

DEPARTMENT OF DEFENSE

DDESS

PUERTO RICO DISTRICT



Math Matters!

ANTILLES INTERMEDIATE SCHOOL

BUILDING #74

FORT BUCHANAN, PR. 00934

PARENT INFORMATION HANDBOOK

SCHOOL YEAR 2005-2006

Math Matters!

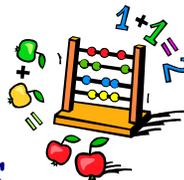
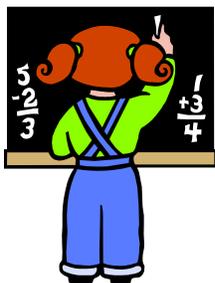
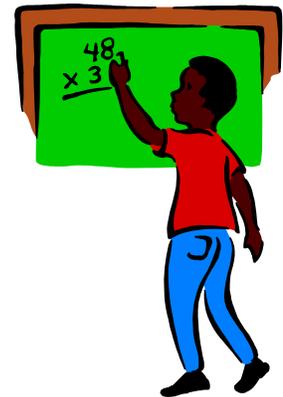


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APPENDIX A	APPENDIX B
<ul style="list-style-type: none">• Academic and Citizenship Awards Program• Calendar• Chain of Concern• Grading Policy• Language of Instruction Policy• Special Area Classes<ul style="list-style-type: none">○ Art○ Computer○ Spanish○ ESL○ Music○ Media○ Physical Education○ Gifted Education Program (GED)○ Zero Tolerance Policy	<p>Samples-AIS forms</p> <ul style="list-style-type: none">• Notification of non-participation in Honor Roll• Interim report• Parent/Teacher Conference Report

Welcome to Antilles Intermediate School

Kids come first...always!

Dear Antilles Intermediate School family:

Welcome back! We're happy to have our students returning to school and a special welcome to the new students, joining our Antilles Intermediate School Community.

We want your child to be happy and successful at Antilles Intermediate School, and believe that you play a key role. That role is to continually show interest in, and support for your child. The child, who knows that his or her family is interested in, and supports the school program, will almost always have fewer problems in school and will enjoy greater success.

We believe in fair and consistent discipline that encourages students to be responsible for themselves. At school, we try to create a safe environment where courtesy and kindness prevail and where there is respect for differences in other people, customs and cultures.

Please share with your child's teacher any information regarding his/her special needs that will help us better serve your family. We believe that communication among parents, students and teachers is critical in assuring students success.

This handbook has been designed to provide you with information about Antilles Intermediate School and the upcoming school year. Please read it carefully, and review its information with your child before school, especially information about our core values, our operation, and our policies. It is a good idea to keep this handbook handy.

Sincerely,

Mr. Joseph Motolenich
Principal

Dr. Nina Roman
Assistant Principal



DEPARTMENT OF DEFENSE
PUERTO RICO/DODDS CUBA DISTRICT

SUPERINTENDENT: DR. BRUCE W. JETER
ASSISTANT SUPERINTENDENT: DR. GREGG MOWEN

MEMBERS OF THE SCHOOL BOARD
SY 2005-2006

Antilles Elementary School:	Ms. Jocelyn Villarroel
Antilles Intermediate School:	Mr. Elliott Donner
Antilles Middle School:	MSG John Rios
Antilles High School:	SGT Susan Rodriguez
Ramey School:	LT Daniel Dumas

Antilles Intermediate School

Joseph Motolenich
Principal

Dr. Nina Roman
Assistant Principal

MISSION STATEMENT

Antilles Intermediate School, in partnership with our community, is committed to educating all students intellectually, emotionally, socially and physically by providing the skills and strategies needed to meet the challenges of our dynamic, global environment.

VISION

Antilles Intermediate School will continue to be an exemplary learning environment, which supports students' intellectual, emotional, social, and physical development through the cooperative, creative, and dedicated efforts of its staff and community.

INSTRUCTIONAL FOCUS

All Antilles Intermediate School students will show growth in the areas of language and mathematical literacy. Emphasis for language literacy will be on extended meaning and writing strategies/editing skills. The mathematical literacy emphasis will be on communication and problem solving/reasoning. Implementation of this school wide focus will be achieved by teaching students how to interpret prompts and develop constructed responses. Student growth will be measured via the Terra Nova Test and in-house alternative assessment.

INSTRUCTIONAL STRATEGIES

Instruction in interpreting and developing constructed responses is our school-wide strategy. Skills that will be enhanced include the ability to answer open-ended questions; make inferences, reason deductively, extended meaning, solve problems, and interpret graphs. This strategy addresses the skills prompted by the Terra Nova Test.

BELIEF STATEMENTS

We believe that all students can learn and be successful.

We believe that public education is the primary means through which our democracy provides the opportunity for its citizens to reach beyond the economic, social and intellectual circumstances into which they are born.

We believe that learning and behavior are dependent on self-concept.

We believe that staff should have freedom in their work in order to achieve the district's objectives and should be held accountable for the results of their work.

We believe that the Antilles Intermediate School, in concert with the family and other social institutions, should play a central role in preparing and motivating all students to assume the rights and responsibilities of citizenship.

We believe that students have an obligation to learn by taking advantage of appropriate educational opportunities.

We believe that education must result in the development of both creative and critical thinking skills.

We believe that community involvement is vital to a public school.

We believe that educators should accommodate individual differences in learning rates, reading styles and learning needs and by implementing multiple and emotional intelligence theories.

We believe that schools should be caring, student-centered, success-oriented learning environments.

We believe that education should broaden cultural awareness and develop understanding and respect for people who think, speak and live in different ways.

We believe that the school has the opportunity to foster the highest level of moral conduct of students and staff.

We believe in the dignity of work and that every student should acquire skills to compete successfully in the free enterprise system.

