circumstances, the total number of days for excused absences due to planned family activities in a school year shall not exceed five (5) days.

**Requests for Homework** For an absence of one or two days, please email the teachers or check their teacher websites for work. Parents/Guardians may call the Attendance Office to request homework when a student has not attended school for three (3) days or more.

**Washington State Attendance Requirements** State law and district policies and regulations require daily and punctual attendance of all students unless officially excused. Parents and students are both responsible for assuring attendance.

Students who have a pattern/history of absences or tardiness for personal illness may be required to have a note from a healthcare professional to excuse further absences or tardiness due to personal illness.

### *Becca Bill Attendance Requirements*

*Under Washington State Law, RCW 23A.225, parents are responsible for their student's full-time school attendance. Schools must take action to prevent unexcused absences. After one (1) unexcused absence, schools contact parents by letter or phone. After seven (7) unexcused absences within a month or ten (10) unexcused absences within a school year, SAMI and the District's Enrollment Services Office will file a petition with Juvenile Court. Court action is required if a student has seven (7) unexcused absences in a month or ten (10) in a year. Students with a current court order compelling school attendance on file will have a progress report filed with the courts with only one (1) additional unexcused absence.*

Complete District Attendance Policies can be found on the District Website, Policy 3122, Reg. 3122R, RCW 28A.225 or in the Student Rights, Responsibilities & Regulations.

### **Excused Absence**

Parents must provide the school with a valid reason for an absence before it can be excused. The following constitute valid reasons for excused absences according to state law:

- Personal illness, health condition, or medical or dental appointment
- Appearance in court when required by law
- Disciplinary action, i.e., in-school, short-term, or long-term suspension
- Religious observance
- Family emergency, i.e., funeral, death, hospitalization
- School-approved activities, i.e., field trips
- Pre-arranged absence approved by the principal.

**Health Services** Our nurse, Ms. Ellis is available at school on Mondays and Thursdays. If a student has a medical issue, they should notify their teacher and main office or front desk of the ELC.

**Immunizations** All students in Tacoma Public Schools must provide proof of up-to-date immunization records before enrolling.

**Medications** District Policy allows only oral medication, specifically prescribed by a physician, to be given at school if there is no other way to schedule the administration of the medication. Medications which are traditionally viewed as over-the-counter products, such as Advil, Tylenol, Claritin, etc. may not be in possession of students at school and must be dispensed through the Health Room in the Main Office.

The following procedures must be followed if your student needs to take medication at school:

- The medication must be in a container labeled by the pharmacist at the time the prescription was filled.
- Please include only the amount the student will need to take at school.
- Many pharmacists will label two containers, one for home and one for school.
- Each medication must be accompanied by a form.
- It must be signed by the physician indicating the medication, dosage, and the length of time the medications is to be given at school. This form must also be signed by a parent/guardian. Forms are available in the Health Room.
- If the student needs to carry an inhaler on his/her person, the physician must indicate this in writing.

**Security** Our Campus Security Officer/Park Liaison is on campus and throughout Pt. Defiance Park full-time. In addition to supporting the safety and security of the SAMi community. Our Security Officer handles the following issues:

- Student Parking- apply for a parking permit through the main office
- Assisting with school emergency drills
- Safety and security

## Communication

It is extremely important for us to make certain that we communicate with our students' parents and guardians. At the Science and Math Institute, we use a variety of methods to accomplish this. Tacoma Public Schools (TPS) has an extensive website at [www.tacomaschools.org](http://www.tacomaschools.org). Additional information specifically for SAMI is on the TPS website at [www.tsami.org](http://www.tsami.org). We can also be found on social media – SAMIhighschool Instagram and Facebook.

- **This Week @ SAMI** weekly announcements from [www.tsami.org](http://www.tsami.org) is easiest to google using the @ symbol, has up to date information and important information about logistics. Please commit to scanning this website for about a minute each week. We will send the information out on Sundays to families using details from this site.
- **Sunday School Messenger** automated calls and emails will be sent each Sunday night and draw from the information on the This Week@SAMi site.
- **Schoology** is the best way to access student assessments of standards and summative grades or sign up for the **Home Access Center** to access grades [Home Access Center - Tacoma Public Schools \(tacomaschools.org\)](http://Home Access Center - Tacoma Public Schools (tacomaschools.org)). The **TPS Family App** can also access grades, online payments, enrichment opportunities and more [Family App \(tpsapps.org\)](http://Family App (tpsapps.org))
- **Email and Telephone** – email is the most effective way to reach our teachers who are often spread out among community spaces and moving throughout the park with our students for hands-on and minds-on experiential learning. Each teacher's email address and desk phone number can be access through their SWIFT site, by the staff list on the SAMI website or within this handbook. Please expect a response within 2 school days. **Your communication and support is critical** to student success and we appreciate your patience as teachers manage the complexities of curriculum planning and assessment.
- **Report Cards** will be mailed home at the end of each semester. Grades are computed at the end of each semester and report cards are mailed home about ten days later. Semester grades will remain on student's transcripts.
- **Conferences** at mid-term in October & March for students with their parents/guardians will be scheduled through mentor group. Additional CARE meetings may be scheduled to provide extra support for students.

## GENERAL INFORMATION

**Address or Telephone Changes** If for any reason a student's telephone number or address changes, even temporarily, please notify the guidance secretary at 571-2300 or make the necessary changes through Home Access Center (HAC). The office must have current information for emergency purposes.

### SAMI Campus

The SAMI campus is Pt. Defiance Park and includes the portables at Camp 6, Environmental Learning Center, Pt. Defiance Zoo, Pagoda and Ft. Nisqually. When you arrive at school, you are to remain on the school campus until dismissed at the end of the day, unless excused through the Office. Students must bring a written parental



request to the attendance office before leaving campus for early dismissals.

