



MENTOR-MENTEE & FAMILY WORKBOOK

Science and Math Institute
5502 Five Mile Drive
Tacoma, WA 98407

www.tsami.org
www.tacomaschools.org/sami

Main Office: 253-57100
Main Fax: 253-571-2310
School Hours: 8:00 am – 3:20 pm

Student Name _____ Mentor Name _____

TABLE OF CONTENTS

SAMI Vision & Mission	3
Bell Schedule	4
Student and Family Calendar	6
Staff Directory	7
School Services	8
Main Office	8
Attendance	8
Health Services	11
Transportation	11
Communication	12
General Information	13
Address or Telephone Change	13
SAMI Campus, Fines/Fees	13
ID Cards, Lost & Found	13
Nutrition Services	14
Textbooks	14
Visitors/Volunteers	14
Yearbooks	14
SAMI Expectations and Discipline Policies	15
Security Officer	15
Search and Investigation Policy	15
Discipline Referral Process	15
Internet/Computer Use by Students	16
Dress Code	17
Student Parking	17
SAMI Guidance	18
Guidance Programs and Graduation Requirements	18
Standards Based Grading System	19
Graduate Tacoma Toolkits	26
College in the High School	23
SAMi Pathways	24
SAMi Mentor Manual Lessons	37
The “Why” Lesson	36
Mentor Group Calendar	37
Personal Inventory Lesson	38
Dream Lesson	40
Standards Mastery and Regular Attendance Lesson	41
Portfolio Lesson	42
Fall and Spring Conference Lesson	47
Parent/Guardian Signed Permission Slip for MLK Jr. Celebration 1/17/20	50
Parking Permit Application	52
Parent/Student Request to Restrict Release of Information and/or Access to Internet	54
Digital Communications Agreement	53
Signed SAMi Agreements by Mentee and Family to Mentor	55

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.



About Us

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.

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/Wednesday, B days Tuesday/Thursday and C days Fridays. January and June are a dedicated "mini-terms" separate from the fall and spring semesters, 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 overnight retreat, facilitated and planned by staff.

SCIENCE AND MATH INSTITUTE

Regular Bell Schedule

Time	Monday & Wednesday	Tuesday & Thursday	Fridays
8:00 – 9:30	First period	Fifth period	Late start 8:00 – 10:30
9:45 – 11:15	Second period	Sixth period	A&A 10:30 -12:30
11:15 – 12:05	Lunch	Lunch	Lunch 12:30 – 1:20
12:05 – 1:35	Third period	Seventh period	Mentor Group 1:20 – 3:20
1:50 – 3:20	Fourth period	Eighth period	

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

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

*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

(use the pull-down menu from the Resources tab)

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 for the most updated Shuttle on This Week @ SAMi. See sample schedule to the right and for updated shuttle route information, go to 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) 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 Yellow Bus Route	M - TH	Friday	
Stops	RT 70	RT 70	
Browns Pt	6:42	9:14	
Crescent Hts	6:50	9:12	
NE Tacoma	7:00	9:18	
Norpoint & Pt Woodworth	7:01	9:28	
S 11th St & S Broadway	7:15	9:45	
Arrival @ School	7:45	10:15	
SOTA	RT 12	RT 5	
Browns Pt	6:54	9:39	
Crescent Hts	7:01	9:46	
NE Tacoma	7:10	9:55	
Arrival @ School	7:30	10:15	
IDEA	RT 64	RT 64	PM
Browns Pt	6:56	9:11	4:21
Crescent Hts	7:02	9:17	4:28
3404 Shorecliff Dr NE	7:07	9:22	4:33
NE Tacoma	7:15	9:30	4:41
S 11th St & S Broadway	7:32	9:47	4:01
Tacoma Mall Transit	7:48	10:03	-----
Arrival @ School	8:00	10:15	

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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.

Buses – 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 (use pull down menu from Resources tab)

Calendars can be found at www.tsami.org under "calendars" from the main page – the calendar may be updated and is pending state board approval.

<p>Aug 26 – 28 All school retreat</p> <p>Sept 2nd Labor Day holiday</p> <p>5th First semester classes begin</p> <p>Aug: 3 days Sept: 18 days</p>	<table> <tr><th colspan="7">AUG/SEPT 19</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>R</td><td>R</td><td>R</td><td>29</td><td>30</td><td>31</td></tr> <tr><td>1</td><td>H</td><td>3</td><td>4</td><td>SS</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	AUG/SEPT 19							S	M	T	W	Th	F	S	18	19	20	21	22	23	24	25	R	R	R	29	30	31	1	H	3	4	SS	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<table> <tr><th colspan="7">OCTOBER 19</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>W</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>E</td><td>E</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p>11th Teacher workshop (no school)</p> <p>16th – 17th Conferences (early release)</p> <p>22 days</p>	OCTOBER 19							S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	W	12	13	14	15	E	E	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
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Staff Directory

Staff	District Phone #	Department	District Email
Bojorquez-Trigueros, Guadalupe	2344	World Languages (Spanish)	gbojorq@tacoma.k12.wa.us
Brouillette, Carol	2333	Humanities	cbrouil@tacoma.k12.wa.us
Caswell, Sarah	2317	Student Services (SpEd)	scaswel1@tacoma.k12.wa.us
Chalberg, Tim	2347	Mathematics	tchalbe@tacoma.k12.wa.us
Charbonnel-Mackley, Kayo	2348	World Languages (Spanish)	kcharbo1@tacoma.k12.wa.us
DeWine, Mary	2326	Humanities	mdewine@tacoma.k12.wa.us
Dumont, Jodi	2352	Social Services/Counseling	jdumont@tacoma.k12.wa.us
Farewell, Sandy	2309	Student Services, CTE	sfarewe@tacoma.k12.wa.us
Felix, Rob	2349	Mathematics	rfelix@tacoma.k12.wa.us
Flynn, Stacey	2312	Student Services (SpEd)	sflynn@tacoma.k12.wa.us
Folsom-Hill, Alexa	2388	Next Move	afolsom@tacoma.k12.wa.us
Tsuneishi, Anne	2308	Co-Director	atsunei@tacoma.k12.wa.us
Hampton, Carrie	2398	Attendance/Guidance	champto@tacoma.k12.wa.us
Hansen, Jacob	2332	Mathematics	jhanse1@tacoma.k12.wa.us
Hart, Robert	2300	Custodian	rhart@tacoma.k12.wa.us
Hashagen, Troy	2327	Science, CTE	thashag@tacoma.k12.wa.us
Jawer, Shelby	2330	Humanities	sjawer@tacoma.k12.wa.us
Jost, Maria	2337	Science	mjost@tacoma.k12.wa.us
Ketler, Jon	7906	Co-Director	jketler@tacoma.k12.wa.us
Knisely, Brett	2340	Science	bknisel@tacoma.k12.wa.us
Le, Tracy (Tran)	2339	Science	tle2@tacoma.k12.wa.us
Lonsdale, Matthew	2341	Science	mlonsda@tacoma.k12.wa.us
Mann, Mary	2342	Arts, CTE	mmann@tacoma.k12.wa.us
Matthews, Dustin	2335	Science	dmatthe@tacoma.k12.wa.us
Minks, Liz	2313	Co-Director	lminks@tacoma.k12.wa.us
Nettles, Trenton	(253) 307-7554	Security	tnettle@tacoma.k12.wa.us
Nunez, Joshua	2346	World Languages (Spanish)	jnunez@tacoma.k12.wa.us
Orlando, Kristen	2321	Humanities	korland@tacoma.k12.wa.us
Ownbey, Tanja	2329	Mathematic	townbey@tacoma.k12.wa.us
Parker, Carla	2343	Mathematics	cparker@tacoma.k12.wa.us
Payne, David	2300	Chief Custodian	dpayne@tacoma.k12.wa.us
Brown, Chelsea	2336	Science	Cbrown10@tacoma.k12.wa.us
Sherls, Matt	2338	Humanities	msherls@tacoma.k12.wa.us
Skaggs, Stephanie	2334	Humanities	sskaggs@tacoma.k12.wa.us
Toy, Jeannie	2323	Office Coordinator	itoys@tacoma.k12.wa.us

Tyndall, Shawn	5673	Nutrition Services	styndall65@yahoo.com
White, Duncan	2322	Humanities	dwhite@tacoma.k12.wa.us
Williams, Rich	2325	Science	rwilli4@tacoma.k12.wa.us
Branen, Arick (<i>Tuesdays</i>)	2387	Psychologist	abranen@tacoma.k12.wa.us
Ells, Joyce (<i>Thursdays/Fridays</i>)	2328	Health Services/Nurse	jells@tacoma.k12.wa.us

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 Camp Six can be reached at 253 571 2323 and Ms. Hampton at the Front Desk of the Environmental Learning Center (ELC) 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.)- Portable H
- Attendance- ELC
- Building use requests – Portable H
- Volunteer coordination & Visitor Check-in – Portable H
- Dance permission forms – Portable H

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)
- The student brings a note from a parent/guardian to the Main Office or ELC Front Desk 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 students 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. Ells 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 . Additional information specifically for SAMI is on the TPS website at www.tsami.org .

- The weekly announcements called This Week @ SAMI from www.tsami.org (look under the Resources tab) has up to date information and important information about logistics. Please commit to scanning this website for 1-2 minutes each week.
- Automated phone calls from **School Messenger** will come home approximately each week or every other week called This Week @ SAMI with a call and email about important SAMI information.
- Planners/Electronic Organizers – are a daily means of communication between school and home. We encourage all students to develop an organizational system to track their scheduled activities and homework. Please check with your student on a regular basis with regards to their management system.
- 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.
- Home Access Center (HAC) – is available for students and parents to regularly view and continuously monitor academic process. Grades are available for viewing and teachers will use the site to post other information. The student's ID number and password are required for access. To obtain this information, please contact the student's mentor or Main Office.
- Conferences – for students with their parents/guardians will be held in October and March. Conference dates and times will be posted on our website and scheduled through mentor group to work with families and their schedules and to accommodate the best environment for Mentor "Samily"
- Staff SWAY Sites – are available for viewing classroom information, obtaining homework items, and reading information posted by the teacher. Individual SWAY sites can be accessed through the SAMI web page by clicking on "Classroom Websites."
- 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.
- Special Progress Reports and Conferences – may be scheduled when a student is not progressing well in class. Counselors can assist in arranging conferences with teachers. Teachers may be contacted before or after school, or during their planning period.
- Career Cruising Electronic Portfolio – go to www.careercruising.com Username → TPS-(student school ID number) and Password → (birthday as a two digit month two digit date four digit year) Students should include best works, resume, college/program searches and post high plans in this electronic portfolio for graduation requirements.

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), long boarding or skateboarding. Please be mindful of our relationship with Pt. Defiance**

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

Students who find a lost article should turn it into the Main Office or 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 in Portable J 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

Textbooks

Textbooks are the property of Tacoma Public Schools, but 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 or ELC Front Desk. Upon entering the building, visitors must sign in at the Main Office or ELC Front Desk. Students attending other schools from within or outside the district will not be allowed to visit the building during school.