In the attempt to reach the above beliefs, we must consider the unique characteristics and needs of early childhood as well as the nature of the learning process. We are constantly searching for more effective ideas and tools in order to attain the highest level of accomplishment. An evaluation of existing and innovative methods of educational practice, that is, identification and consideration of individual learning styles, is an ongoing process.

A holistic approach is stressed to balance the development of the cognitive, affective and psychomotor domains. Evaluation of each child's individual strengths and needs is a very important part of the educational process. A variety of evaluative tools are used to ensure that each child's needs are met.

The responsibility for the educational process is encouraged in the cooperative efforts of the child, the teacher, the administrators, support personnel and the parents.

A constant review of our mission and beliefs ensures that our students are provided with the necessary educational tools to deal effectively with life in a constantly changing and demanding future.

TO OUR PARENTS

The staff at Antilles Intermediate School welcomes you and your child! We look forward to another exciting and challenging school year. Everything that is offered to our students is meant to assist and lead them in reaching their goals and to become good citizens. We encourage our students and parents to be active participants in all that we do. We want the years students spend with us to be the best they can be. The following pages in this handbook explain what you will need to know to make these years a success. Please take time to go over these pages.

GENERAL INFORMATION

School Phone Number: (787) 792-7615 or 792-7430.

Supervision of students begins at 6:45 a.m. Students are not to arrive on school grounds before this time. Student supervision and safety is our main priority. Students are lined up at 7:25 a.m. in their respective places and go to their classrooms with their teachers at 7:30 a.m. School ends at 2:00 p.m.

In a combined effort by the school district and the Fort Buchanan community to ensure the health, safety and welfare of our children, Policy Memorandum No. 9, Unsupervised/Inadequate Supervision of Children was issued by the Commanding Officer of Fort Buchanan.

In order to provide families the opportunity to remain in compliance with this policy, the DDESS schools at Fort Buchanan will assume supervisory responsibility for children from 0645 a.m. until the end of the school day, which is dismissal time at 2:00 p.m., or at 3:30 p.m. for students in after school activities at AIS. Parents/Guardians are expected to supervise their children after the times stated above. Please remember, school policies prohibit children from arriving at school before 6:30 a.m.

Guidelines regarding the degree of supervision are established according to age groups in order to help increase responsibility and maturation. Young children (0-8) must be supervised

directly or indirectly at all times. Parents must pick up these children immediately after completion of school activities.

ACTIVITIES

EXTRA-CURRICULAR ACTIVITIES: Extra-curricular activities at AIS include Student Government, Intramural Sports, Spanish, ILS Lab, Reading and Math Tutoring. These activities are geared towards student success. Please note that activities are subject to change due to teacher availability. Parents are encouraged to participate in these activities.

Activity buses leave AIS at 3:35 p.m. This allows more students to participate in after-school activities.



MUSICAL INSTRUMENTS

Instruments will be provided for children interested in instrumental music. Parents assume financial responsibility for the proper care and safekeeping of all instruments assigned to their child. Band will be offered as an after-school activity.



BOOKS

All textbooks, workbooks, and library books are furnished to students at government expense. Parents assume financial responsibility for the proper care and safekeeping of all books assigned to students. Students are encouraged to cover their hardcover books. Replacement value of lost books must be addressed with the main office. We cannot accept cash payments at the Administrative Office. Checks or money orders to pay for lost books must be made out to the U.S. Dept. of Treasury. Should you be interested in signing for an "on-loan" set of books to keep at home, please see our supply clerk.



INTERNET POLICY

Staff and Students:

Use of the Internet is privilege, not a right, and improper use, visiting inappropriate sites, or downloading inappropriate files will result in the cancellation of those privileges. Federal regulation mandates that you protect and conserve Government property and not use such property for other than authorized purposes. The Internet at AIS is government property.

Authority: DoD Directive 1342.6, DoD Dependents Schools; DoDDS System Notice 22.

Staff and Volunteers:

Training is made available through the Educational Technologist at AIS before utilizing the Internet.

Students:

Since AIS is an elementary school, the following guidelines will be adhered to at all times:

In accordance with DoDEA Administrative Instruction 6600.1 "Computer Access and Internet Policy" all grades K-12 and all grades 4-12 are required to sign the Student Network Use Agreement whenever a student registers for school. The agreement covers the use of the school LAN, Internet, and E-mail. The signed agreements are maintained at the school. The policy will be sent home the first week of school. Students at AIS using the Internet will be under the supervision of an Internet-trained teacher/information specialist/or volunteer whenever accessing the Internet. Permission for students to print Internet information is determined by the information specialist, teacher or supervising adult.



BUSES

TRANSPORTATION

In order to ensure that your child is transported safely to and from school each day, you are asked at registration to state how your child will be transported. Any changes in transportation must be made by the parent in writing or by the parent personally coming to the office.

No changes of any kind pertaining to transportation can be accepted by phone. For example, a phone message stating that the child is not to board the bus, but to wait at school, ride a different bus, etc. (such messages must be in writing). Your emergency contact may also come to the school in case of a transportation change.

BUS REGULATIONS: Students have the privilege of using the transportation of Domestic Dependent Elementary and Secondary Schools. Rigid standards of discipline must be maintained at all times in order to satisfy safety requirements. Whenever a driver must direct his/her attention away from the road, danger exists. Foremost in our minds is the safety of each passenger, especially, our students. Safety demands that students on buses must behave properly at all times. The student is responsible for complying with the following rules:

1. PREPARING TO BOARD THE SCHOOL BUS:

- Obey the bus driver and refrain from acting in any manner which will distract the bus driver's attention.
- Stand back from the curb and wait for the bus to come to a complete stop.
- Place all books, lunch boxes, etc. on lap or on the floor under the seat.
- Stay seated until the bus has come to a complete stop, walk to the door, get off the bus being careful of traffic and looking both ways.
- Use only the bus to which they are assigned, and get off only at their scheduled stop.