To continue our positive relationships with the Pt. Defiance community and for the safety and security of our students, staff and the community, we need to observe park rules. Speed limits are posted and 20 miles per hour in most parts of the park. Students are not allowed to loiter in groups on sidewalks around the businesses or residences near SAMI before, during or after school. Students are not allowed to possess tobacco and/or smoke on school grounds or within sight of school grounds, near businesses, houses or apartment buildings. **Pt. Defiance Park prohibits smoking for all park goers (even adults over 18 be mindful of our relationship with Pt. Defiance so we can continue to work and learn in this incredible space.**

### Fines/Fees

Students will be using items such as tools, books, and other equipment. If school equipment or property is damaged, lost or stolen it is the student's responsibility. There will be a fine issued to cover repair or replacement. Fines must be paid prior to report cards being issued. All fees and fines are to be paid in the Main Office. TPS fines, even those from elementary or middle school will prevent students from collecting their diploma after graduation.

**ID Cards** We furnish an initial Science and Math Institute Identification (ID) Card to each student at no cost. It is the responsibility of the student to keep this ID card with him/her at all times during school. Although the first ID card is provided at no cost, there will be a \$5.00 charge for each replacement card. Students participating in sports at their neighborhood high school may need to pay an ASB sports fee.

**SAMI and Tacoma Public Schools are not responsible for lost or stolen items.**

**Lost and Found** items can be turned into the Main Office at the ELC at their earliest convenience. To ensure prompt recovery, lost or stolen articles should be reported immediately to security.

**Nutrition Services** Lunch Money Now is a convenient, easy to use system that allows parents to pre-pay for meals, access meal card balances and check recent meal purchases. Parents are able to check account balances 24-hours a day and receive email notification when the account falls below a specified balance. Visa and MasterCard transactions through Lunch Money Now are charged a convenience fee. For more information, please contact Nutrition Services at 253-571-3370. Free or Reduced lunch applications are available on [www.tacomaschools.org](http://www.tacomaschools.org) or the Main Office. *Meal App Now* is a secure, online system to apply. Create an account or login, then follow the simple steps to complete a meal application for the current school year. **If you need assistance, please contact Nutrition Services at 253-571-3370 or [www.tacomaschools.org](http://www.tacomaschools.org)**

### **Textbooks**

Textbooks are the property of Tacoma Public Schools and are the student's responsibility when checked out.

- Write the student's first and last name in each book in ink.
- At the time textbooks are checked out survey each book for damage. Have your teacher note the any existing damage. If you do not note damage with your teacher at this time, you may be responsible for the fine.
- Keep books covered at all times.
- Keep your books with you or in your locker, do not leave them unattended.
- If a textbook is misplaced or lost, check to see if it has been returned to the main office, security, or your teacher.
- Textbook fines may be assessed for exceptional wear, including, but not limited to: writing in the book, ripped pages, damage to the cover, broken spines, lost bar codes, etc.
- All textbook obligations must be paid before report cards are issued.

### **Visitors/Volunteers**

Parents are welcome at SAMI during the day and in the evening for student events. Classroom visitations must be pre-arranged through the Main Office at the ELC Front Desk. Upon entering the building, visitors must sign in at the Main Office ELC Front Desk. Students attending other schools from within or outside the district will not be allowed to visit the building during school. All volunteers must show proof of COVID 19 vaccination.

The Tacoma Public School's volunteer registration process requires all parents and community volunteers to complete a Volunteer Form and a Washington State Patrol Criminal History background check before being able

to volunteer. Forms are available in the Main Office and on the Tacoma Public Schools website. You must bring your current driver's license to the main office when completing your form. Forms should be completed a minimum of two (2) weeks prior to volunteering. You must complete the volunteer registration form each school year if you plan to work with or around our SAMI students. Use this link for the volunteer registration process. <http://www.tacoma.k12.wa.us/information/departments/cp/Pages/Volunteer.aspx>

**Yearbooks** -yearbooks are distributed in June at the end of the school year, usually at the time of the SAMI All-School Picnic at the end of May

## SAMI EXPECTATIONS AND DISCIPLINE POLICIES

SAMI's discipline philosophy is that all students practice behaviors, which contribute to a positive school climate and do not interfere with teaching and learning. Students are expected to take ownership of their own behavior, follow directions, treat each other with kindness and respect, and learn the value of productive work and good citizenship. Doing so will help students become persons of good character. The goal is to help students acknowledge inappropriate behavior, to self-evaluate, to take ownership of choices and decisions, and to develop a plan for improving behavior.

**Security Officer** The security officer and other staff regularly monitor all areas of the buildings, grounds, and adjacent areas of the school to maintain standards of conduct and behavior of students during class hours and at off-hour educationally oriented functions. They also interact with students in the social context of school and make contact with non-students who may come to campus. The security officer provides a liaison between the school and the community, assist in the investigation of alleged criminal activity, and make referrals to appropriate authorities for further investigation. Security also assists the students in better understanding the rules and regulations of the school, as well as city, state and federal laws.

**Search and Investigation Policy** The co-director, dean of students, and/or an authorized representative possess the authority to investigate and correct student misconduct. To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student and his/or her effects and may seize any illegal or unauthorized materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, any item considered disruptive to the functions and mission of the school, or any item described as unauthorized in the school rules cited in this handbook.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive. In other words, a student's person and personal effects are searched only when a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials that may endanger the student or other members of the community.

**Discipline Referral Process** Minor discipline infractions are handled by the classroom teacher or our security officer. If a student fails to correct his or her behavior, a student may be referred to the office for an in-depth conversation and understanding of the problem and behavior. Higher-level discipline and exceptional misconduct offenses are addressed by the building administrators. Administrators make the final decision concerning consequences depending on the nature, severity, duration and mitigating circumstances in each situation. SAMi uses Restorative Justice discipline wherever possible.

**Possible Consequences for Inappropriate Behavior** Discipline at SAMI is evaluated on a case-by case basis. SAMi works with the parent or guardian to determine the problem and support understanding for the student on behavior impact to the community.