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.

The Discipline Referral Process

Most lower-level 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.

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: www.tacomaschools.org/schoolboard/policies.

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

The dress code at the Science and Math Institute requires that student dress support an academic environment and not be distracting. Therefore, 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 | • Limited/No discipline history |
| • Proof of insurance | • Credits on track for graduation |
| • Permanent Washington license plate number | • Good attendance |

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 Fridays from 1:20 – 3:20 and begin this important relationship at the All-School Retreat in August for the first three days of school.
- **Senior Breakout** – The Senior Team helps seniors develop their project presentation (Next Move Internship Portfolio or Senior Project) and use the toolkits from Graduate Tacoma (graduatetacoma.org) to support seniors in college and post high planning. Senior Breakout is each Friday from 10:30 – 12:30. Program reps (college, university, military, tech college, apprenticeships, etc) will visit SAMi at lunch or during the Senior Breakout.
- **College & Career Classes** are offered in Portable J to support Next Move Internship and Post High Planning.
- **College in the High School** - www.tacomacc.edu/academics-programs/college-high-school/tccinhighschool
- **Graduate Tacoma** – 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/

Earn credits in appropriate subject categories

Subject	grade level	# of classes	# of credits required
English	9 th – 12 th	8 classes	4.0 credits
Social Studies	9 th - 12 th	6 classes	3.0 credits
Math	9 th – 11 th	6 classes	3.0 credits
Science (2-year lab)	9 th and 10 th	4 classes	2.5 credits
Arts	Non-specific	2 classes	2.0 credits (or PPR)
Health	9 th and 10 th 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 th – 12 th grade	49/64 classes	24 credits required

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 **B**eginning (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 **A**pproaching (APP) signifies progress toward mastery with some significant gaps. A **M**eeting (MET) indicates that the student has satisfactorily met the learning standards for the course or assignment. An **E**xceeding (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

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 at the school websites www.tsota.org and www.tsami.org. 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)
Writing Standard #1 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.

The mentor and counseling staff provide the following services to all students:

- 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 Attendance, community-minded Behavior, Course mastery.

We also encourage parents to phone or come to school to confer with us regarding any concerns they may have. Please be sure to call or email for an appointment when you would like to meet with a mentor or guidance support (Portable H)

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.

College Applications

Mentor Group starts in 9th 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 11th 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 12th 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 Leadership team.



COLLEGE IN THE HIGH SCHOOL

A collaborative program between Tacoma Community College, the Science and Math Institute and School of the Arts.

Thank you for your interest in the College in the High School program. This is an exciting opportunity for you to earn college credit while attending classes at SAMI or SOTA. If you are receiving this letter you are already enrolled in a course eligible for this program.

WHAT IS COLLEGE IN THE HIGH SCHOOL?

College in the High School is an educational program that provides college level classes within the high school setting. Students earn college credits from Tacoma Community College and experience the rigor of a college level course, while also earning high school credit. It is a dual-enrollment program.

HOW DOES COLLEGE IN THE HIGH SCHOOL WORK?

High school teachers teach college level classes to high school students at their school. Tacoma Community College faculty members train and mentor the high school teachers so that the rigor, curriculum, course philosophy, pedagogy, and assessment criteria are similar to those of the same course taught at Tacoma Community College.

HOW DOES COLLEGE IN THE HIGH SCHOOL BENEFIT STUDENTS?

Any student who meets the prerequisites and requirements may take a College in the High School class. Through College in the High School, students will be better prepared for college because they have had direct experience with a college level class. In addition to earning college credits, they will have access to the Tacoma Community College library and tutoring services. Instructional materials will be provided by the District, so students do not have to purchase college textbooks. The cost is \$300 per course, \$50 for students on Reduced Lunch and \$25 for students on Free Lunch. Students may also take this college level class for high school credit, even if they don't pay for the college credit. However, at least 5 full-paying students are required for a class to be a College in the High School class.

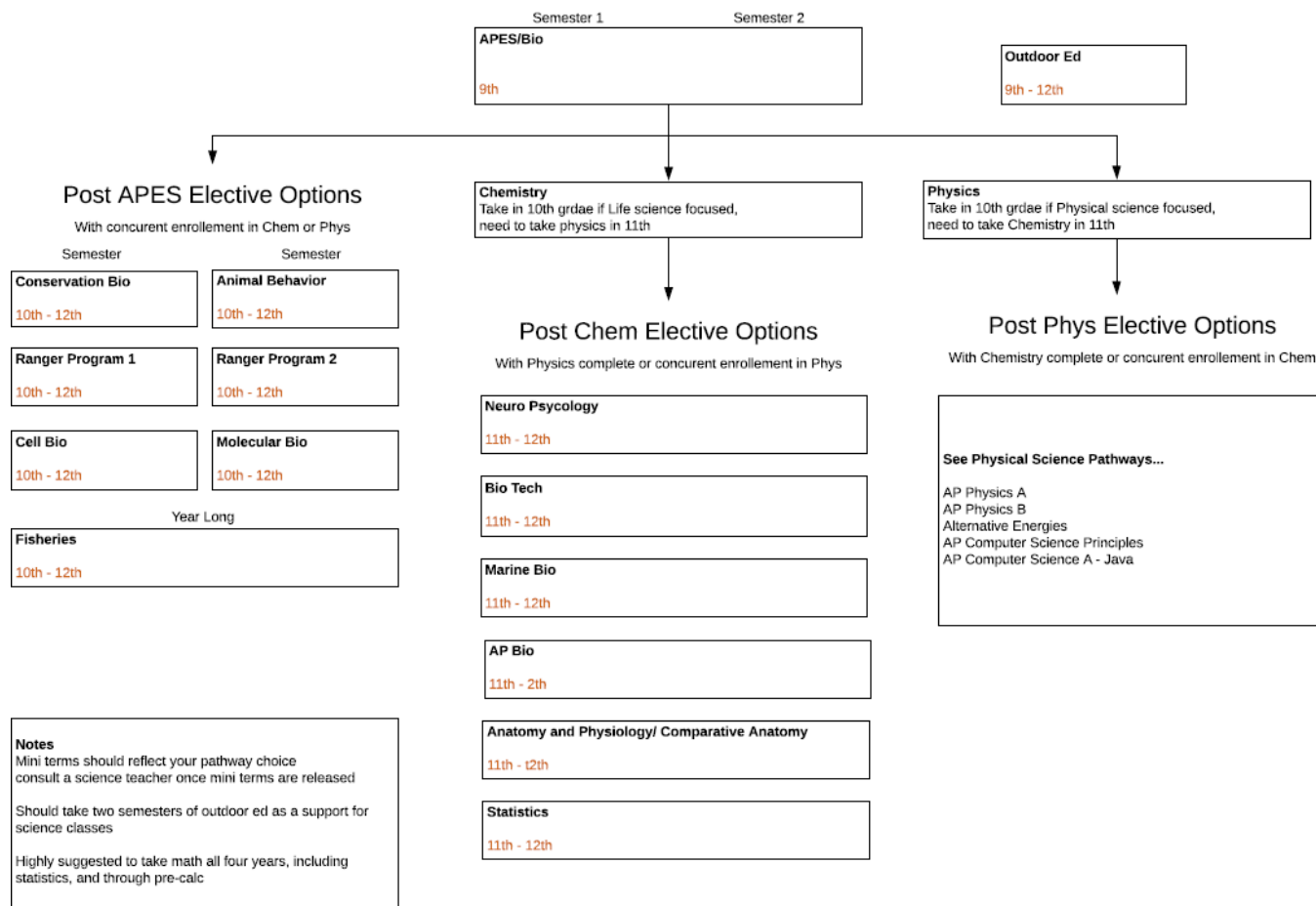
HOW DO I REGISTER FOR THE COLLEGE CREDIT?

Application to the Program

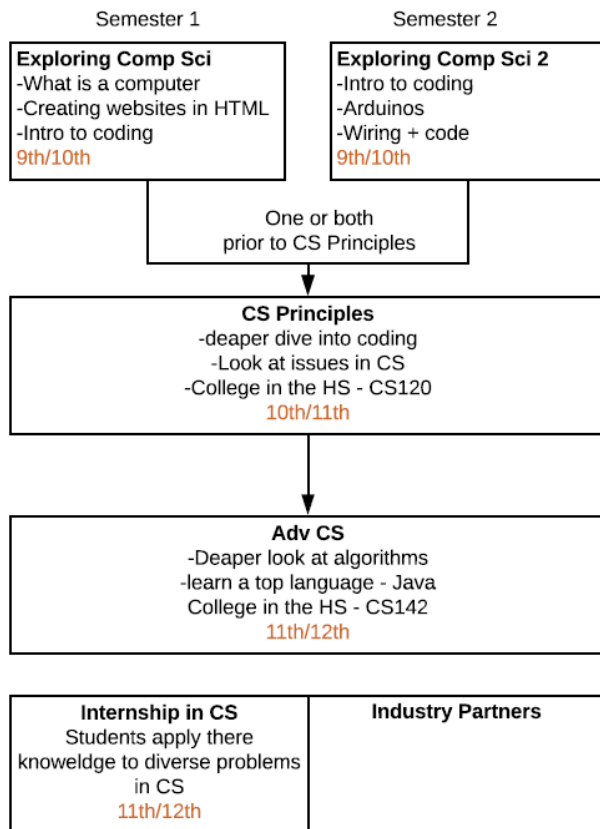
The first step to enroll in a College in the High School class will be to sign up for classes labeled CITHS on the SOTA and SAMI master schedule. Two to three weeks into the semester, students will be provided with a registration packet for the university by their SOTA/SAMI teacher, which includes an application to the college and information on registration and payment.

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.