2. WHILE RIDING THE BUS:

- Except for ordinary conversation, students shall observe quiet conduct on the bus (A 6" voice is acceptable).
- Students shall not make rude or provocative remarks, acts, or gestures to other persons inside or outside the bus, nor use profane, obscene or filthy language.
- Students will not save seats for other students or change seats once seated.
- Students shall stay in their seat while the bus is in motion.
- Students will not hit, kick, or molest other passengers nor play games.

- Students shall not throw waste paper on the floor or out the window.
- Students shall not eat or drink on the bus.
- No part of the body shall be extended through the bus window.
- Students shall not leave the bus from the emergency door unless an emergency exists.
- Students shall not buy any items off the street through the bus windows.

BUS DISCIPLINE AND PENALTIES:

The riding privilege of a student may be revoked for violation of the rules, or for conduct that is detrimental to the safe operation of the school bus. The driver is **in full charge** of the bus and students.

Each bus driver is responsible for the student's behavior on the bus. When the driver finds it necessary to report students to the office, action will be taken according to the Student Behavior Policy. (Parents will be notified of all bus referrals)

- On the first referral, the student will have a conference with the Assistant Principal. (Parents will be notified via the planner, or called if it is of a serious nature).
- After the second, third, and fourth referral, parents will receive a call concerning child's conduct.
- On the fourth referral, a parent conference will be arranged to discuss the student's behavior on the bus (conference to include bus driver, transportation director, parent(s), and school administrator).
- After a fifth referral, the student receives a one-week suspension of bus riding privileges.
- The sixth referral will result in a two-week suspension of bus riding privileges.
- The seventh referral will result in three-week suspension of bus riding privileges.
- The eighth referral will result in a one-month suspension of bus riding privileges.
- The ninth referral will result in a two-month suspension of bus riding privileges.
- The tenth referral will result in a six-month suspension of bus riding privileges.
- The Principal has the authority to implement the higher level of discipline when necessary.

Any changes in transportation must be sent with the student in writing, and parents must call transportation at 787-707-4635 to notify Mr. Rafael Martinez, Director of Transportation.

****For further information, please refer to your Transportation Handbook, which was issued to all parents at registration.**

STUDENT DROP-OFF PROCEDURES

The Military Police, as the enforcing agency on this installation, has provided the correct procedure of student drop-off. Please follow these regulations:

- Student drop-off and pick up area is at the end of Miles Loop Road across from the children's playground (at the end of Building 75). An education technician monitors this area in the morning and at dismissal time.
- Parents are not to park in the staffs' parking lot to let the children off.
- Parents are not allowed to drop their children off behind the cafeteria.



CAFETERIA

Studies reveal that good nutrition plays an important part in your child's physical, emotional and educational development. There is reason to believe that a balanced diet aids a youngster's efforts in attaining maximum performance levels. It is easier to keep a child's mind on the task at hand if he or she is not tired, restless, or uncomfortable from a lack of proper nourishment.

Students who wish to take part in the school's cafeteria program are issued a bar coded meal ticket with an account number. Parents can make deposits to their child's account as often as desired or needed in any amount over \$10.00. When the account balance is less than \$ 3.00, the computer will print a note to remind parents to make additional deposits into the account. A Cashier clerk will be available at the school cafeteria to receive deposits from 8:00 a.m. to 12:00 noon. The clerk will be unavailable to collect money during the breakfast and lunch times. Students will be able to use the same meal tickets as long as they attend one of our schools. At no time will the administrative office accept money to be paid to the cafeteria. The parent or student makes payments to the cafeteria. AIS suggest that a check, **not cash**, be given to students. Please refer to Appendix B for a copy of the price list of SY 05-06.

No student will be denied meals for not having money. Students will receive a full meal regardless of the account status. Children will be allowed to charge up to a \$20.00 debt if the parents have signed the payment responsibility form for the child's debts. If an account accrues a negative balance, parents will be notified via the student. When students have exceeded the \$ 20.00 debt limit, a letter will be sent to the parents with a copy to their supervisor for prompt action.

Questions and concerns can be addressed by writing to the Program Manager at:

**Ms. Iris Rosa D'clet
Child Nutrition Services, Bldg. 19
Fort Buchanan, PR 00934
Tel: (787) 792-7690**

A \$25.00 fee will be collected for returned checks. Cash payments will be required if a check is returned. Delinquency in payments will be handled through the sponsor's supervisor when collection of returned checks exceeds \$50.00.

In case a meal ticket is lost or stolen, please contact the school cashier clerk as soon as possible. A new account number and a new bar coded meal ticket will be issued. **The cost of a replacement card is \$1.50.** The stolen ticket number will be deleted from the database so that it may not be used. For additional information, contact the Child Nutrition Service Director at 792-7690.



CALENDAR

A calendar and newsletter are sent home to the parents of AIS students regularly.

CLOSING OF SCHOOL

Radio station WOSO 1030AM will carry all school closing announcements due to weather or other emergencies by 6:30 a.m.

- Also look in Emergency Procedures.