- **Acts of Apology (Restorative Practice)-**
- **Classroom Extended School Day Detention**
- **Office assigned lunch detention, restitution and/or community service**
- **Office Assigned Extended School Day Detention**
- **Single class suspension** – The student is removed from a particular class for a pre-determined amount of time. This may require either late arrival or early dismissal each day for the remainder of the semester.
- **Short-term suspension** – Administered by the co-director, dean of students or designee. The student is removed from school up to 10 consecutive school days.
- **Long term suspension** – Administered by the co-director, dean of students, or designee. The student is removed from school for 11 or more consecutive school days.
- **Emergency expulsion** – Imposed when a student is considered an immediate and continuing disruption of the educational process. The student is removed from school and the co-director/ dean of students arranges a parent conference, usually within three days.
- **Expulsion** – The student loses the right to attend District schools, classes and programs and the right to be admitted onto District property.

NOTE: A student suspended from school is denied the right to be on any Tacoma School District property or to attend any district or school sponsored events, such as dances, sporting events, evening activities, etc.

**Internet/Computer Use by Students** Tacoma Public Schools (TPS) offers access through its digital resources to library materials, databases, and the Internet. We believe that the digital resources offer significant opportunities to enhance your student's education. TPS utilizes Internet filtering for all computers networked in district facilities. However, it is not possible for us to completely limit access to materials with inappropriate content. Therefore, it is important that each student's parent/guardian consider carefully and make an informed decision about whether to permit his/her student access to the district's digital resources, including the Internet.



It is important that you and your student read and discuss the district's Acceptable Use Policy for Digital Resources. A summary of the regulation follows. Complete text is available on the Tacoma Public Schools website: [Policy Manual - Tacoma Public Schools \(tacomaschools.org\)](http://tacomaschools.org).

In using the district digital resources, students accept the responsibility to:

1. Utilize the digital resources for educational purposes only;
2. Abide by district policies and federal/state laws, including Copyright laws;
3. Adhere to school guidelines on use of the network, and notifying staff prior to using the Internet;
4. Use good behavior and respect district property; do not destroy, modify, delete, or add software to district computers without permission.
5. Use digital resources in a legal, moral, and ethical manner. Do not access or process obscene, pornographic, or other inappropriate materials.

Tacoma Public Schools reserves the right to review and monitor activity on the network for responsible use consistent with the district's Acceptable Use Policy for Digital Resources and Regulation; and to remove a user's privilege to access the network at any time the District determines that the user is engaged in unauthorized activity or for violating the Policy. Disciplinary actions, if any, shall be consistent with the district's standard policies and procedures.

**Dress Code** SAMI requires that student dress support an academic environment, safety and not be distracting. Clothing must not offend or cause a safety hazard/concern to other students, staff, parents or the community.

Distracting clothing examples:

- Exposed undergarments, rips above the knee, short skirts (shorter than the fingertips), see-through clothing, pajamas and/or house slippers, sagging jeans with underwear showing
- Garments that have alcohol, drug, sexual or negative ethnic/racial comments or connotations are not allowed to be worn at school or at school related activities (home or away).
- Gang related attire
- Shoes – especially hiking shoes or boots for Outdoor Ed and moving through the trails are necessary. ***Laboratory, and Studio classes may require closed toe shoes.***

In all cases, the administrators will make the final determination regarding specific dress code violations, e.g. administrators will determine when clothes are distracting to the educational environment and not appropriate are expected to be cooperative whenever their attire is determined inappropriate. If a student is found in violation of the dress code policy, an effort will be made to notify a parent/guardian/contact to bring a change of attire.

**Student Parking** Students must register their car with SAMI's Security Officer and get a parking pass and park at Camp Six only. SAMI students park at Camp Six and walk or take the shuttle throughout the park. Our community partnerships depend on following the parking policies established by Metro Parks organization. MPT has requested that we not park at the zoo or Ft. Nisqually. Did you know SAMI students earn a park walk PE credit for using the trail system all four years of SAMI? All student drivers are not to drive their car in the Pt. Defiance Park or during school hours. **Parking is a privilege for students, not a right.** Students with permission will be able to drive to SOTA for classes during school hours. Student drivers must possess the following in order to drive to SAMI:

- Valid Washington State Driver's License
- Proof of insurance
- Permanent Washington license plate number
- Limited/No discipline history
- Credits on track for graduation
- Good attendance

## MENTOR GROUP & GUIDANCE

**Programs** - Start with your mentor and family to talk about post high planning. The following programs support our SAMi student's passions for their life after high school.

- **Mentor Group** – SAMi students and families develop a relationship with their mentor over four years in a multi-age family. Outcomes for Mentor Group include: Developing a **post high plan** connected to passions and dreams, student reflection on their **on-track graduation status** (credit checks, course selection), **mastery of standards** (grades) and **regular attendance**. Mentors meet each week in Mentor Group Wednesdays from 10-12 and begin this important relationship at the All-School Retreat in August for the first days of school
- **Next Move Internship Program** is a junior year experience with a pre- internship practicum on campus that leads into a community internship off-campus. See [Internships, Jobs, and Community Service - Tacoma Public Schools \(tacomaschools.org\)](http://www.tacomaschools.org/Internships_Jobs_and_Community_Service)
- **Adventures & Applications** – students can choose an A&A based on interests. We have college support opportunities offered on Wednesday afternoons.
- **College in the High School** - [www.tacomacc.edu/academics-programs/college-high-school/tccinhighschool](http://www.tacomacc.edu/academics-programs/college-high-school/tccinhighschool)
- **Graduate Tacoma** – [www.graduatetacoma.org](http://www.graduatetacoma.org)

**GRADUATION REQUIREMENTS** 24 credits are needed to graduate in the state of Washington. To earn a high school diploma at SAMI, students must meet all four components of graduation for the Tacoma Public Schools. Below is a list of those components and an explanation of credits needed. For the most up-to-date state assessment information, please visit [www.k12.wa.us/assessment/statetesting/](http://www.k12.wa.us/assessment/statetesting/)