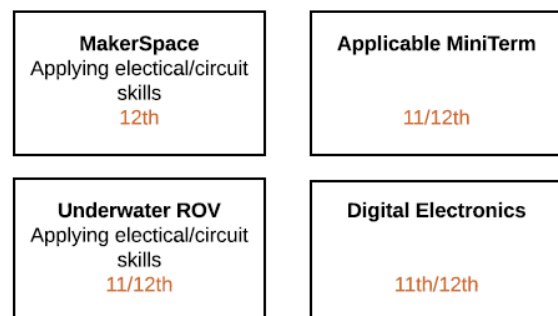
Physical Science Pathway Computer Science Specialty



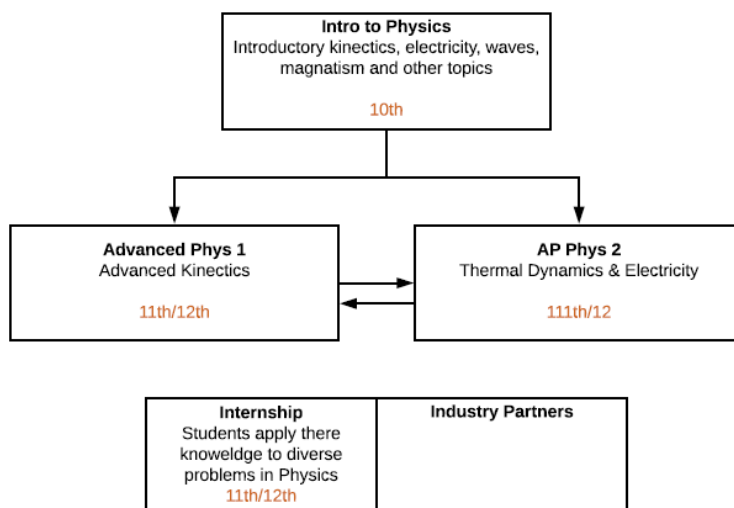
Suggested, but not in specialty courses:

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

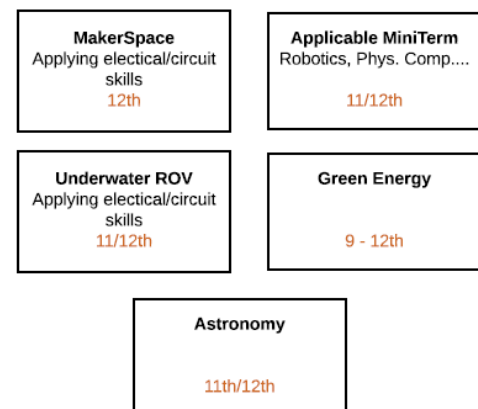
Electives Pick 2 of 4



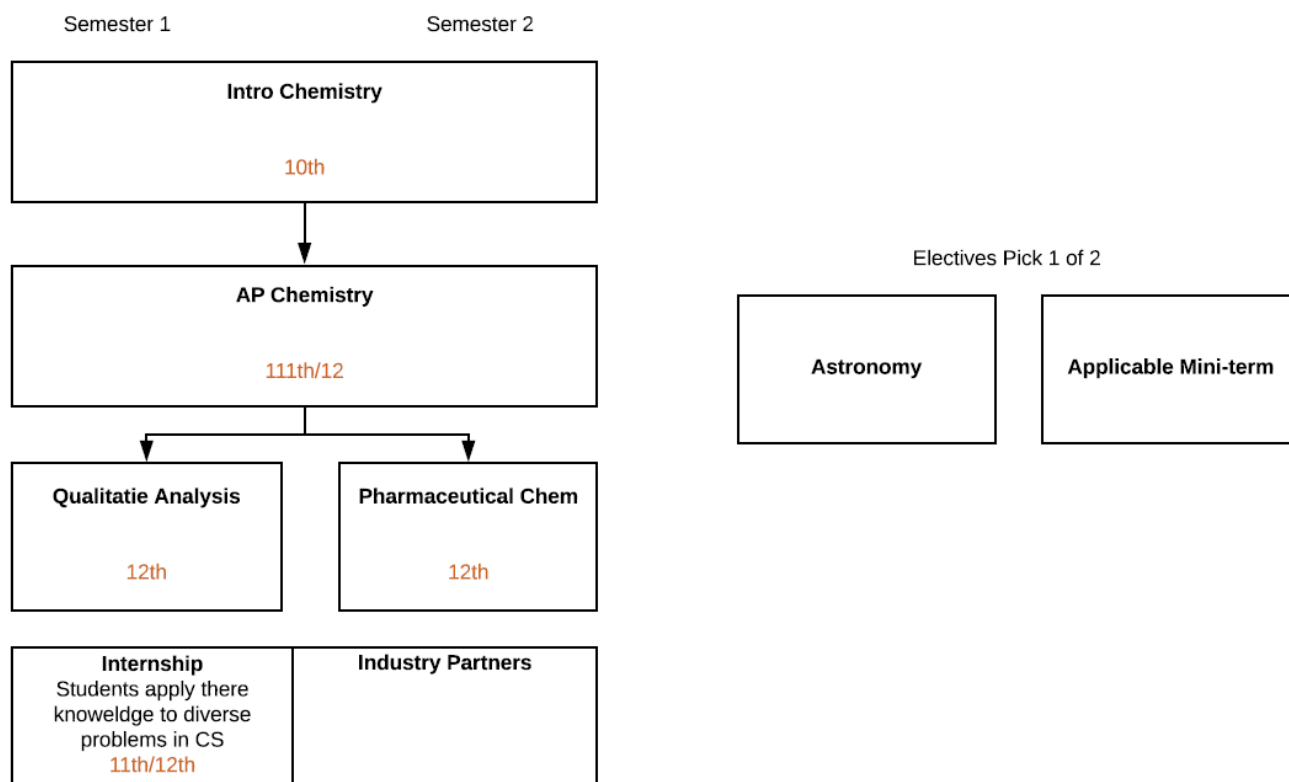
Physical Science Pathway Physics Specialty



Electives Pick 2 of 5

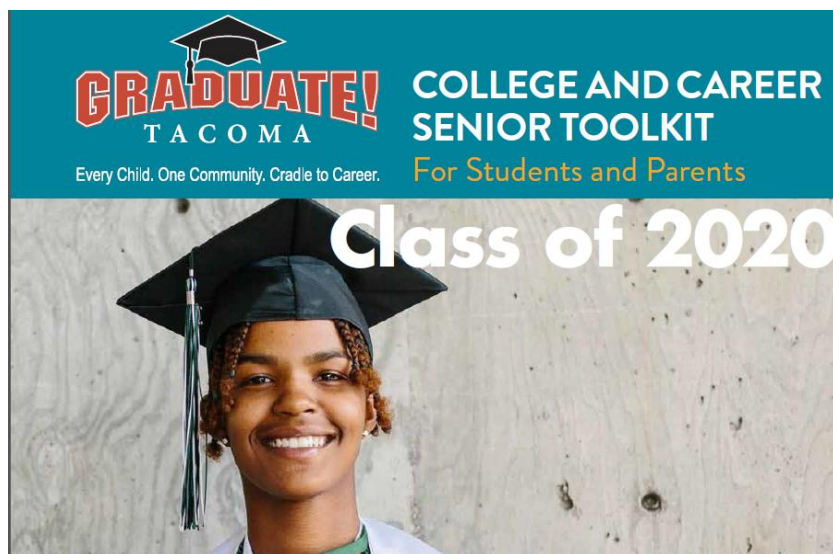


Natural Science Pathway Chemistry Specialty



Graduate Tacoma Toolkits

Visit www.graduatetacoma.org to learn more about these valuable toolkits and resources 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 for 9th, 10th and 11th grade toolkits.






COLLEGE AND CAREER SENIOR TOOLKIT

For Students and Parents

Dear Students, Parents, and Guardians,

The Graduate Tacoma Community would like to welcome you to the start of your senior year! Graduating high school is such an important milestone and major step toward your future. It's going to be a busy year. Now is the time for students to finalize plans and meet deadlines for the transition to college, technical school, apprenticeship, military, or career. There are many paths to take on the way to earning the higher education degree or technical certification needed for the career field you choose. You are not alone and the Graduate Tacoma Community is here to help.

Use this toolkit to help you navigate through this important year. Enclosed you will find items to discuss together and checklists to help your student keep organized and meet important due dates over the next several months. Use the list of College and Career Guidance Specialists below for any support you may need.

Be sure to check out  [@GraduateTacoma](#) and [Plan4College.ME](#) for additional information.



KNOW YOUR OPTIONS

While future income is just one of the factors to consider when choosing a career, it's important to be aware that more and more of the jobs that pay well across the nation require a college degree or a technical certificate.

THE MORE YOU LEARN THE MORE YOU EARN!

LESS THAN
HIGH SCHOOL \$26,208

National Average Income by Level of Education

APPRENTICESHIPS \$32,011

HIGH SCHOOL
GRADUATE \$37,024

SOME COLLEGE OR
TECHNICAL SCHOOL \$40,248

ASSOCIATE'S OR
TECHNICAL DEGREE \$43,472

BACHELOR'S
DEGREE \$60,996

MASTER'S
DEGREE \$72,852

DOCTORAL
DEGREE \$90,636

PROFESSIONAL
DEGREE \$95,472

Source: 2017 National Census Bureau of Labor & Statistics

Remember – financial aid is available for families who demonstrate need, so be sure to consider the potential return as well as the cost of the investment you make in higher education.

High school graduates have many options to earn the degree or certification needed to pursue their career interests: two-year or four-year colleges, technical schools, apprenticeships, and more! Below you will find helpful information to guide you in choosing your right fit pathway.

Four-Year College or University

- Use the **"Four-Year Application Checklist"** insert to help create a list of potential schools and the application deadlines for each.
- There is no one perfect college, so consider a range of schools that fit your needs.
- It's easy to research schools online. A great first start is **CareerCruising.com**, which all seniors must complete as part of their **High School and Beyond Plan**. Here are some additional websites to research your college options:
CollegeBoard.org
CollegeResults.org
CollegeScoreCard.ed.gov
IMfirst.org
- College **"Fit"** Factors to consider include majors and programs offered, size, distance from home, and how selective it is (*Can I get in?*)

- **Cost** is also an important factor, but don't let the published expenses scare you off until you explore financial aid options.



TIP: Many students are eligible for the **College Bound Scholarship**, which covers tuition for Washington colleges. See your counselor to find out if you are eligible and attend a financial aid information session at your school. **Be sure to file the FAFSA (Free Application for Federal Student Aid), or WASFA (for students who are not U.S. citizens) starting October 1.** The FAFSA or WASFA are required to receive financial aid, so file as early as possible. See page 6 and 7 for more information on steps for paying for college.



KNOW YOUR OPTIONS

Community and Technical Colleges

(Two years or less)

- Use the "Two-Year and Technical College Application Checklist" on page 5 to help create a list of potential schools.
- Students obtain a two-year Associates Degree and/or one of hundreds of career certificates through programs as short as three months.
- Affordable and often near home, these colleges train students for careers in computer science, health, business, trades, and many other fields.
- Students who earn an Associates Degree can transfer to a four-year university as a junior and finish in two years: a great way to cut costs.
- Financial aid is available, including the College Bound Scholarship. **Be sure to file the FAFSA (Free Application for Federal Student Aid) or WASFA (Washington Application for State Financial Aid) in October.** Attend a financial aid information session at your high school for more information.
- Learn more about the variety of programs offered at Tacoma Community College, Pierce College, Bates Technical College, Clover Park Technical College and Washington's other 30 community and technical colleges at: CheckOutACollege.com.

Vocational/Trade Schools

- These options provide education in a specific career, ranging from cosmetology or criminal justice to design or health fields.
- Many vocational schools are for-profit, so check the rate of graduates' job placement. If you choose to pursue further education, check with other colleges to make sure your credits will transfer from the vocational/trade school.
- Vocational school database RWM.org lists schools that offer Associate's Degree programs in Washington and nationwide.

Apprenticeships

- Apprenticeships are a mix of technical education and on-the-job training. Offered in multiple sectors such as trades, technology, and engineering, they allow students to earn a pay wage while learning the skills and knowledge needed for the job.
- Employers (such as Boeing), trade unions (such as electricians and roofers), and independent programs offer apprenticeships. These two- to four- year programs provide the pathway to family-wage jobs. Apprenticeship programs offer certifications, licenses, and/ or college degrees.
- Apprenticeships are competitive and require solid math skills.
- Learn more at LNI.wa.gov/TradesLicensing/Apprenticeship.