CLASSROOM PARTIES

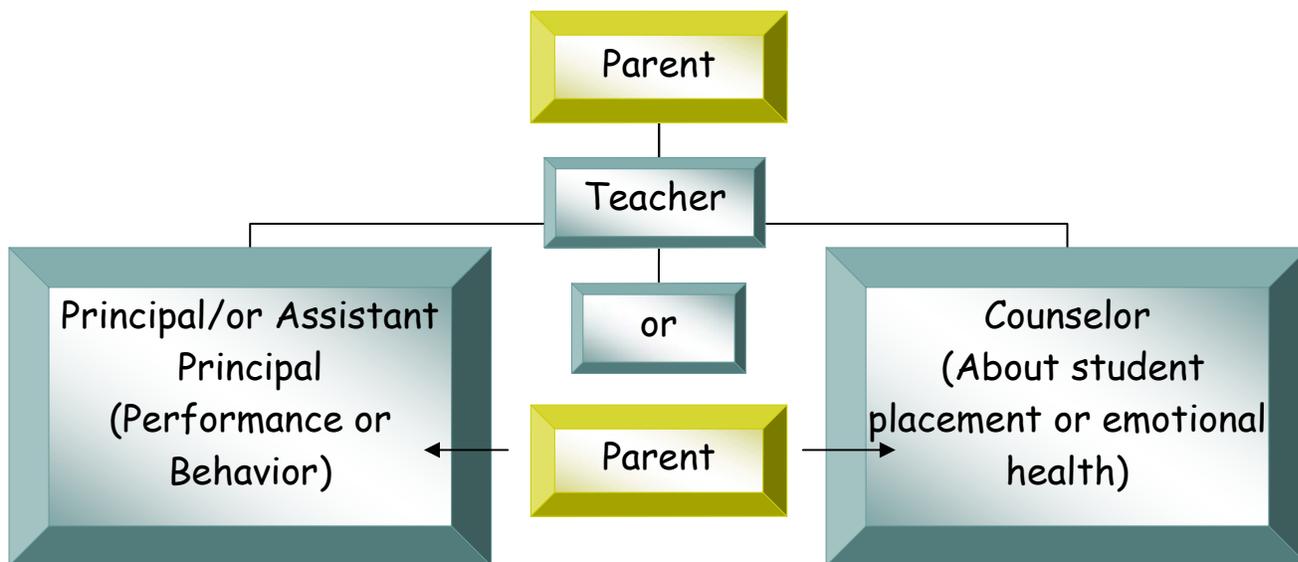
Classroom parties may be held on the following occasions: FALL FESTIVAL, WINTER BREAK, VALENTINE'S DAY, SPRING BREAK, and END OF THE YEAR.

Special parties in celebration of an individual child's birthday, or other occasions, are permitted with the advance approval and coordination of the classroom teacher.



COMMUNICATIONS

In an effort to ensure that your concerns are handled expediently, the following system is to be followed:



Note: Concerns about your child should be addressed in the following sequence:

1. Classroom teacher (most issues can be resolved at this level).
2. Counselor - (if added assistance is needed).
3. Principal or Assistant Principal - If communication parties involved needs facilitation, an Administrator may be contacted.

Our pledge is: to give you the assistance needed to ensure that the school would work with you.

1. The classroom teacher is always the first level of communication. When the concern is not resolved, the following options are available: (a) If the concern is about student placement or emotional health, the next step is the counselor and, (b) If your concern is about teacher performance or behavior, see the principal.

Parent/Teacher Conferences:

Your child's success in school is contingent upon your communication with us. Please write or call for appointments. Teachers will speak or see you within 24 hours after your request. If

this timeline is not accommodated, please notify the principal. We will not let our parenting partnership suffer for lack of communication.

2. The Counselor is the second level of communication. The Counselor is here to serve you. Concerns about test placement or emotional health should be directed to the Counselor.

1. The Principal or Assistant Principal will assist you at all times. We have an open door policy. If available, you can be seen without a conference. The school administrators will return all calls within a 24-hour period.

CONCERNS

If a student or parent has a concern about a school policy or an employee, the following procedure should be followed in order to resolve the situation as quickly as possible:

1. Contact the person with whom you have a concern to discuss both sides of the story.
2. If the situation still exists, contact the principal or assistant principal
3. The superintendent may be contacted if the situation is still unresolved.

CURRICULUM

DoDEA STANDARDS

The instructional program at Antilles Intermediate School is based on the published DoDEA Standards. Adhering to these curricular premises allows A.I.S. to maintain its focus on instruction, as well as to assist its renewal process for reviewing, revising, and implementing challenging content and subject activities.

Please note the following curricular commitments:

1. The basic skills of reading, writing, spelling, mathematics, speaking, listening, and thinking are systematically taught.
2. Skills in each curricular area are carefully evaluated by the teachers. Programs and lesson are devised to address specific learning objectives for each academic area: adopted textbooks, resources and supplementary materials are used to target the specific needs of each child.
3. This program is designed to (a) build on previous experiences common to the students as well as those unique to individuals; (b) provide activities designed to increase competency in the aforementioned areas; (c) utilize varied techniques and materials to ensure that our mission is accomplished; and (d) incorporate constant evaluation, both formal and informal.
4. In addition to and not in lieu of basic skills, specialists give instruction in Art, Instrumental Music, Physical Education, Spanish, Media, and Computers. Students are enrolled in these classes at the appropriate time. All students are encouraged to develop interests in these

areas so that they will be able to fulfill their capabilities and lead a full, rich life. In addition to these scheduled classes, after school clubs designed for children with special interests and abilities are offered.

5. Diversity celebration and accommodation is fostered at AIS. We cannot and will not treat all learners as if they were the same.

6. Individual intellectual, cultural, and physical differences are accepted and dealt with in a manner that will encourage each child to develop his/her potential. Special Education programs are provided for students with needs in this area. Speech, Occupational Therapy, and Psychological Services are available as well as Remedial Reading, English as a Second Language, and an Extended Learning Program for gifted children. Students are taught to respect and accept people who are different from them. Good citizenship is stressed by helping students understand and practice principles of respect, responsibility, and love of neighbor. Occupational awareness is also emphasized. The educational environment, both physical and emotional, is an attractive, comfortable classroom with a climate that is non-threatening and high expectations clearly delineated.

7. Teachers are kept abreast of current educational practices and sound learning theory through continuing education. They utilize innovative techniques when appropriate, as well as proven methods of instruction, to fulfill instructional objectives.