Earn credits in appropriate subject categories

Subject	grade level	# of classes	# of credits required
English	9 <sup>th</sup> – 12 <sup>th</sup>	8 classes	4.0 credits
Social Studies	9 <sup>th</sup> - 12 <sup>th</sup>	6 classes	3.0 credits
Math	9 <sup>th</sup> – 11 <sup>th</sup>	6 classes	3.0 credits
Science (2-year lab)	9 <sup>th</sup> and 10 <sup>th</sup>	4 classes	2.5 credits
Arts	Non-specific	2 classes	2.0 credits (or PPR)
Health	9 <sup>th</sup> and 10 <sup>th</sup> preferred	1 class	0.5 credits
P.E. (fitness)	Non-specific	3 classes	1.5 credits
World Language	Non-specific	4 classes	2.0 credits (or PPR)
CTE/Occupational Education	Non-specific	2 classes	1.0 credit
Electives	Non-specific	8-13 classes	4.0 - 7.0 credits

Total	9 <sup>th</sup> – 12 <sup>th</sup> grade	49/64 classes	24 credits required
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## FALL & SPRING CONFERENCES

# STUDENT LED CONFERENCE GOAL SHEET



STUDENT NAME:  
GRADUATION YEAR:  
MENTOR:

TO PREPARE FOR YOUR CONFERENCE, PLEASE SET AT LEAST THREE GOALS THAT SUPPORT YOUR WORK THIS YEAR.

### ACADEMIC GOAL

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STRATEGIES USED TO ACHIEVE THIS GOAL:

\_\_\_\_\_

\_\_\_\_\_

### PERSONAL GOAL

(FOCUSED AROUND THE ARTS, PROFESSIONALISM, STUDY HABITS, EMOTIONAL/SOCIAL GROWTH, ATTENDANCE, ETC)

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STRATEGIES USED TO ACHIEVE THIS GOAL:

\_\_\_\_\_

\_\_\_\_\_

### POST-HIGH GOAL

(FOCUSED ON YOUR DREAM: THINK ABOUT INTERNSHIPS, COMMUNITY SERVICE, COLLEGE, POST-HIGH TRAINING OR WORK)

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STRATEGIES USED TO ACHIEVE THIS GOAL:

\_\_\_\_\_

\_\_\_\_\_

STUDENT LED CONFERENCE DATE	FAMILY SIGNATURE	STUDENT SIGNATURE	MENTOR SIGNATURE

## STANDARDS BASED GRADING

**Assessment System** The school year is divided into two semesters. Final grades, given at the end of each semester, are posted on the student's transcript and determine his/her grade point average (GPA). In addition, interim progress reports (IPR's) will be reviewed in Mentor Group approximately every other Friday. Students must complete all requirements in a course with a minimum of "D" grade to earn 0.5 credit.

**Standards-Based Grading using the BAME scale Information for Parents** The BAME scale represents a standards-based grading practice in which student achievement is assessed by comparing student work to state learning standards related to the discipline, course, or assignment in question. A **Beginning (BEG)** mark on an assignment represents that the student has just begun to grapple with the skills and knowledge necessary to master the standard in question. An **Approaching (APP)** signifies progress toward mastery with some significant gaps. A **Meeting (MET)** indicates that the student has satisfactorily met the learning standards for the course or assignment. An **Exceeding (EXC)** means that the student has not only met the learning standard but has demonstrated skill or understanding that goes beyond the standards required for the course, assignment, or grade level. Students and parents will see feedback in the BAME format on assessments, projects, quizzes and homework.

***Understanding Summative and Formative Assignments:*** Summative and Formative are the only two assignment categories we use at SAMI. Formative assessments are considered practice and are used to monitor student learning and adjust instruction. They could include in-class practice, daily assignments, and homework. These assessments comprise from 0 to 15% of the student's final grade in the course dependent on the academic team's decision. Summative assessments are used as evidence that students have or have not met standard. They comprise 85 to 100% of the students' final grade in the course. Every summative assessment is directly linked to one or more state or national learning standards and could include quizzes, tests, labs, projects, essays, and performances.

The following are the grades that you will see on your student's assignments and when you log on to the online grades system Home Access Center (HAC).

Exceeding = EXC = 4.0 Meeting/Exceeding = M/E = 3.5

Meeting = MET = 3.0 Approaching/Meeting = A/M = 2.5

Approaching = APP = 2.0 Beginning/Approaching = B/A = 1.5

Beginning = BEG = 1.0

MI= missing, incomplete or absent

Excused = EX = (Student is excused from completing the assignment)

In general, GPAs are computed using the following numerical equivalents to letter grades for the transcript. Convert the letter grade in each course to its numerical equivalent. Divide the sum of these numbers by the number of the classes to calculate the GPA for the semester. Cumulative unweighted GPA is computed

using all the grades students earn in high school and receive high school credit for in middle school. SAMI staff assesses student work using the BAME scale.

Over time in each class, students' individual assignment grades average to a four-point GPA that translates into a traditional letter grade reported on progress reports, report cards and transcripts. **Once a course has been added to the transcript it may not be removed.**

3.8-4.0 = A	2.7-2.9 = B-	1.3-1.6 = D+
3.6-3.7 = A-	2.3-2.6 = C+	1.0-1.2 = D
3.3-3.5 = B+	2.0-2.2 = C	0.0-0.9 = E
3.0-3.2 = B	1.7-1.9 = C-	

**Progress Reports and Traditional Letter Grades:** Regular Interim Progress Reports (roughly every 10-15 school days), students receive a IPR progress report that lists the traditional letter grades (A, B, C, D, E/F) earned in each class. This feedback is posted to the online grade system and distributed in mentor group on Fridays. Mentor teachers review the progress reports with your students and communicate with you about your student's progress in classes. You can access the Progress Reports along with the assignments and assignment grades on our online grade system HAC and Schoology. Click on the "Grades" icon to see the latest progress reports. Click on the "Classes" icon to see the list of assignments and the grades earned for each assignment. If you do not know your online grades log-in, please contact your son/daughter's mentor teacher.

**Report Cards & Transcripts:** At the end of each semester, students will receive a final report card mailed home. Final report cards will show traditional letter grades (A, B, C, D, E/F) similar to the progress reports. Official transcripts will reflect traditional letter grades. A copy of an official transcript will be available at student conferences in the spring, or by request through the mentor teacher, or Attendance/Guidance Secretary.