Military

- Military experience teaches life skills and often provides technical education.
- Military service can also provide scholarships and help pay for future college education.
- Learn more at TodaysMilitary.com.



TIP: Students should build a college application list of about 5-7 schools, including three types of schools:

"REACH"

Someplace you would really like to go, but you think you may not get in

"SOLID"

A good match with grades and test scores that makes it likely for you to be accepted

"SAFETY"

You will definitely get accepted here; this back-up ensures a continuation of your education that still lets you achieve your goals



TWO-YEAR COMMUNITY & TECHNICAL COLLEGE APPLICATION CHECKLIST

Process for Applying

Each college has slightly different application processes, so make sure to confirm the process and requirements for the colleges you are considering.

1. ■ Explore Your Options Create a list of career opportunities you are interested in pursuing.

Careers of Interest

Certificates or Degrees

Community or Technical Colleges

Research schools that provide the certification or degree you will need to get a job in the field that interests you – CheckOutACollege.com

2. ■ Apply Online or In-Person

- Community and Technical Colleges have an open door policy, and generally accept applications year round.
- Most Washington community colleges use the same online application: Public.ctc.edu

4. ■ Submit an Application for Financial Aid

- Submit your FAFSA (Free Application for Federal Student Aid) or WASEFA (Washington Application for State Financial Aid) to community colleges as soon after **October 1**, as possible. The earlier you submit, the better your chances of receiving financial aid. You will need to submit a new FAFSA or WASEFA each year that you attend college.
- Many community colleges also have their own financial aid forms in addition to the FAFSA/WASEFA, so check with each school's Financial Aid Office. If you do not turn in these additional forms, you can miss out on scholarships, grants, or opportunities to earn additional income and employment experience through a Work Study job.

3. ■ Assess Your Placement/ Pathway

- Many colleges now accept alternate forms of placement including the **Smarter Balanced Assessment**, **High School Transcripts**, and **SAT and ACT test scores**. Check with the college to see which placement measures are used.

The most common placement test is the **ACCUPLACER**.

- This untimed placement test is taken on a computer. Take your time, since there is no time limit.
- This multiple-choice test includes math and reading comprehension, as well as English as a Second Language (ESL), if applicable.
- While this is not a pass/fail test, it will determine which classes you are eligible to take, so it is important to do your best.
- You may take the test more than once and colleges will use the best score. This may allow you to place out of remedial classes and save money.

5. ■ Schedule an Advising Appointment or Attend Orientation

- Focus your education on getting the degree or certification(s) you will need in order to pursue the career you want. If your goal is to transfer to a four-year school, plan ahead to ensure a smooth transition between your college experiences.
- Some schools require you to meet with an advisor before registering for classes each quarter, in order to ensure that you are on track.
- Attend an orientation, where you will learn how to access student services, make an academic plan, and register for classes.



STEPS FOR PAYING FOR COLLEGE:

Financial aid makes paying for college possible!

OCTOBER

1

Deadlines To be considered for the most financial aid possible, you have to submit the **FAFSA** (Free Application for Federal Student Aid) or **WASFA** (Washington Application for State Financial Aid) by the earliest priority date of the colleges to which you'll be applying in your senior year—every college's priority date is different, so be sure to check each one. The FAFSA and WASFA now open **October 1** of every year and a new application must be submitted each year.

Submitting the FAFSA

1 Be prepared

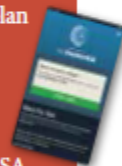
- Attend a workshop at your high school to learn how to prepare for the process. Check Plan4College.ME for dates.
- Apply for a Federal Student Aid ID (FSA ID) at FSAid.ed.gov
- A parent/guardian applies for a separate FSA ID, using a separate email, at FSAid.ed.gov
- Check priority filing dates for your colleges.

2 Gather your important documents

- Your Social Security number (or Alien Registration or Permanent Resident Card)
- Your Driver License number or state ID
- Your family's 2018 income tax returns
- Untaxed income records
- Current bank statements for you and your family
- Business and investment records for you and your family

3 Apply online

- Fill out the FAFSA online at FAFSA.ed.gov beginning October 1 of your Senior Year.
- On the FAFSA, list all of the schools you plan to apply to.
- Download the free FAFSA mobile App at myStudentAid to begin filing the FAFSA.



Non-citizen? You can apply for the Washington College Grant by submitting the WASFA.

Federal aid is not available to non-citizens, but you are eligible to apply for the Washington College Grant by submitting the WASFA if you meet the program's income requirements and satisfy the residency criteria:

- Have graduated from a Washington high school or obtained a GED (or will do so before beginning college).
- Have lived in Washington for three years prior to, and continuously since, earning the high school diploma or equivalent.
- Sign an affidavit (written promise) to file an application to become a permanent resident of the United States when eligible to apply.

Complete the Washington Application for State Financial Aid (WASFA) at ReadySetGrad.wa.gov/WASFA, available beginning October 1.

There are different types of funding that can help you pay for school, including:

GRANTS: Money that you do not have to pay back, awarded based on family need.

SCHOLARSHIPS: Funds from colleges or other sources, often recognizing academics, sports, service, arts, or other strengths. Money does not have to be repaid.

WORK STUDY: Special jobs where your wages can help pay for school and personal costs.

LOANS: Money you can borrow and repay over time, with interest added. Some loans have low interest, but families should think seriously about how they will repay before accepting a large loan.



PAYING FOR COLLEGE, continued

Financial Aid – Sample Breakdown of Costs The FAFSA will ask for information about your family's finances and then calculate how much you and your family are expected to pay for your college expenses. This table is an example comparing a full-time student at four-year state school to a two-year college. Your family's EFC and Financial Need will be different based upon your family income.

SAMPLE	Estimated Cost of Attendance Each Year – Tuition, housing, books, food, etc.	Four-year Public University Live on Campus \$27,896	Two-year Community College Live at home \$11,435
	Expected Family Contribution (EFC) – How much the FAFSA shows your family could provide. This can range from zero to the full cost of attendance.	SAMPLE EFC \$3,261	SAMPLE EFC \$3,261
	Your "Financial Need" – How much the school might offer you in financial aid.	This is your Financial Need \$24,635	This is your Financial Need \$8,174

Use **FAFSA4caster** – [FAFSA.ed.gov/FAFSA/app/f4cForm](https://fafsa.ed.gov/FAFSA/app/f4cForm) to see what your Expected Family Contribution (EFC) might look like.

College Costs The cost of tuition varies a lot at private, in-state, and out-of-state colleges. At in-state schools, there is a different cost for Washington residents and out-of-state students while tuition at private colleges is usually the same regardless of residency. Some private schools require a second financial aid application called the **CSS profile** available at [CSSprofile.CollegeBoard.org](https://cssprofile.collegeboard.org). The cost of attendance at private colleges is much higher, but those institutions are often able to offer more financial aid, meaning the cost you actually pay may be less.

Scholarships Tacoma has some excellent scholarships for TPS students. Be sure to investigate the following scholarships, making note of their application due dates. Your high school may have its own scholarship page as well, so see your school website or career center for more information.

- **Act Six** – [ActSix.org](https://actsix.org). A four-year, full-tuition leadership scholarship to four participating private colleges for seniors. Application opens August and due in November.
- **College Success Foundation** – [CollegeSuccessFoundation.org](https://collegesuccessfoundation.org). The CSF website has a number of scholarships specifically for Washington students.
- **Washington State Opportunity Scholarship (WSOS)** – [WAOppportunityScholarship.org](https://wso.scholarship.org). A four-year renewable scholarship for Washington seniors who pursue a STEM (science, technology, engineering, math) major at Washington technical, two- and four-year colleges. Applications open January of senior year and close in February.
- **Washington Scholarships** – See [theWashBoard.org](https://thewashboard.org) and your high school's website for more scholarships.
- **Pacific Lutheran University, 253 PLU Bound Scholarship** – [PLU.edu/253](https://plu.edu/253). A full-tuition scholarship to PLU for students who are College Bound Scholarship eligible, attend a high school in the 253 area code, and have a 3.7 or higher weighted GPA.
- **University of Puget Sound, Tacoma Public School Commitment** – [PugetSound.edu](https://pugetsound.edu). University of Puget Sound has a commitment to meet the full financial need of TPS students who are admitted.
- **University of WA, Husky Promise** – [Washington.edu/HuskyPromise](https://washington.edu/HuskyPromise). Guarantees full tuition and standard fees will be covered by grant or scholarship support for all eligible Washington state students at all UW campuses.
- **Washington State University, Cougar Commitment** – [WSU.edu](https://wsu.edu). A commitment that full tuition and standard fees will be covered by grant and scholarship support for all eligible Washington state students.
- **Central, Eastern, and Western Washington Universities** – have their own scholarships. Go directly to their websites to learn more.

College Bound Scholarship Many families were eligible to sign up for the College Bound Scholarship (CBS) in seventh or eighth grade. Check with your counselor to see if you are a College Bound Scholar and how to maintain your eligibility. Students must complete applications to chosen schools, the FAFSA, or WASFA, and any additional financial aid forms for those colleges. CBS is combined with the Washington College Grant to cover tuition at public rates and a small book allowance. CBS will not be part of your financial aid award if all your need is met by other financial aid or if your family's income has risen above eligibility standard. You can learn more about the College Bound Scholarship at ReadySetGrad.wa.gov/college/college-bound-scholarship-program

7

HELPFUL TERMS TO KNOW

GENERAL

- **Grade Point Average (GPA)** – Average of all the grades a student receives in high school, ranked on a 4.0 scale, considered in college admission. A weighted scale awards higher scores for rigorous Honors and AP classes in which an "A" earns a 5.0, rather than 4.0 as in an average class. Unweighted means the school does not differentiate. Tacoma submits unweighted GPAs to colleges.
- **General Education Diploma (GED)** – A set of tests that certify the test taker has met high school academic skills; used as an alternative route to the traditional high school diploma.
- **Verification of Acceptance of Next Institution (VANI)** – All TPS seniors submit the VANI as a part of their High School and Beyond Plan to indicate their post-high school plans, including acceptance to college, vocational school, military, or apprenticeship.

APPLYING TO COLLEGE

- **Common Application (Common App)** – Over 600 colleges and universities, mostly private schools, use a standardized application that can be filled out by students online. Learn whether your colleges of choice recognize this app here: CommonApp.org.
- **Admission** – The process by which colleges and universities select and admit applicants.
- **Regular Admission** – Students apply by the final deadline. Most applicants will receive a reply in March about admission decisions.
- **Rolling Admission** – Admission decisions are processed year-round on a "rolling basis," depending upon when the application is submitted. The earlier a student applies, the better.
- **Early Action** – Not a binding contract when applying to college, but guarantees that the applicant will hear back by a certain date. Early Action requires an earlier application due date; often in November. The advantage to early action is that the application may be considered with a smaller pool of applicants.
- **Early Decision** – Students use this option for a first-choice school only, and must withdraw all other applications if admitted, assuming financial aid offer is reasonable. You can only apply to one college using this option, but you can apply to other colleges using regular, rolling, or early action admission. Early decision is also an earlier deadline – usually by November – and applications may receive special consideration in a smaller pool of applicants.
- **Priority Date** – Not a deadline, but a suggested date for application to colleges and universities so that you will be considered for scholarships and other special programs.