TAT (Teacher Assistance Team)

When you suspect that your child may be experiencing difficulties in academic achievement and/or developmental progress, you should contact the child's teacher or guidance counselor to arrange a conference to discuss ideas and strategies that may help your child in the learning process. Behaviors that may indicate that this referral process should begin include:

- Difficulty staying on task
- Persistent difficulty in following direction
- Frequent outbursts for no apparent reason
- Difficulty in understanding what is read
- Difficulty expressing ideas in spoken or written form
- Experiencing complex medical problems
- Inability to talk as well as children of the same age
- Demonstrating little interest in toys or stories for children of that age
- Demonstrating puzzling behaviors
- Inability to play with other children

SPECIAL EDUCATION PROGRAM

According to Public Law (pl) 102-119, The Individuals with Disabilities Education Act of 1997 (IDEA) and code 32 of Federal Regulation (CFR) Part 80. Special Education is specially designed instruction, provided at no cost to parents, to meet the unique needs of a child with

disabilities including classroom instruction, vocational instruction, physical education instruction, home instruction, and instruction in hospitals and institutions. Special Education is provided for children that have been diagnosed with the following disabilities:

- Physical Impairments
- Emotional Impairments
- Communication Impairments
- Learning Impairments
- Developmental Delays

Eligibility and placement in the special education program is determined by the school's multidisciplinary committees, called *Case Study Committees (CSCs)*; after all screening procedures have been completed. Services are provided in the least restrictive environment (LRE) by certified professionals such as:

- Guidance Counselors
- Physical/Occupational Therapists
- Psychologists
- Special Education Teachers
- Speech/Language Pathologists
- Regular Classroom Teachers

Students are placed to the greatest extent possible in an educational setting with students at his/her own age. Placement alternatives include:

- A regular classroom program with related services
- A regular classroom program with consultation from special education teachers
- Regular classroom and special education team teaching (co-taught classes)
- Resource room services
- Special education with part-time regular programs
- Self-contained (full-time) special education classes
- Private or public day school program
- Private or public residential school/facility
- Hospital/home program

In addition to the services described above following related services are provided for students that qualify for them:

- Counseling to students and parents
- Occupational therapy
- Physical therapy
- Psychological testing and counseling
- Adaptive physical education
- School health services
- Speech/language therapy
- Transportation

DISCIPLINARY PROCESS

No student's behavior will be permitted to interrupt the educational process of other learners.

In cases of emergency, the administration will be involved at the first phase. It is important for parents and teachers to work closely together to provide the best education possible for the children. Each classroom teacher in conjunction with students will provide the classroom discipline plan and rules. These rules are made with their students. Parents will be asked to sign the Plan to ensure a partnership that will have the most effective results. When parents have questions or concerns, they should always contact their children's teacher first, since almost all problems are solved at this level.

Discipline actions are taken with the aim of correcting behavior patterns and ensuring the safety of students and staff. Most behavior problems can be handled routinely with properly organized school and classroom programs. The assistant principal handles the school discipline. The principal becomes involved when necessary.

School-wide Conflict/Resolution Theory Implementation: Students will be trained in conflict/resolution skills. Each class will have periodic meetings conducted by counselors to use these skills and resolve personal conflicts.

I. Classroom Discipline

The teacher will handle classroom discipline. Teachers and students should set guidelines of discipline within the classroom and post them. (Generally, no more than 5 classroom rules)

- A. Should a child's behavior become unacceptable in the classroom, the teacher will Contact the parent(s) for a conference.

II. Counselor's Office

1. A meeting with the counselor is an alternative intervention for students causing disruption during the classroom educational process. Counseling is used as an appropriate disciplinary action in order to bring about positive student behavior when all else fails in the classroom environment.
2. When the teacher's resources have been exhausted or the student's behavior becomes so disruptive as to endanger students and teachers and interferes with the learning process of other youngsters, the teacher then has the option of sending the student to the Assistant Principal or the Principal.

A student is referred to the Guidance Office or Main Office with a referral information card filled out by the teacher explaining the behavior, only when the teacher has exhausted all avenues of resolution. This includes parental conferences.

First Referral: Conference is held with the student to discuss the disruptive behavior and how it could have been avoided. A copy of the discipline referral is attached to student's planner to go home to his/her parent(s).

Solutions: Possibly One Period Time-Out, Lunch Detention, After School Detention (2:30 - 3:30 p.m.), or Time Out At Home.

Discipline is logged into SMS.

Second Referral: Conference is held with the student to discuss the disruptive behavior and how it could have been avoided. A copy of the discipline referral is attached to the student's planner to go home to parent(s).

Solutions: Consequence given will depend upon the infraction. Possibly a Two-Period Time-Out, Lunch Detention, After School Detention, or Time Out At Home may be given.

Discipline is logged into SMS.

Third Referral: Conference is held with the student to discuss the disruptive behavior and how the action could have been avoided. Appointment will be set up for student to see the Guidance Counselor. A copy of the discipline referral is attached to the student's planner to go home to parent(s).

Solutions: Consequence given will depend upon the infraction. If it is a repeated infraction, the student will receive an automatic 1-3 days After School Detention. Parents may be asked to come in for a conference. A greater penalty may be imposed if the infraction merits it.

Discipline is logged into SMS.

Fourth Referral: If a student is referred again for the same infraction, additional After School Detention Days may be given. Parents may be asked to come in for a conference. Again, discipline imposed will depend upon the infraction. Repeated infractions can result in Time Out At Home. A copy of the discipline referral is attached to the student's planner to go home.

Discipline is logged into SMS

Fifth Referral: Discipline imposed will depend upon the infraction. Parents will be asked to come in for a conference. Counselors will be involved in the discipline. After School Detention or Time Out At Home will be imposed. A copy of the discipline referral is attached to the student's planner to go home.

Discipline is logged into SMS.

In School Time-Out:

1. The student will meet with his/her counselor.
2. The student will be removed from class and receive time-out at a designated location.
3. Student will write about his/her behavior on how to improve it.
4. Demonstrate an understanding of discipline by signing a contract.
5. Do related school assignments.

III. Other Violations: Inappropriate behavior during lunch or lunch recess will result in either lunch detention (no recess), after school detention, or possible suspension.