***Rubrics & Assessment with the Standards-Based Grading system ("BAME"):***

Students are given a rubric by which they will be assessed for each summative assignment. Rubrics each consist of a Common Core or State Standard followed by clear expectations for what a student needs to do or include to earn an Exceeding, Meeting, Approaching, and Beginning. A mark of No Evidence indicates that the student did not address that standard in their assignment. Ask your student to see rubrics from their summative assignments. Students are given rubrics before assignments so that they know exactly what the teacher is expecting. Students have the opportunity to retake exams and redo assignments to improve their scores in all classes. Check the teacher's syllabus and teacher websites for more information on retakes and assignments.

Below is a sample rubric from Humanities: This particular standard addresses the way students explain specific evidence (quotes) from texts in support of their claim or thesis. When a summative assessment is returned to a student s/he will see the section circled that best matches performance level along with comments or specific parts of the standard to improve upon. Students receiving less than Meeting are

encouraged to revise their work – multiple times, if necessary - for mastery of skills. The expectations for revision may vary across our teaching staff so students should speak to teachers directly about policies and deadlines.

Common Core Standard	Exceeding (4)	Meeting (3)	Approaching (2)	Beginning (1)
<b>Writing Standard #1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the thesis; inferences are developed so that all claims and points made are well-supported and persuasive; appropriate balance of quotes & writer's analysis.	Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis; some claims may be vague, generalized, or lacking in support; some imbalance of quotes and writer's analysis	Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.	Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present

***Why are we doing this? Doesn't it just make everything more complicated?***

Using the BAME scale and standards-based grading has proved to be effective in clearly demonstrating a student's understanding and not grade inflation. Our students' GPAs directly correlate to assessment such as SAT and SBAC. Tying each assignment to state learning standards maintains high levels of rigor and assures that each student is college and career ready when they graduate. In addition, it changes the way we think and talk about grading. Speaking about student achievement as demonstrating mastery of explicit standards keeps the conversation about learning. When students clearly understand how, why, and on what they are being assessed, they can take an active role in their own learning.

***Tips for Parents:***

- Ask your students to explain how their formative work in their class leads up to the summative work
- Encourage students to always complete the formative work. We can use a sports analogy: formative work is "practice" for the big summative "game".
- Log-on to your student's online grades and teacher websites to see the assignments they are working on and the two-week progress reports. The first progress reports will be posted 10/25.
- Actively talk with students about what they are learning, what standards they are working towards and ask to see the rubrics. If students need help, talk to the teacher and mentor about support.

**Mentors support their mentees with:**

- Information and assistance to students/families in need of services from community agencies, including students who qualify for homeless support services.

- Assistance to students in the development of their educational plans, class selection and graduation requirements.
- Support in dealing with personal issues concerning self-esteem, relationships, communication problems, abusive situations and chemical dependency.
- Information and assistance regarding college and/or career choices.
- Timely class credit reviews.
- Assistance in exploring available educational options when they are having difficulty in the regular school program.
- Interventions and recommendations to Student Services and Leadership for more intensive interventions with regards to regular **A**ttendance, community-minded **B**ehavior, **C**ourse mastery.

We also encourage parents to phone or come to school to confer with us regarding any concerns they may have.

**Withdrawing from a Class** Students may withdraw from a class up to the first 15 days of a semester without penalty. After this time, students who drop a course may receive an E in that course referred to as a *withdrawal fail*. Students must pick up a withdrawal form from the Main Office and have the approval of a parent, counselor and administrator to be withdrawn from a class.

**Class Schedule and Schedule Changes** SAMI students register for course selections in the spring and will request classes for the full year (both semesters) of their upcoming year. These requests are entered into a student data base program that will assign class periods and teachers. Students are expected to follow their assigned schedule. The administration must approve any subsequent requests for class changes

## Graduate Tacoma Toolkits

Visit [www.graduatetacoma.org](http://www.graduatetacoma.org) to learn more about these valuable toolkits and resoures to help with post high planning. The senior toolkit is below. Our seniors should work with their mentor and the Senior Team on Fridays 10:30 – 12:30 to follow these guidelines. Visit the website [www.graduatetacoma.org](http://www.graduatetacoma.org) for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade toolkits.

Credit Checks – for conferences, each mentee should complete a credit check twice per year

Tacoma School District  
 Graduation Requirements - Class of 2019

Student Name \_\_\_\_\_  
 ID # \_\_\_\_\_

Twenty-four (24) credits must be earned for graduation. Each semester class passed earns 0.5 credit. Additional graduation requirements: Students must pass the required state tests to earn a diploma (Reading, Writing, Biology, and Algebra or Geometry) and complete their High School and Beyond Plan.

**English** (8 Semesters)

- Freshman 1 \_\_\_\_\_
- Freshman 2 \_\_\_\_\_
- Sophomore 1 \_\_\_\_\_
- Sophomore 2 \_\_\_\_\_
- Junior 1 \_\_\_\_\_
- Junior 2 \_\_\_\_\_
- Senior 1 \_\_\_\_\_
- Senior 2 \_\_\_\_\_

**Social Studies** (6 semesters)

- Core 1 \_\_\_\_\_
- Core 2 \_\_\_\_\_
- US History 1 \_\_\_\_\_
- US History 2 \_\_\_\_\_
- Civics \_\_\_\_\_
- World Issues \_\_\_\_\_

**Mathematics** (6 semesters – through Algebra 3-4)

- Algebra 1 \_\_\_\_\_
- Algebra 2 \_\_\_\_\_
- Geometry 1 \_\_\_\_\_
- Geometry 2 \_\_\_\_\_
- Algebra 3 (or approved alternative) \_\_\_\_\_
- Algebra 4 (or approved alternative) \_\_\_\_\_

**Science** (6 semesters)

- Core 1 \_\_\_\_\_
- Core 2 \_\_\_\_\_
- Lab 1 \_\_\_\_\_
- Lab 2 \_\_\_\_\_
- Lab 3 \_\_\_\_\_
- Lab 4 \_\_\_\_\_