TESTING

- **SAT** – One of the standardized tests required by most four-year colleges for admission, the SAT is taken during the junior or senior year. Measured on a 400-1600 scale, the test consists of 3 tests: reading, writing, and math, plus an optional essay. CollegeBoard.org is an excellent site for practice tests and college search and planning process. **The SAT is offered free to all TPS students on October 16, 2019.**
- **SAT Subject Test** – Offered in many areas of study including English, Math, Science, History, and Foreign Language, this test is less common. Some colleges require one or more of these tests for admission.
- **ACT** – Another test accepted by most colleges and universities for college admission, the ACT is scored on a 36-point scale, testing English, Reading, Math, and Science with an optional Writing section: ACTstudent.org.
- **ACCUPLACER** – A group of tests used by some colleges to determine placement for college-level courses, based on your knowledge in math and reading comprehension. It is not pass/fail and not used for admission.

PAYING FOR COLLEGE

- **Free Application for Federal Student Aid (FAFSA)** – All students applying for any financial aid will complete this form yearly and send to the college the student is attending. The earlier students submit this form the more opportunities they have for receiving financial aid dollars from the college of their choice. **Can apply beginning October 1. FAFSA.ed.gov**
- **Washington Application for State Financial Aid (WASFA)** – For non-citizens, you may be eligible to apply for a Washington College Grant. **Apply beginning October 1.** See eligibility requirements at ReadySetGrad.wa.gov/WASFA
- **Merit-Based Scholarship or Aid** – Money awarded for college without regard for financial need. This type of financial aid (separate from your FAFSA/WASFA) is usually awarded for academic achievement, such as High GPA and/or test scores, or talents and unique traits; such as artistic, musical, service, or athletic skills.
- **Need-Based Scholarship or Aid** – Money awarded based upon your family's financial need. All federal and state aid is need-based, so you must submit the FAFSA or WASFA to be eligible.
- **College Scholarship Service Profile (CSS Profile)** – A financial aid application required by some private colleges in addition to the FAFSA/WASFA. It includes a fee and is more detailed. CSSprofile.CollegeBoard.org



Four-Year College Application Checklist

Post this checklist where you can see it daily to keep track of important steps and deadlines.

REMEMBER: If you are confused, ask for help – early and often! Counselors and college support staff are available to help at each high school.

SEPTEMBER

- Research five to seven colleges – Create an e-mail account to manage your college search. Sign up for mailing lists for each college of interest. Do any use the "Common App"? (See enclosed "Terms You May Need to Know.") If so, this form is available at CommonApp.org to begin filling out now.
- Create your customized calendar – Be sure to list all application, financial aid, and scholarship deadlines!
- Visit as many colleges as possible to help you know which are a good fit.

College/University	Use Common Application?	Application Deadline	Financial Aid Deadline
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		

- Begin drafting your application essay – Start early!
- Research scholarships – Download or request applications. Deadlines start early. Add them to your calendar.
- Request two Teacher Recommendation Letters – Be sure to ask at least one month before deadlines!
- Discuss your family budget for college – See *Paying for College*, pages 6-7, for financial aid information.
- Update your resume – Include extra-curricular activities and job experience.

OCTOBER

- Financial Aid – Attend a FAFSA/WASFA workshop at your high school or local college. Check Plan4College.ME for dates, times and locations throughout Tacoma.
- FAFSA & WASFA – Filing begins October 1. The sooner you file, the better your chances for aid. You will use your 2018 income tax return to complete.
- Start your online applications – Every school's deadline may be different, so double check that each is submitted on time. If several of your choices use the Common App, submit by the earliest due date.
- Narrow your college list – To three or four that you will apply to. Some students apply to more. Include your "Reach" schools, even if they are more expensive. Many private schools offer substantial scholarships and aid packages. Consider two years at community college as a cost-effective alternative.
- Meet with college representatives – See your Career Center for a schedule of visits.
- SAT or ACT Testing – Make sure you have all testing times and locations noted on your calendar. You can practice the test: See CollegeBoard.org and ACTstudent.org for more details. EnhancedPrep.com also offers free test prep support. Plan to take the free SAT on **October 16** at your high school.
- Consider Early Action/Decision – If considering, confirm your college's application deadline.
- Applying to private colleges? – Get the CSS/Profile financial aid application, CSSprofile.CollegeBoard.org.
- Inquire about financial aid forms – Some colleges require their own forms, in addition to FAFSA or WASFA.
- Attend the PNACAC College Fair – University of Puget Sound Fieldhouse, October 30 (5:30-7:30 pm). See PNACAC.org/college-fairs for details.

SAT TESTING

All Tacoma seniors are scheduled to take the SAT at school for **FREE WEDNESDAY, OCTOBER 16**.

This is the only test most colleges require. However, some colleges may require SAT Subject Tests. You can also retake the SAT tests, to try to improve your score. Registration is required for both.

REGISTRATION	TESTING
September 6.....	Saturday, October 5
NONE REQUIRED.....	Wednesday, October 16
October 3.....	Saturday, November 2
November 8.....	Saturday, December 7

ACT TESTING

Some students prefer this test over the SAT and colleges accept this test as an alternative to the SAT.

REGISTRATION	TESTING
September 20.....	Saturday, October 26
November 8.....	Saturday, December 14

FINANCIAL AID (Also see *Paying for College*, pages 6-7)

Financial Aid Info Night at H.S. My Date _____
 FAFSA/WASFA Help at High Schools. My Date _____
 FAFSA & WASFA – Begin Application October 1, 2019

APPLICATIONS

Key Dates – College fair and application deadlines.
 Note: Evergreen, EWU, and CWU are on rolling admission, final deadlines in spring.

OCTOBER 2019 Discover U Month						
SUN	MON	TUE	WED	THUR	FRI	SAT
		1 FAFSA & WASFA FILING BEGINS	2	3	4	5 SAT TEST
6	7	8	9	10	11	12
13	14	15 FREE SAT TEST @ TPS	16	17	18	19
20	21	22	23	24	25	26 ACT TEST
27	28	29 PNACAC COLLEGE FAIR @ UPS	30	31		

NOVEMBER 2019						
SUN	MON	TUE	WED	THUR	FRI	SAT
					1 EARLY ACTION/DECISION	2 SAT TEST
3	4	5 ACT SIX DEADLINE	6	7	8	9 UW APP DUE
10	11	12	13	14	15 EARLY ACTION/DECISION	16
17	18	19	20	21	22	23

OCTOBER

- ☐ **Financial Aid** – Attend a FAFSA/WASFA workshop at your high school or local college. Check Plan4College.ME for dates, times and locations throughout Tacoma.
- ☐ **FAFSA & WASFA** – Filing begins October 1. The sooner you file, the better your chances for aid. You will use your 2018 income tax return to complete.
- ☐ **Start your online applications** – Every school's deadline may be different, so double check that each is submitted on time. If several of your choices use the Common App, submit by the earliest due date.
- ☐ **Narrow your college list** – To three or four that you will apply to. Some students apply to more. Include your "Reach" schools, even if they are more expensive. Many private schools offer substantial scholarships and aid packages. Consider two years at community college as a cost-effective alternative.
- ☐ **Meet with college representatives** – See your Career Center for a schedule of visits.
- ☐ **SAT or ACT Testing** – Make sure you have all testing times and locations noted on your calendar. You can practice the test: See CollegeBoard.org and ACTstudent.org for more details. EnhancedPrep.com also offers free test prep support. Plan to take the free SAT on **October 16** at your high school.
- ☐ **Consider Early Action/Decision** – If considering, confirm your college's application deadline.
- ☐ **Applying to private colleges?** – Get the CSS/Profile financial aid application, CSSprofile.CollegeBoard.org.
- ☐ **Inquire about financial aid forms** – Some colleges require their own forms, in addition to FAFSA or WASFA.
- ☐ **Attend the PNACAC College Fair** – University of Puget Sound Fieldhouse, October 30 (5:30-7:30 pm). See PNACAC.org/college-fairs for details.

NOVEMBER

- ☐ **Finalize all parts of your application** – Complete all forms and application essay. Ask others to review everything.
- ☐ **Submit Early Action/Decision Applications** – Most colleges are due November 1 or 15. Check yours.
- ☐ **Order your transcripts through Parchment.com** – To be sent to your college choices.

DECEMBER

- ☐ **Application deadlines begin** – Start regular submissions. Ask your counselor for application fee waivers if needed.
- ☐ **Early Action/Decision** – Check your email for replies, if you applied Early Action/Decision.

JANUARY

- ☐ **Submit college applications** – Most are due this month, but each school is different. Be sure to confirm and submit by the correct due dates for each college you are interested in attending.
- ☐ **Follow up with colleges** – Confirm that all your materials have been received.

FEBRUARY – MARCH

- ☐ **Request your first semester (mid-year) Grade Reports** – To be sent to colleges, if needed.

APRIL – MAY

- ☐ **Acceptance Letters** – Time to celebrate! All colleges should notify you regarding your application. If your application was denied, you can contact the college's Admissions Office. Some colleges offer an appeals process through which applicants receive additional review and reconsideration. Another alternative would be to take your first two years at a community college.
- ☐ **Review your choices** – If you were admitted to several colleges, talk with family and friends about the pros and cons of each opportunity. Does one have a better record for providing internships or job placements? How do the financial aid offers align with your family spending plan?
- ☐ **Notify all schools** – Accept or decline admission offers by **National Signing Day – May 1**.
- ☐ **Submit your VANI (Verified Acceptance from Next Institution) and High School and Beyond Plan** to your high school counselor.

Visit  [@GraduateTacoma](https://www.instagram.com/GraduateTacoma) and Plan4College.ME

Rev. 7/19

13	14	15	FREE SAT TEST @ TPS	17	18	19
20	21	22	23	24	25	26 ACT TEST
27	28	29	30 PNACAC COLLEGE FAIR @ UPS	31		

NOVEMBER 2019

SUN	MON	TUE	WED	THUR	FRI	SAT
					EARLY ACTION/DECISION 1	SAT TEST 2
3	4	5 ACT SX DEADLINE	6	7	8	UW APP DUE
10	11	12	13	14	EARLY ACTION/DECISION 15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

SUN	MON	TUE	WED	THUR	FRI	SAT
1	2	3	4	5	6	7 SAT TEST
8	9	10	11	12	13	14 ACT TEST
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020

SUN	MON	TUE	WED	THUR	FRI	SAT
			WSOS 1 APP OPENS	2	3	4
5	6	7	8	9	10	11
12	13	14	15 UW APP DUE	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31 WWU & WSU APPS DUE	

Mentor Group Outcomes through our pillars

- Each student in mentor group can share their post high plan connected to passions and dreams
- Each student is on-track to graduate
- Each student has mastered standards in their coursework
- Each student has regular, on-time attendance

Mentor Leader Lessons (Co-Led Mentor)

THE “WHY” LESSON (why-how-what of MG)

Think about why Mentor Group is so powerful?