*If the behavior warrants intervention from the administration due to the severity of the violation, action is taken according to the Administrative Internal Plan and also in conjunction with the Student Behavior Policy.

IV. Parent Involvement:

1. Parents are alerted at each phase.
 - a. The school administrator will notify the parent if a child has to be formally disciplined using the Student Behavior Policy.
 - b. In some cases, the committee will make a recommendation, and a copy will be sent to the parents.
 - c. If the principal upholds the disciplinary action, and the parents still disagree, a discipline committee will revisit the case.
 - d. Refer to the Student Behavior Policy for further details. However, this policy is amended for the intermediate school level.
2. The parent will be informed of the problem area.

V. Administrative Discipline Procedures:

A. A conference may be held with the student, teacher, administrator, and other appropriate staff members to develop a plan for improving behavior. If a plan is developed to help improve the student's behavior, copies will be given to the appropriate parties.

- B. The sponsor may be requested to retrieve uncontrollable disruptive students from school upon a phone call from the administration for the rest of that day.

- C. A parent may be requested to be with their son/daughter at school for a day or longer, depending upon the situation.



**** Please remember that conduct is part of the school's academic and citizenship awards...Students otherwise, qualify for these awards will be excluded if the recorded discipline report is less than satisfactory.**

Distribution of Materials

DDESS outlines procedures regulating the distribution of non-curricular or promotional materials in our schools. Individuals or organizations wishing to distribute materials must see the principal for copies of the policies and regulations.

School Uniform Policy

Shirts

- Royal Blue Polo Shirts with AIS logo.

Slacks

- Plain denim blue jeans may be worn.
- No Baggies, cut-off's, hip-huggers, torn jeans, or elephant legs may be worn.
- Waistbands must fall at the natural waistline and boys must wear belts if the pants are loose. No undergarments may be visible.
- The bottom of the jeans may not touch the ground, be slit, or be rolled up

Skirts

- Straight or A-line blue denim skirts may be worn.
- Above the knee, knee length, or mid-calf lengths may be worn. No ankle-length skirts are permitted, since they restrict movement.

Jumpers

- Plain blue denim jumpers may be worn over the polo. Skirt lengths above apply.

Coveralls

- Plain blue denim coveralls may be worn.
- Bottoms of full-length coveralls may not touch the ground, be slit, or be rolled up.

Shorts

- Plain tailored blue jean shorts may be worn.
- Length may not be shorter than mid-thigh.
- No Baggies, cut-offs, hip-huggers, or torn jean shorts may be worn.
- Undergarments may not be visible.

- Waistbands must fall at the natural waistline and boys must wear belts if the pants are loose.

Shoes

- Closed shoes or sneakers are recommended for safety reasons.
- Flip-flops may not be worn.
- If sandals are worn, they must have a secure back strap.

Headgear

- No hats/caps are permitted in the classrooms or administrative areas. Hats/caps may be worn outside for protection from the sun.
- Girls may wear bandanas or small headscarves in the classrooms.

Raingear

- Students should carry a poncho or umbrella in their backpacks for use during rainy weather.
- Parents may appeal the uniform policy to the administration.

Notes:

1. The AIS Uniform Policy will adhere to the Code of Student Conduct for incremental consequences/discipline.
2. If allowed by District Policy, parents may opt-out of the school uniform requirements. Such requests must be submitted in writing to the school's principal, and will not be considered in effect until a written approval is finalized.
3. On a case-by-case basis, and/or as a day's occurrence, parents may send a written explanation as to the reason(s) a student is not in compliance with the uniform policy. Excuse notes/requests do not constitute an opt-out provision, nor do they delay the incremental nature of uniform non-compliance consequences.
4. An excuse note is needed at anytime that a full uniform is not worn.
5. Royal Blue Polo's without the AIS logo are acceptable, but not considered to be in full compliance with the uniform. Therefore, excuse notes (see #3-4) are required.

6. Students will not be kept from class for school uniform infractions. Discipline will vary with the nature and/or incidence of the infraction(s) to include (but not limited to):

- Lunch/recess detention
- After school detention
- Parental contact(s)/conferences
- Parent's supervisor contact(s)
- Other

7. The school uniform at AIS is considered to be an integral part of the learning environment and seeks to promote student's self-esteem, school pride, and sense of responsibility.

8. Parental support and cooperation is the key to the success of the school uniform policy.

EARLY WITHDRAWAL

The cut-off date for early withdrawal is published the school and system calendar. This applies only to parents being transferred on military or official orders, and states that they are being transferred before school ends (with the day and month specified on the orders).

EMERGENCY CONTACT

Every child must have an adult listed on the enrollment card, who can be contacted in an emergency when parents cannot be reached by phone (cell-phone and beeper numbers are acceptable). This person must be someone who has a telephone, has access to drive on the Army base, and will be able to pick-up the child from school. Also, this person must be willing to accept responsibility for the child's needs. Emergency contact information must be kept current. This is a mandatory requirement in our school system. If your emergency contact person moves, remember to let the school know, and give us the name and number of a new person.

EMERGENCY PROCEDURES

The Domestic Dependent Elementary and Secondary Schools has an emergency plan that is implemented when it becomes necessary to close the schools due to an eminent threat. School closings and re-openings will be announced on WOSO radio, AM 1030, and the following Navy Broadcasting System (NBS) radio and television stations:

RAMEY

NBS Radio: FM 91.1 and 90.5

TV: UHF Channel 40

When a storm is impending, you are advised to monitor the appropriate station.

EVENTS PLANNED FOR SCHOOL YEAR 2005-2006

OPEN HOUSE

August 23, 2005 6:00 p.m.