**Occupational Ed.** (2 semesters)

- Occ 1 \_\_\_\_\_
- Occ 2 \_\_\_\_\_

**Fine Arts** (4 Semesters)\*\*

- Fine Arts 1 \_\_\_\_\_
- Fine Arts 2 \_\_\_\_\_
- Fine Arts 3/PPR\*\* \_\_\_\_\_
- Fine Arts 4/PPR\*\* \_\_\_\_\_

**PE/Health** (4 semesters)

- PE 1 \_\_\_\_\_
- PE 2 \_\_\_\_\_
- PE 3 \_\_\_\_\_
- Health \_\_\_\_\_

**World Language** (4 semester)\*\*

- Language/PPR 1 \_\_\_\_\_
- Language/PPR 2 \_\_\_\_\_
- Language/PPR 3 \_\_\_\_\_
- Language/PPR 4 \_\_\_\_\_

**Electives** (8 Semesters)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Washington State Testing Requirements**

Test	Date Passed	Score
SBA ELA	_____	_____
SBA Math	_____	_____
Biology EOC	_____	_____

**Option 1**

Collection of Evidence
_____
_____
_____

**Option 2**

SAT	ACT
R=350	R=13
W=380	W=15
M=390	M=16
(No SAT)	B= 16

**College Test Scores** SAT: CR \_\_\_\_\_ M \_\_\_\_\_ W \_\_\_\_\_ ACT: E \_\_\_\_\_ M \_\_\_\_\_ R \_\_\_\_\_ S \_\_\_\_\_ W \_\_\_\_\_ C \_\_\_\_\_

Notes:



**College Applications** Mentor Group starts in 9<sup>th</sup> grade to prepare students for their Post High/High School and Beyond Plan as the younger students learn from the older with the mentor to guide them.

- By 11<sup>th</sup> grade, students will have developed a **Safe, Fit and Reach** plan in their Career Cruising online portfolio and shared this with their Mentor and family.
- By 12<sup>th</sup> grade, students will start the application process. The [Common App](#) and individual college application processes are investigated by the student. Requests for recommendations to staff should be in writing and **at least 2 weeks prior to the deadline.** Students should utilize a Brag Sheet to direct each recommendation and have a range of staff to highlight strengths that match the program to which they wish to apply. Questions? talk to the Mentor or Guidance Team Carrie Hampton, Alexa Folsom-Hill or Joni Hall.

**HSBP Post High Plan/High School & Beyond Plan**

*Mentor Group Leaders ask their MG these questions - What are you curious about? What interests you, what can you imagine doing when you when you are 25 (you can always change your mind!)? What classes have been your favorite and least favorite? If you won \$10m and didn't have to work, what would you want to do that gave you meaning and helped you enjoy the "why" of your life? What are some intentional plans you can make for this year to get you closer to this? Who in your Mentor Group can you share this with as an accountability partner? How will you align this dream with your Student-Led Conferencing goals in October and March?*

*Mentor Groups work together to support you with your plans for after high school. Updating your resume and using the Schoology High School and Beyond Plan portfolio to look at colleges, universities, apprenticeship and technical programs are powerful ways to plan out how to reach your dreams. This image of a transcript demonstrates MET on the High School & Beyond or Post High Plan.*

*At SAMi, we expect students to work within their Mentor Group to talk about and document Post High planning. Use the Schoology HSBP on-line portfolio to complete searches and update your resume.. During your senior year, bring your acceptance letters to the main office by early spring so we can photocopy them and record which programs you applied and were accepted into after high school. This is a requirement for graduation to earn a MET on your transcript.*