Why are our pillars (values) important? Why are our relationships important?

How does your Mentor Group help everyone with developing a Post High Plan (High School & Beyond Plan)?

How does your Mentor Group make sure you are on-track to graduate, you are meeting standards in your academic coursework and are regularly attending classes? How does your mentor group support you in your growth?

What could you help improve this process for you and your Mentor Group and support your Mentor?

What Write a brief reflection here:

MENTOR GROUP CALENDAR

2019-20 School Year Teacher Calendar

Pending State Board of Education Waiver Approval**

AUG/SEPT 19

S	M	T	W	Th	F	S
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Aug 26-28 All school retreat
 Sept 2 Labor Day holiday
 5-End semester day of regular term
 9-All Day Mentor Group
 12-All Day Mentor Group
 13-Picture Day @ ELC
 17-Bags to School Night ELC 6-7:30
 20 All Day Mentor Group SAMI Service Day
 24-IPR due to print for Mentor conversations
 27-AAA #1

OCTOBER 19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 AAA #2
 8 IPR due to print for Mentor conversations
 11 Teacher workshop (no students)
 14-15 Conference Week
 16-17 Conference Early Release
 18 PSAT/SAT School Day Test
 19 AAA #3
 24 AAA #4
 29 IPR due to print for Mentor conversations and for Mid-term Mailing

NOVEMBER 19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 AAA #5
 8 AAA #6
 11 Veterans' Day holiday
 12-IPR due to print for Mentor conversations
 15 AAA #7
 22 AAA #8
 25-29 Thanksgiving Break

DECEMBER 19

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	N	H	H	N	N	28
29	N	H				

6 AAA #9
 10 Final IPR
 13 AAA #10
 20 AAA #11
 20 Last day of regular term
 23-Jan 3 Winter Break/no school

JANUARY 20

S	M	T	W	Th	F	S
				H	N	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 Mini-term begins
 17 MLK Jr. Celebration
 20 Martin Luther King Jr. Day
 28-Last day of mini-term
 30 PRS Day- no students
 31 Teacher workshops (no students)

FEBRUARY 20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	S	19	20	21	22
23	24	25	26	27	28	29

3 Second semester begins
 7 All Day MG
 14 Snow make-up day
 17 Presidents' Day holiday (no school)
 18 Snow make-up day
 19 IPR due for printing and Mentor conversation
 21 All Day MG
 28 AAA #1

MARCH 20

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 IPR due for printing and Mentor conversations
 6 AAA #2
 9-13 Conference Week (Registration for 2020-2021 classes) Camp psilps due
 11-12 Early Release
 16 Snow make-up day
 20 AAA #4
 24 IPR due for printing and Mentor Conversations and as Mid-term mailed
 27 AAA #5
 30-April 10 Spring break

APRIL 20

S	M	T	W	Th	F	S
			N	N	N	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 30-April 10 Spring break
 17 AAA #6
 21 IPR due for printing and Mentor Conversations
 24-Inquiry Team AAA #7
 24 SAMI Service Day in the Park
 24 Senior VANI due
 27 Teacher workshop (no students)

MAY 20

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 AAA #8, SAMI Prom
 5-IPR due for printing and Mentor conversations
 8 Last AAA #9
 15-16 Celebrating Projects - All Day Mentor Group
 22 Snow make-up Day
 25 Memorial Day holiday
 26 IPRs due for printing and Mentor conversations
 28 Senior Check-Out 11 to 4pm ELC
 29 Senior Breakfast, SAMI Picnic Owen Beach 12:30-3pm

JUNE 20

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Micro-term begins
 3 Graduation 4pm (early release)
 9 Last day of school (early release at lunch)
 10-12 Snow make-up days, if needed
 July 13 Senior Transcripts and Diplomas

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.)?

DREAM LESSON

Post High Plan/High School & Beyond Plan

Mentor Group Leaders ask their MG these questions - What do you love? What do you dream of doing 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 your dream? 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 online Career Cruising 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.

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****

Grd	Cred	Cred	GPA	GPA	GPA
Lev	Mo/Yr	Earn	Attp	Earn	Attp
09	02/2013	4.50	4.50	4.50	4.50
09	06/2013	4.00	4.00	4.00	4.00
10	12/2013	4.00	4.00	4.00	4.00
10	06/2014	4.50	4.50	3.50	3.50
11	01/2015	4.50	4.50	4.50	4.50
11	06/2015	5.00	5.00	4.00	4.00
12	01/2016	5.00	5.00	5.00	5.00
12	06/2016	4.50	4.50	4.00	4.00
Cumulative:		36.00	36.00	33.50	33.50

***** 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 *****

At SAMi, we expect students to work within their Mentor Group to talk about and document Post High planning. Use the Career Cruising on-line portfolio to complete searches and update your resume. Complete the VANI or Verified Acceptance of Next Institution within Career Cruising. 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.

9th & 10th graders – what classes do you hope to take to explore some ideas related to your dream? What clubs or activities will you participate in/try out?

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

STANDARDS MASTERY AND REGULAR ATTENDANCE LESSON

Approximately every two weeks, IPRs with grades and attendance (Interim Progress Reports) are printed for Mentors to share with mentees in Mentor Group and for students to share with their families. Have students reflect on the following questions individually or in small groups.

Is this IPR and Attendance evidence that supports your goals? Are your strategies working? Do you need new strategies to push your learning? What support do you need to make this happen?

PORTFOLIO LESSON

Group mentees into grade level groups to share their portfolios on OneNote. Divide into multi-age groups so the older leaders can share their portfolios first and the younger grades will share theirs.

Learner 9th grade

- Best works and a written, reflective *Learner Statement* for; humanities, math and biology
- Career Cruising printout
- Resume draft
- Graduation Requirement Checklist
- Conferencing Goal sheet, signed by mentor and family for Fall and Spring

Leaders 10th & 11th grades

- Additional best works and written, *reflective Learner Statements* in an area connected to Pathway
- Career Cruising at 90% or higher each year
- Updated resume
- Updated Graduation requirement credit check completed in conferences
- Safe, Fit, Reach draft for college
- Personal Essay draft for college
- Intro to Internship completed and Internship conference with Next Move Coach
- Pathway Interest- Physical or Life Sciences
- Conferencing Goal sheet signed by mentor and family for Fall and Spring

Leaver 12th grade

- Safe-Fit-Reach Post High online survey completed.
- FAFSA completed by October
- Graduation requirements completed with credit checks for Fall conference
- Career Cruising at 90% or higher
- Updated Resume
- Best works and written, reflective *Learner Statement* for your best classes across four years related to your High School and Beyond/Post High Plan
- Conferencing Goal sheet signed by mentor and family for Fall (October) and Spring (March)
- VANI - High School and Beyond/Post High Plan with Verified Acceptance of Next Institution by April
- Senior Project (project and/or internship presentation) presented in May
- Cap and Gown ordered by February
- All TPS fines paid to Main Office by April
- Senior Check Out sheets will be distributed in late May to be completed and turned into Co-Directors at the ELC Thursday before the graduation ceremony.
- Attend Senior Breakfast and SAMi picnic Friday before graduation (collect final words from Mentor and final words from classmates at the picnic for your portfolio)

Use the best works Learner Statement to reflect on important elements of your portfolio. This is the same process we used for admissions to SAMi and you will use for post high applications. Reflection is a critical skill.

Best Works Learner Statement

For your portfolio



Name _____ / /

Title _____

Grade work was completed: 9th 10th 11th 12th

- ☐ Science
- ☐ Math
- ☐ Humanities (English/History)
- ☐ Art
- ☐ World Language
- ☐ Leadership

Why did you include this? What did you learn from this work?

ON TRACK TO GRADUATE LESSON

Prior to conferences, have students get into multi-age groups to share their plans for classes they would like to take based on interests in Life Sciences or Physical Sciences Pathways. Use this credit check form and planner to plan out your classes for Registration (usually the first Friday in May) and the credit check form with transcript to make sure the right 24 credits are in the plan.

High School Credit Plan/Sequence	
9th Grade	
1) Freshman English 1	1) Freshman English 2
2) Math - Algebra	2) Math - Algebra
3) Biology	3) Biology
4) Strong Start	4) Strong Start
5) Social Studies/History 1	5) Social Studies/History 2
6) World Language 1	6) World Language 2
7) Environmental Science	7) Environmental Science
8) Art (Visual, Orchestra or Choir)	8) Outdoor Ed 1
Workshop classes 10:30 – 12:30 see A&A catalog mid-September and mid-February	
10th Grade	
1) Sophomore English 1	1) Sophomore English 2
2) Math – Advanced Algebra or Geometry	2) Math- Advanced Algebra or Geometry
3) Physics 1(Physical Science) or Chemistry 1 (Life Science)	3) Physics 2(Physical Science) or Chemistry 2 (Life Science)
4) Social Studies/History 3	4) Social Studies/History 4
5) World Language 3	5) World Language 4
6) Art (Visual, Orchestra or Choir)	6) Outdoor Ed 2
7) Computer Science	7) Makerspace or Robotics
8) BRIDGE	8) Art (Visual, Orchestra or Choir)
Workshop classes 10:30 – 12:30 see A&A catalog mid-September and mid-February	
11th Grade	
1) Junior English 1	1) Junior English 2
2) World Issues or Civics	2) COLLEGE & CAREER
3) Math – Pre-calculus	3) Math - Precalculus
4) Physics 1(Physical Science) or Chemistry 1 (Life Science)	4) Physics 2(Physical Science) or Chemistry 2 (Life Science)
5) Art (Visual, Orchestra or Choir)	5) Pathway Elective (Life Science or Physical Science)
6) Outdoor Ed	6) Computer Science
7) BRIDGE	7) Next Move Internship
8) Pathway Elective (Life Science or Physical Science)	8) Next Move Internship
Intro to Internship and Workshop classes	Workshop Classes
12th Grade	
1) Senior English 1	1) Senior English 2
2) Civics or World Issues	2) Elective in Pathway
3) Math – Calculus, Financial Literacy or Statistics	3) Math – Calculus, Financial Literacy or Statistics
4) Pathway Elective (Life Science or Physical Science)	4) Pathway Elective (Life Science or Physical Science)
5) Outdoor Ed	5) Art
6) Next Move Internship	6) Pathway Elective (Life Science or Physical Science)
7) Next Move Internship	7) Next Move Internship
8) COLLEGE & CAREER	8) Next Move Internship
Senior Breakout – Guidance for after high school	Senior Breakout – Guidance for after high school

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 _____

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** _____

Social Studies (6 semesters)

- ☐ Core 1 _____
- ☐ Core 2 _____
- ☐ US History 1 _____
- ☐ US History 2 _____
- ☐ Civics _____
- ☐ World Issues _____