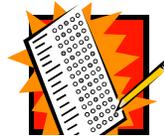
School Pictures
To be announced



Book Fairs
To be announced



Terra Nova Testing
Spring 2006



Teachers' Appreciation Week
May 2006

Custodian & Cafeteria Employee
Appreciation Day
May 2006

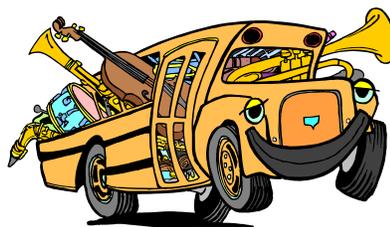
Volunteer Parent Appreciation Day
May 2006

ED Techs Appreciation Day
May 2006

Field Day
May 2006

Awards Ceremonies
At the end of each Quarter





FIELD TRIPS

During the school year classes may go on field trips. Trips are the culminating experience of a unit of instruction with a specific objective. Field Trips will only be allowed for educational purposes. Parent permission slips must be signed for all field trips away from the school. Phone permission will not be accepted. Permission for walking trips or other trips on base is included on the registration form and will be kept on record by the teacher to enable students to attend activities throughout the year held at Fort Buchanan. These are two different types of permission forms. Parent volunteers are encouraged to accompany classes on field trips; however, other children are not allowed on these trips. All field trips will be related to the schools curriculum.



FIRE DRILLS

Fire Drills will be conducted monthly throughout the year. Everyone will move in an orderly and silent manner to the designated area directed by their teachers where roll will be taken. If the fire alarm rings when students are in the hallways, they should leave by the nearest exit and join another group monitored by an adult. If a student pulls the fire alarm, law enforcement (Military Police) will be notified, and the Student Code of Conduct will take affect.



FOOD AND BEVERAGES AT SCHOOL

There is **pride** at AIS. Everyone must work together to keep our school attractive. **Gum is not permitted at school.** No food or drinks are allowed in the classroom or hallways unless authorized by the teacher or office.



HEALTH GUIDELINES FROM THE SCHOOL NURSE

1. Preventive Illnesses

Many parents ask what they can do to prevent illness in their children. The first few years of school children are exposed to many illnesses. You can make sure that your children eat well and get enough sleep, so they can be as resistant as possible to bacteria and viruses. The next most important thing is to have your children wash their hands frequently with soap and water. The majority of sickness in children and adults is spread through hand contact. **WASH YOUR HANDS OFTEN.**

2. Do Not Send An Ill Child to School

To send an ill child to school is not fair to the child, fellow classmates, or school personnel. A good general rule to follow is that if the child's temperature is 100 F or above, the child should not attend school until the temperature returns to normal (98.6 F) for 24 hours. If your child has symptoms of a cold, please keep your child at home for at least 24 hours, as this is the most contagious time of the illness.

3. Medication

Students shall not take medication of any kind at school, except under the supervision of the school nurse. All medication that children take during the day must be in the possession of the nurse, not the child. If a child is required to take a prescription medication during the school day, the following information must be furnished to the school nurse:

- a. The name of the doctor on the medication packet/container.
- b. A written permission form completed and signed by the parent. The forms are available from the nurse.
- c. A note that contains the following instructions:

Date:

Child's Name:

Name of Medication:

Dosage:

Time(s) of Dosages:

Number of days to be given:

Parent's Signature:

d. The medication must be in the original container with the pharmacy label on the bottle.

The school will not administer Tylenol to any student unless it is in a prescription container and follows the same rule that would apply to the other prescription medications. Thus, please do not ask that the school give your child Tylenol.

4. Breakfast

Please make sure that your child eats a nourishing breakfast. This is important because it gives your child the energy he/she needs throughout the morning hours. Many children come to the Nurse's office with stomach pains and headaches that turn out to be a cause of hunger.

5. Head Lice

In the tropics head lice are a continual problem. Please take time to examine your child's hair often, especially, if he/she is scratching his/her head frequently. Please inform the school nurse if you think your child has lice or has had lice recently. Lice can be spread through contact with other students.



HOME/SCHOOL PARTNERSHIP

We need your involvement. Parent involvement means becoming an active partner in the education of your children. It is more than just attending a meeting, although it certainly begins there. Three types of parent involvement are critical in a young person's education. The National PTA identified them as follows:

- 1 - Parents are the first educators in the home.
- 2 - Parents as advocates for all children in society.
- 3 - Parents as partners in school.

Parent involvement has been described as the participation of parents in every facet of education and development of children from birth to adulthood, recognizing that they are the primary influence in children's lives. Parent involvement takes on many forms, including the parents' shared responsibility in decisions about children's education, health and well-being.

Every research conducted in the past 20 years has shown the same result: Parent Involvement increases student achievement and self-esteem.

PARENT PARTICIPATION

We would like you to commit to: attending PTO meetings, principal's roundtable with parents, visiting your child's class a minimum of once a quarter, or being a volunteer on call to assist with your child's grade level.

Our commitment to parent involvement means:

1. There will be a "Back to School" night for parents to participate in the curriculum of their children. Parents and teachers will:
 - Talk about grade levels
 - Review grading policies
 - Receive an explanation of the Terra Nova Test
2. Parent Volunteers within classrooms
 - Room Mother and Room Father
 - Tutoring
3. Parent Night
4. Attend a minimum of four PTO meetings
5. Have a parent conference at least once a quarter
6. Volunteer/Teacher workroom
7. Parents staying involved

We are excited about our school year. By working together, we will have a banner year!

HOMEWORK POLICY AT AIS

The homework policy at AIS adheres to established School Board Policy, numbers 310; 310.1 thru 310.2.2 (as appropriate).

In summary: a regular program of homework in grades 3-4-5 is established to practice concepts and skills previously taught in the classroom, and to provide a realistic amount of time for completion of reading assignments and special projects. Classroom time will not be used to complete homework assignments.

In grades 3-4-5, the following guidelines are established for homework assignments:



- Grade 3 - approximately 30 minutes total per day
- Grade 4 - approximately 40 minutes total per day
- Grade 5 - approximately 50-60 minutes total per day

(These guidelines represent the total homework, not the homework required for each course.)