*9<sup>th</sup> & 10<sup>th</sup> graders – what classes do you hope to take to explore some ideas related to what interests you? What clubs or activities will you participate in/try out? What Adventure & Application (A&A) did you choose as your top choices.*

```

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****
Grd      Cred  Cred  GPA   GPA   GPA
Lev Mo/Yr  Earn  Attp  Earn  Attp  Pts  GPA
09 02/2013 4.50  4.50  4.50  4.50  18.00 4.000
09 06/2013 4.00  4.00  4.00  4.00  16.00 4.000
10 12/2013 4.00  4.00  4.00  4.00  16.00 4.000
10 06/2014 4.50  4.50  3.50  3.50  14.00 4.000
11 01/2015 4.50  4.50  4.50  4.50  18.00 4.000
11 06/2015 5.00  5.00  4.00  4.00  16.00 4.000
12 01/2016 5.00  5.00  5.00  5.00  20.00 4.000
12 06/2016 4.50  4.50  4.00  4.00  15.85 3.963
Cumulative: 36.00 36.00 33.50 33.50 133.85 3.996

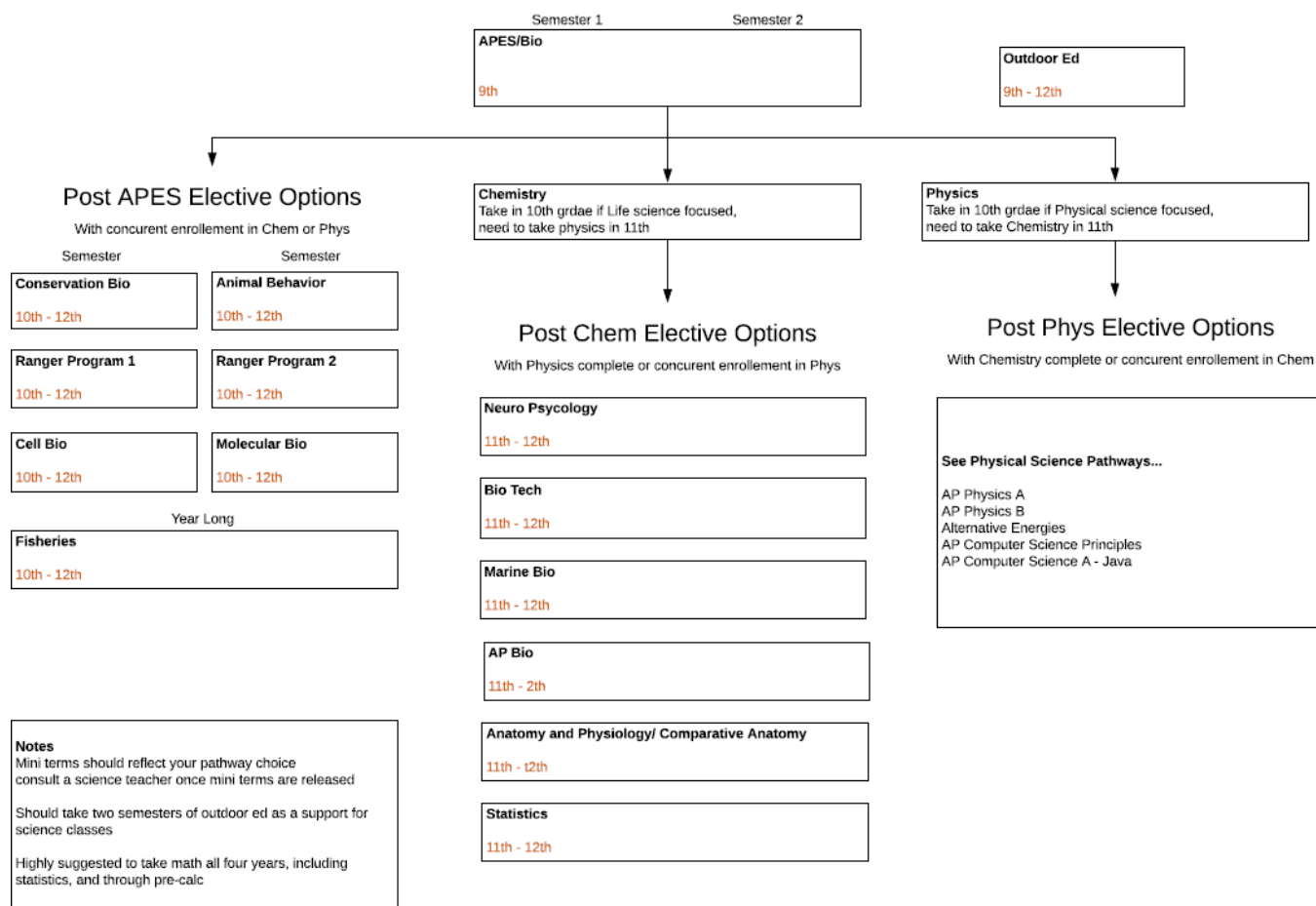
***** ADDITIONAL STATE REQUIREMENTS *****
ENGLISH LANGUAGE ARTS STANDARD MET
MATHEMATICS STANDARD MET
HIGH SCHOOL & BEYOND PLAN MET
WASHINGTON STATE HISTORY MET
*****
CERTIFICATE OF ACADEMIC ACHIEVEMENT EARNED
***** END OF TRANSCRIPT RECORD *****

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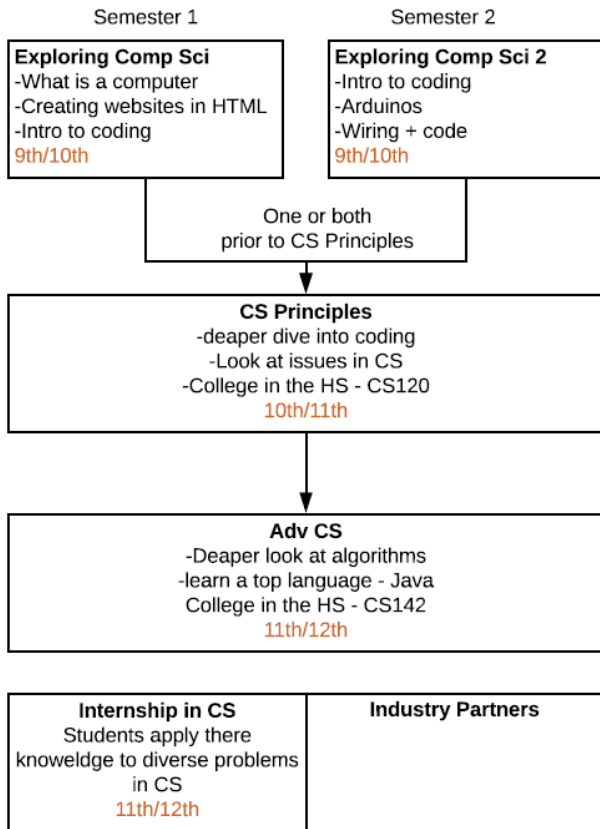
*11<sup>th</sup> & 12<sup>th</sup> graders -- What are your SAFE-FIT-REACH programs (military, apprenticeships, college, university, 2-year tech programs or community college)*

# SAMi Pathways

SAMi Pathways give our students to dive deeply into Physical Sciences or Life Sciences with Mathematics integrated into each. Below is a flow chart of course sequencing that supports student academic identity development towards possibly post high plans.



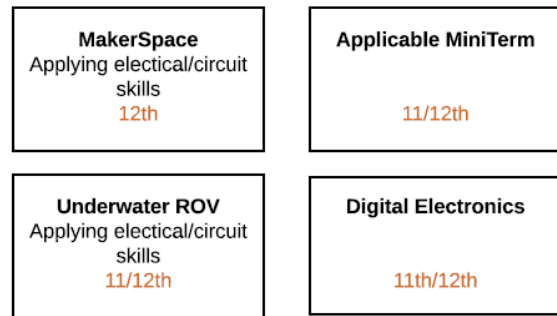
# Physical Science Pathway Computer Science Specialty



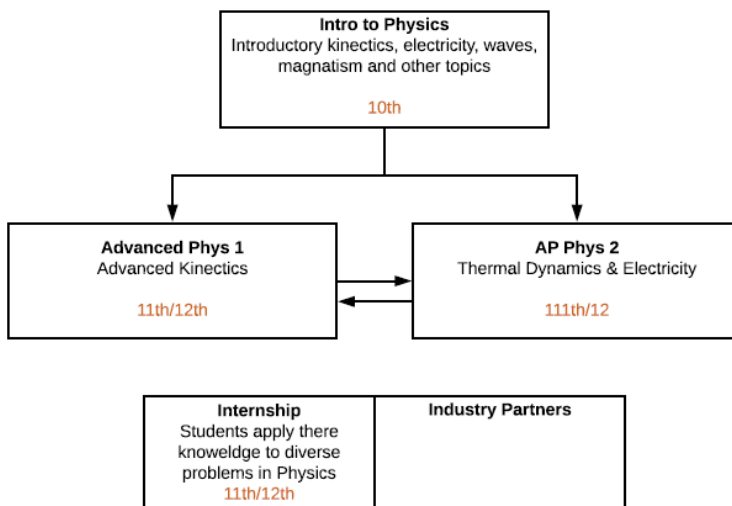
## Suggested, but not in specialty courses:

- Math (through Calc)
- Science (req. Core, AP Physics 2)

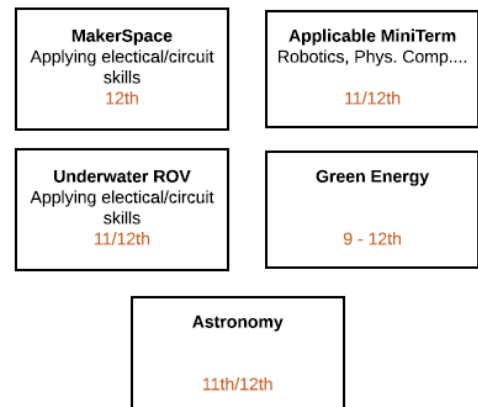
### Electives Pick 2 of 4



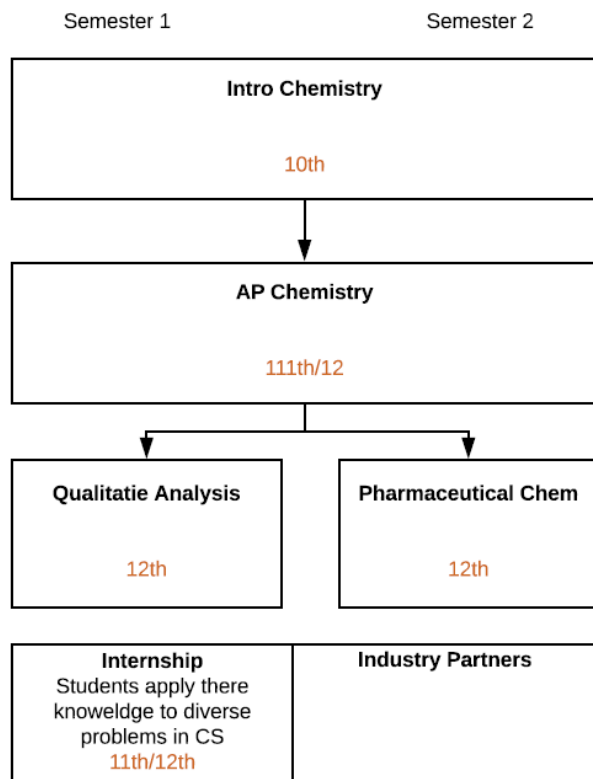
# Physical Science Pathway Physics Specialty



### Electives Pick 2 of 5



# Natural Science Pathway Chemistry Specialty



Electives Pick 1 of 2

**Astronomy**

**Applicable Mini-term**

## PERSONAL INVENTORY LESSON

This is a great activity to get to know yourself/your friends/your teachers. Please answer the following questions in brief (you don't need complete sentences). You will not be sharing this paper with anyone, although we will be doing activities that will require you to have thought about these questions.

1. Who are the "keepers of knowledge" in your family (who tells the stories, keeps information about the elders)?
2. What information/skills are most important and valuable in your family?