PE/Health (4 semesters)

- ☐ PE 1 _____
- ☐ PE 2 _____
- ☐ PE 3 _____
- ☐ Health _____

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) _____

World Language (4 semester)**

- ☐ Language/PPR 1 _____
- ☐ Language/PPR 2 _____
- ☐ Language/PPR 3 _____
- ☐ Language/PPR 4 _____

Science (6 semesters)

- ☐ Core 1 _____
- ☐ Core 2 _____
- ☐ Lab 1 _____
- ☐ Lab 2 _____
- ☐ Lab 3 _____
- ☐ Lab 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	_____	_____

OR

Option 1

Collection of Evidence **OR**

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:

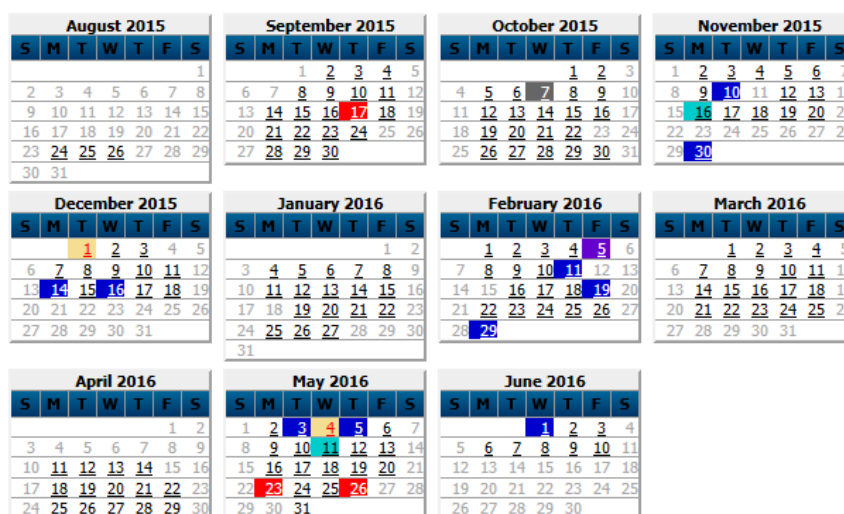
ATTENDANCE REFLECTION LESSON

We know that to be successful in school, career or life you must show up to be part of a team. Junior and Senior mentees lead small groups in a reflection Share in an “Accountability Circle” or have students create goals on Student-Led Conferencing sheets.

Reflect on your attendance with your Mentor Group and your classes. Below is an example of what we call “skittles” or irregular attendance. Look at the example below and rate this person using the rubric below. Then think about your attendance over the last year. To be a strong candidate for jobs, scholarships and the Next Move Internship program what will interviewers see when they look at your attendance patterns? What can you do to improve your regular attendance?

Level	Attendance (A)
High Concern	2 or more unexcused or excused absences in a month, 12+ per year
Concern	More than 6 excused or unexcused absences in a year
Doing Great!	6 or less excused absences in a year

Color Legend			
Multiple codes	Absence- Excused	Early Dismissal	Emergency Expulsion
Absence- Unexcused	Expulsion	Present	School Activity
Suspension	Tardy-Excused	Tardy-Unexcused	



1. Reflect on your attendance from last year. How was regular was your attendance? Why?
2. Set a goal for this year's attendance to share in your Student-Led Conference or an Accountability Circle.

CONFERENCING LESSON-

Seniors and juniors should fill out their conferencing goal sheet in select strategies to talk about at their conference and revisit them throughout the year with your mentor. Generally, mentees should set the goals in October and share reflections on the goals and strategies in March- share successes, challenges and next steps.

Seniors and juniors then lead small groups to prep for these conferencing goals. Use Guiding Questions for Mentors and Families to prepare for the conference. Self-assessment: circle areas of the **CONFERENCING RUBRIC (below)** rubric where you are currently. Add dates on the rubric to show growth over time.

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

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ _____

☐ _____

PERSONAL GOAL

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

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ _____

☐ _____

POST-HIGH GOAL

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

STRATEGIES USED TO ACHIEVE THIS GOAL:

☐ _____

☐ _____

STUDENT LED CONFERENCE DATE	FAMILY SIGNATURE	STUDENT SIGNATURE	MENTOR SIGNATURE

GUIDING QUESTIONS FOR MENTORS AND FAMILIES

- What are your 3 Student Led Conference Goals?
- What strategies do you plan to use to achieve each of these goals?
- Using your Graduation Portfolio, can you specifically show examples that document your growth?
- What is your current post-high plan? (Use your current High School & Beyond Essay and/or Post High Survey as a supporting document)
- What steps are you currently taking toward your post-high plan (participating in an internship, community service experience, classes you have taken or plan to take)?

Support Strategies for FALL Student Led Conferences

STUDENT STRATEGIES

- | | |
|---|---|
| • Ask my BRIDGE for support | • Use technology to support me (Swift site, email, Khan Academy) |
| • Sign up for a TIME class | • Attend before school tutoring |
| • Ask my Mentor or fellow mentees to support me | • Attend after school tutoring |
| • Check my online grades regularly | • Ask my mentor and family to support me by participating in frequent conferences |

FAMILY STRATEGIES

- | | |
|--|--|
| • Check my student's online grades | • Encourage my student to communicate with their teachers via email or in person |
| • Check homework regularly | • Check in with my student about their current goal progress? |
| • Set reasonable guidelines | • Support my student so they can attend before or after school tutoring |
| • Hold student accountable | |
| • Request frequent conferences if my student continues to struggle | |

MENTOR STRATEGIES

- | | |
|---|--|
| • Check online grades | • Email mentee's teachers with concerns |
| • Call home when needed | • Direct mentee to available support services (tutoring, online tools, TIME, BRIDGE) |
| • Hold mentee accountable | • Make a weekly meaningful connection with mentee |
| • Visit mentee & family at home | • Set up regular conferences with struggling mentee, family, and other teachers |
| • Help connect struggling mentee with a BRIDGE that can help with academic tutoring | |

Conference Rubric	Exceeding	Meeting	Approaching	Beginning
<p>PREPARATION for Student-Led Conference</p> <p>Speaking and Listening - Come to discussion prepared, having read material under study; explicitly draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>All in Meeting column and in addition, you use your portfolio to refer to significant evidence of progress and implementing plans to achieve your Post High Plan</p>	<p>Your goal sheet is completed, with 3 specific goals and 2 relevant strategies to achieve each goal. Your portfolio is organized with examples from arts and academics, as well as evidence of post-high planning available for use in the conference. You use your portfolio to show specific classwork and goals/plans.</p>	<p>Your goal sheet is partially completed, with some goals and strategies available for use in the conference. Your goals and strategies are not all measurable and realistic. Your portfolio is minimal and/or disorganized, with few examples of classwork or post-high planning ready to use in the conference. You use your portfolio to discuss progress generally, without reference to specific evidence.</p>	<p>Your goal sheet is mostly incomplete or missing, with very few goals and strategies available for use in the conference. Your portfolio shows little effort or attention to collecting evidence of classwork and plans. You do not use your portfolio in the conference.</p>
<p>PARTICIPATION in Student-Led Conference</p> <p>Speaking and Listening 1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>You actively lead your conference, creating a strong conversation by presenting important information and responding thoughtfully to questions. You use specific, relevant evidence to show your growth. You ensure open communication by introducing everyone and affirming others' perspectives. You promote constructive planning by staying on topic.</p>	<p>You lead your conference, engaging in conversation by presenting information with evidence and responding directly to questions. You ensure constructive, open communication by introducing everyone, staying on topic, and encouraging direct responses to the ideas of others.</p>	<p>You participate in the conference by offering information, though you do not support your opinion with direct evidence from your portfolio. You limit the exchange of ideas either by allowing yourself to dominate the conversation or by choosing to stay out of the conversation for most of the conference. You do not respond directly to others' ideas when you do voice your opinion.</p>	<p>You do not participate fully in the conference by offering relevant information or evidence. You let others do the work of discussing your progress and plans.</p> <p>OR</p> <p>You significantly detract from the discussion during your conference. You do not offer your full attention to the work.</p>

PERMISSION SLIP FOR MLK Jr. Celebration January 17, 2019 – please return to Mentor
by September 27th



to Mentor



Field Trip Parent/Guardian Consent Form

To be used for Local or Extended Instructional, Reward or Celebration Activity Field Trips.
All field trips are subject to requirements specified in District Policy 2320 & Regulation 2320.1R and 2320.3R.

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER IMMEDIATELY

I hereby give permission for _____ to
(student first and last name)
participate on the MLK Jr. Assembly at Rialto Theater in Tacoma, WA
(name of field trip) (city, state)
on 1/17/20 with Science and Math Institute staff and students
(date(s)) (Field Trip Lead/School/Org)

Signature of Parent or Guardian: _____ Date: _____

*NOTE: Siblings of students are not allowed to attend field trips.

Student Emergency Information

Parent/Guardian Name: _____

Home Address: _____

Telephone: Home (____) _____ Work (____) _____

Student's Healthcare Provider: _____ Phone: _____

Health Insurance Provider: _____ Policy #: _____

List below the name of another person(s) to contact if you cannot be reached in an emergency:

Emergency Contact #1: _____ Phone: _____

Emergency Contact #2: _____ Phone: _____

In the event of an accident or illness, every effort will be made to contact the parent or guardian immediately. However, if the parent or guardian is not available, the School District will secure emergency medical care as needed.

- ☐ I understand that it is my responsibility to inform the school if there are changes in my child's health.
- ☐ I understand that the above information may be shared with school district staff as needed to protect the health and safety of the student and to plan for a safe environment conducive to learning.
- ☐ I authorize the Tacoma School District to secure emergency medical care as needed.

Signature of Parent or Guardian: _____ Date: _____

Field Trip Health Questionnaire

Student Name: _____ Date of Birth: _____ Grade: _____

1. Does your child have any known allergies? ☐ YES ☐ NO

If yes, specify allergen(s): _____

Reaction & Treatment: _____

2. Does your child have any food or dietary restrictions? ☐ YES ☐ NO

If yes, Explain: _____

3. Does your child have any life-threatening health concerns? ☐ YES ☐ NO

If yes, Specify: _____

4. Does your child require ANY prescription medication(s), supplements, and/or over-the-counter medication during the trip (i.e. ibuprofen, inhaler)? ☐ YES ☐ NO

If yes, specify: _____

If your child requires medication on the field trip, complete the outlined steps below.

1. Obtain a *Physician's Order for Medication at School* form from your child's health care provider.

- Each medication requires a separate medication order form, including over the counter medication.
- A physician's medication order is required for students to self-carry medication.

2. Bring the completed *Physician's Order for Medication at School* form **AND** your child's medication to the school Health Room to be reviewed by the school nurse.

- Medication(s) must be provided by the student's parent or guardian.
- All medication must be unexpired and in a labeled, pharmacy container that matches the doctor order.

****Medication paperwork & Medication(s) due one week prior to field trip****

- If the above steps are not completed, your child will not be eligible to receive medication(s) on the trip. If the medication is related to a life-threatening condition and not received, your child will be restricted from participating.
- If your child already has medication at school, *check with the School Nurse to determine if the current school medication orders on file are adequate*. If so, your child's medications will be sent to on the overnight trip with a school staff member and administered as directed.

Signature of Parent or Guardian: _____ Date: _____



or

to Main Office (Security) if applicable



PARKING PERMIT # _____

SCIENCE AND MATH INSTITUTE

Name _____
(Student)

I have read the "Student Parking Rules and Regulations" and understand that my parking permit and parking privileges will be revoked if these rules are violated.

Registered owner _____

Year of vehicle _____ Make _____

License plate # _____ State _____

(Student Signature) (Date)

Driver's license # _____ Exp. Date _____

(Parent Signature) (Date)

Vehicle color _____

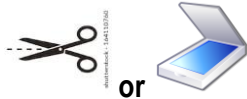
Insurance company _____

Parent Phone #: _____

Student Parking Rules and Regulations

Students who wish to drive must register their vehicles. Parking on campus is a privilege. The following rules have been established. Non-compliance can result in progressive discipline and/or the loss of parking privileges. In addition, students should be aware that unregistered or improperly parked vehicles may be towed at the student's/registered owner's expense.

3. All students will register their vehicle(s) in the main office. A parking permit will be issued and must be displayed in the registered vehicle. The permit is to be displayed on the front window on the passenger side.
4. There will only be one student-designated parking area, the main campus area, due to restricted parking within Pt. Defiance Park.
5. The parking lot is off-limits to students during regular school hours (books, lunches, clothing, etc. should **NOT** be left in cars).
6. Speeding or careless driving in the parking lot will **NOT** be tolerated and will result in suspension of parking privileges. Speed limit is **20 MPH** throughout the park.
7. PARKING PERMITS ARE NOT TRANSFERRABLE.
8. Parking passes will need to be renewed every school year.
9. Driving to your first period class in the morning and the last class in the afternoon is **STRICTLY PROHIBITED**.
10. Driving between classes is **STRICTLY PROHIBITED**.
11. Transporting other students or passengers in your vehicle is **STRICTLY PROHIBITED**.



----- or ----- to Mentor if applicable-----

DIGITAL COMMUNICATIONS

At SAMi, we encourage regular two-way communications among staff, students and families to support learning. Our community relies on technology tools for effective communication and productivity. Using these tools is a critical skill for post high success. The O365 suite; Word, Excel, PowerPoint, OneNote, Sway, Forms and Outlook are provided by TPS for school work. Students can create work in OneNote using the integrated tools from O365 to turn in their work.

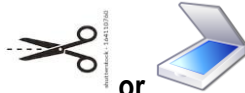
School, class and specific emails to students and families will be sent through the network's Home Access Center to communicate important information (class location changes, assignment reminders, etc). Additionally, professional TPS teacher emails are used to ask questions about assignments, support and follow up enrichment to push student learning.

If you do NOT want your student to receive digital communication from TPS staff, please turn in this form to your student's mentor to exclude digital communications and call the Main Office 253 571 2323 to talk through a plan to support effective communication with one of the Co-Directors.

_____ Student name

_____ Mentor

_____ Guardian signature



or

to Mentor if applicable



Parent Request to Restrict Release of Information and Access to the Internet

Complete this form and return it to your school if you do NOT want:

- The district to share photos, videos or public information about your child, or
- Information about your child released to military recruiters, or
- Your child to have access to the Internet at school.
- Automated phone calls to your cell phone.

Please enforce the following restrictions on release of information for my child.* Complete this portion every school year. Tacoma Public Schools highlights the great work and accomplishments of students throughout our schools and district. The student stories can include a wide-range of information, photos and video. By checking the box below, you can prevent the following public information from being shared: student's name, address, date and place of birth, photographs (including yearbooks), digital and video recordings, post-high school career plans, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, types of awards and degrees received, and the most recent school attended.

☐ Do not release the information about my child described above.

☐ Do not release my child's name, address or telephone number to military recruiters.

Please enforce the following restrictions on access to the internet for my child. Complete this portion every school year.

☐ Do not provide my child access to the internet at school. (Access to the internet is described in "Use of District Technology Resources" section in this handbook.)

Please follow my preferences for communications to my cell phone.* This portion does NOT need to be completed every school year.

☐ I do not give permission to Tacoma Public Schools to send automated communications to my cell phone.

Cell Phone # _____

Student Name: _____

School: _____ Grade: _____

Student's Address: _____

Parent/Guardian Name (please print): _____

Parent Guardian Signature*: _____

**Students who are 18 years of age sign their own request form.*

Student Signature**: _____

***Students may sign to opt out of release of information to military recruiters.*

Date: _____ Daytime phone number: _____

-----  or  to Mentor -----SAMI AGREEMENTS

Mentor Name _____ Student Name _____

SAMI Norms and Codes 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.

I have read and understand the Student & Parent Handbook. I have referred to the safety guidelines and student conduct expectations and Tacoma Public Schools discipline policy in the 2019-20 STUDENT AND PARENT RESOURCE HANDBOOK from Tacoma Public Schools. I have signed below and will send this signed page along with the MLK Jr. Permission slip (and internet and photo restrictions, if necessary) to my student's mentor by mid- September

_____ / / student signature

_____ / / guardian signature

Student and Family Fall Checklist

- ☐ Read and sign handbook page
- ☐ Complete and sign MLK Jr. Assembly permission slip turn into Mentor
- ☐ Read internet use policy
- ☐ Read photo use policy

District Information and News

DISTRICT CONTACT INFORMATION

Central Administration Building

Switchboard: 253-571-1000

Public Information: 253-571-1015

Website: tacomaschools.org

Newsroom: tacomaschools.org/news

Follow us on social media for instant, up-to-date information: **Facebook:** facebook.com/tacomaschools

Twitter: @tacomaschools

Instagram: @tacomaschools

YouTube: youtube.com/user/ktpsvideo

Mobile App: tacomaschools.org/app

KTPS TV

Watch for frequent bulletins and educational programming on KTPS TV, which you can find on the following cable channels:

- Click! (Channel 25)
- Comcast (Channel 26)

To watch school board meetings and other KTPS TV productions online, go to the Watch KTPS TV section of the district website at: www.youtube.com/user/ktpsvideo.

SCHOOL CLOSURES FOR INCLEMENT WEATHER

The decision to close schools due to inclement weather or bad road conditions is made by the superintendent as early as possible, usually around 5:30 a.m. The district will announce the decision to close schools in a variety of ways to help parents get the information quickly and accurately. These include:

- A large banner on the top of the district's website home page (tacomaschools.org)
- A post on the district's Facebook page (facebook.com/tacomaschools)
- A tweet to the district's Twitter followers (twitter.com/tacomaschools)
- Recorded phone message sent to all households in the district
- An update posted on www.flashalert.net, accessible to the public and monitored by regional media
- A recorded message left on the district information line at 253-571-1000 by 6 a.m.

IMPORTANT NOTE: Please contact the main office at your child's school to ensure the school has your most current contact information so you will receive the district's recorded messages and emails.

While you will find inclement weather updates most quickly through those methods listed above, you also may see or hear the announcements on most television and radio news stations including:

KIRO (97.3 FM) KOMO Radio (1000 AM) KIRO TV (Ch. 7)

KING TV (Ch. 5) KOMO TV (Ch. 4) KCPO TV (Ch.13)

If you do not hear "Tacoma School District No. 10" listed in the media reports of closures, schools are operating on a normal schedule.

If you hear an announcement that "schools will operate two hours late, normal bus routes," it means:

- All AM preschools are canceled.
- All PM preschools will continue on their normal schedules.
- All-day preschool will operate two hours late.
- All-day ECEAP will operate two hours late.
- Elementary band, orchestra are canceled.
- No out-of-district transportation.

If you hear an announcement that "schools will operate two hours late, emergency bus routes," it means:

- All AM preschools are canceled.
- All PM preschools will continue on their normal schedules.
- All-day preschool will operate two hours late.
- All-day ECEAP will operate two hours late.
- Elementary band, orchestra are canceled.
- No out-of-district transportation.
- Emergency bus routes AM, normal bus routes PM.
- Special education students in full-day classes may receive bus service at main street corners and must be met at the stops after school instead of home stops.

If you hear an announcement that "school is closed," it means:

- School is closed.
- All activities are canceled.
- No out-of-district transportation.
- Twelve-month employees generally report to work.

If you hear an announcement that "school is closed, district offices closed," it means:

- School is closed.
- All activities are canceled.
- No out-of-district transportation.
- All district offices are closed.
- School District employees do not report to work.

TACOMA

PUBLIC SCHOOLS

EVERY STUDENT. EVERY DAY.

Board of Directors

Andrea Cobb, President

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Carla J. Santorno, Superintendent

CAMBODIAN	LAOTIAN	SPANISH
<p>ខ្ញុំបាទ/ខ្ញុំស្រីជាមួយនេះគឺជាឯកសារដ៏សំខាន់មកពីសាលារៀនរបស់កូនអ្នក ។ សូមមេត្តារកគេចូលមកប្រើឯកសារនេះឲ្យបាន ។ សូមអរគុណ ។</p>	<p>ຂັດຕົວນາມພີ່ນ້ອງນີ້ແມ່ນເອກະສານສຳຄັນ ຈາກໂຮງຮຽນຂອງລູກທ່ານ. ກະລຸນາຮັບເອົາເອກະສານສຳຄັນນີ້ໄວ້ໃຫ້ລູກທ່ານ ແປໃຫ້ທ່ານເຂົ້າໃຈໄດ້ດ້ວຍ. ຂອບໃຈ.</p>	<p>Adjunto encontrará un documento importante de la escuela de su hijo/a. Si corresponde, sírvase pedir que se lo traduzcan. Muchas gracias.</p>
KOREAN	RUSSIAN	VIETNAMESE
<p>귀댁 자녀의 학교에서 보내 드리는 본 서류는 중요합니다. 자녀에게 서류에 있는 내용을 설명해 달라고 하십시오. 감사합니다.</p>	<p>В приложении Вы найдете важный документ из школы, где учится Ваш ребенок. Пожалуйста, попросите, чтобы Вам его перевели. Спасибо!</p>	<p>Kèm theo đây là giấy tờ quan trọng của nhà trường con em quý vị. Xin hãy nhờ người giải thích những giấy tờ này cho quý vị. Cảm ơn.</p>
<p>Attached is an important document from your child's school. Please have this document translated for you. Thank you.</p>		

Tacoma Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator: Lisa Nolan, 253-571-1252, lnolan@tacoma.k12.wa.us; Title IX Coordinator: Eric Hogan, 253-571-1191, ehogan1@tacoma.k12.wa.us; and 504 Coordinator: Elementary, Steven Mondragon, smondra@tacoma.k12.wa.us, 253-571-1173; Secondary, Jon Bell, jbell2@tacoma.k12.wa.us, 253-571-1225. Address: P.O. Box 1357, Tacoma, WA 98401-1357.