3. How do people in your family share important information and stories?
4. How do visitors to your home learn the "unspoken rules" of your house (i.e. – shoes should be taken off at the door; food should not be taken out of the fridge without express permission)?
5. Describe your family's favorite way to spend free-time/vacation time
6. What activities make you happiest?
7. What experience(s) make you sad or angry?
8. Describe how members of your family deal with conflict/problems.
9. Describe the belief system (or lack thereof) that is practiced by members of your family
10. Circle one or two of the following to write about: How do the members of your family relate to the following members of the community (write down the first word or phrase that comes to mind when you think about each group): educators, police, religious figures, wealthy, homeless, elderly
11. On a scale of 1 (not important) to 4 (very important)-how valuable is it to most of the members of your family to be on time to : family events \_\_\_ work \_\_\_ school \_\_\_ church or community events \_\_\_ dates \_\_\_ doctor appointments \_\_\_
12. Describe the level of noise you were used to in your home as a child and what is comfortable for you in your home as an adult. (e.g. – television and/or radio always on; not much talking)

13. Who is "in charge" in your home?
14. Which has more value in your family, if a choice had to be made – making money or having a career that makes a difference?
15. Which material objects or ideas are most important to your parent(s)?
16. How is success measured in your family? Who is considered to be "successful"? Explain.
17. Does your family place greater value on **independence** (doing things on your own) or **interdependence** (working with others)? Explain.
18. Would you describe your family as being "savvy" - knowing how to move within in public systems (understanding how to apply to college, talk to educators, health care providers, law officers, etc.)?

#### **SAMI NORMS AND CODE OF CONDUCT**

- We believe in diversity and respect of each other's culture, strengths and challenges. We work to be allies and not bystanders when we see injustice.
- We believe that that we are stronger together than independently. We work to include each person.
- We acknowledge our role in Pt. Defiance Park and that our stewardship is important to the success of SAMI. We will work in partnership to actively make Pt. Defiance a safe and fun place for Tacoma citizens to enjoy. We will honor park rules and regulations in support of our partnership.
- We will work on solutions to problems and celebrate our success to create a stronger school through our pillars of community, empathy, thinking and balance.