HOW YOU CAN HELP

1. Provide your child with a quiet place (at a table or desk) to work.
2. Set a regular time for doing homework each day and stick to it. Good times are just before or just after dinner. (Children should be given play time after school, before homework time.)
3. See that your child's homework assignments are clearly written down in his/her planner or in the back of his/her notebook.
4. Assist by offering helpful explanations and by seeing that homework is neat and complete. Never do an assignment for your child.
5. Offer encouragement: avoid pressure.
6. Have it understood that homework comes before TV.
7. Check with your child's teacher if an assignment is not clear.

Please feel free to consult the school whenever there is a question about homework. Homework is intended to be a help and celebration, not a burden.

INFORMATION YOUR CHILD SHOULD KNOW



1. Home phone number, Cellular phone, Beeper.
2. If parents work? ...Where? ...Phone number?
3. Only phone calls that are emergencies may be made in the office. The public telephone in front of the school is off limits during the instructional day.

LOST AND FOUND

Items found are usually turned in to the office or are kept in a big file cabinet at the cafeteria. The most successful way to recover lost items is to label everything with your child's name and class number with a permanent marker.



PARENT TEACHER ORGANIZATION (PTO)

Welcome back to another exciting year in the life of your child! For the children returning, as well as the newcomers, the PTO has planned numerous events to ensure your child has a memorable year. The cooperation of each parent, student, and faculty member is solicited to ensure the smooth operation of planned events and the proper development of your child's mind.

For information purposes, the PTO is not a member of the National PTA System, but it is devoted to the same principles of establishing a viable link between parents, students, and teachers to ensure the free flow of communication necessary for the moral and social development of your child's mind:

2005-2006 PTO OFFICERS

TBA - President
TBA - Vice-President
TBA - Treasurer

First meeting date
(To be announced)

PTO STORE HOURS

(If volunteers are available)

Mondays, Wednesdays, Fridays

7:00 AM - 8:00 AM and 11:00 AM - 1:00 PM

(Subject to change)

POSITIVE SELF-IMAGE (SUPPORTED BY PTO)

- Monthly Birthday Parties
- Cheetah Party (milestones for reading library books)
- Spirit Day (tentatively to be celebrated the last Friday of each month)
- Other activities upon request

PARENT TEACHER CONFERENCES

Parent teacher conferences are officially scheduled once a year. Please make every effort to attend. If you wish to meet with teachers at other times during the year, please call the office (787) 792-7615 to set up a meeting. Core teachers have a common planning period and can meet with parents during that time. **I strongly encourage parents to be in touch with teachers regularly.**



PHONE CALLS

Students at AIS are beginning to take on more responsibilities. One of these responsibilities is to remember to bring all necessary items to school. **PHONE CALLS WILL BE ALLOWED IN AN EMERGENCY ONLY AT THE DISCRETION OF THE SCHOOL ADMINISTRATION.**

We realize that many students are now carrying cell phones and if it becomes too much of an issue, parents will be contacted to resolve the concern.



PROGRESS REPORTS

Progress reports are mailed to parents during each nine-week period. In an effort to improve school/home communication, a report on every child will be provided at mid-term.

PICKING YOUR CHILD UP AT SCHOOL

From time to time it may be necessary for you to pick up your child for a special "early release" from school. This is usually for some special family circumstance or emergency and should occur very rarely, because this takes away from your child's learning experiences. In fact, most parents have their children attend school and never need to have such arrangements made. The school system must undertake great care and concern for the security, safety and well being of the students in our care. Following regulations is greatly appreciated. The purpose of these regulations, obviously, is to focus our mutual concern upon the safety of children.

1. When you plan an early pick-up, please provide a written, signed request to the teacher and the office.
2. In all cases, the parent or guardian must present herself/himself at the main office of the school. We will not release children to wait outside.
3. Parents will meet children at the main office or pick up the student at the classroom with the student release form.
4. Parents or guardians are required to present proof of identification. We must know, in fact, that you are the parent or guardian.
5. Sign the child out, including date, time, child's name, reason, and your signature.
6. We will not release your child to anyone other than a parent or guardian. If a neighbor or relative comes to pick up your child because of an unforeseen situation, release will be made only after the office has been notified by the parent and/or has verified the situation. Under no circumstances will a child be released to someone the child does not identify and recognize.
7. If any circumstances or person seems questionable, the school has the authority to call the Military Police Department immediately to request intervention, and will hold the child until police arrive.

REGISTRATION REQUIREMENTS

Before registering students at Antilles Intermediate School, the following medical information and/or documentation will be necessary:

For Returning Students

1. Eligibility forms approved prior to registration.
2. Emergency contact person, other than the parents must be updated.

For New Students

1. Eligibility forms approved prior to registration.
2. Emergency contact person, other than the parents.
4. All students in grades 3-5 will need a physical examination upon entering this school system for the first time.
4. Shot records must be up to date and include the following:

Oral Polio Vaccine	4 Doses of Traveling
Diphtheria Tetanus Pertussis*	5 doses, given singly or in combination at least one dose of which is administered after the 4th birthday and the last dose was given within 10 years (*Pertussis immunization is not required for individuals after their birthday).
Measles (Rubella) Mumps Rubella Haemophilus Influenza-b (Hib)	1 dose of live attenuated vaccine given singly or in combination on or after 15 months need not be re-immunized 1 dose for children under age 5 only

All students must be in compliance with medical requirements within four (4) weeks of entrance into the DDESS/AIS system. Non-compliance could result in the student not being able to attend school (until requirements are met) due to a possible health hazard.

REQUEST FOR SCHOOL RECORDS

Parents who wish to hand-carry their child's record to a new school or have it sent to a new address must fill out the Request for Records form at the Guidance Office ten (10) working days in advance. This advance notice is needed to compile all necessary documents and get all the necessary information from the teachers.

SAFE SCHOOLS

Our school will not tolerate bullying or harassment of students. If there is any student who is making comments about suicide and or threats about killing people it is our responsibility to implement the steps of our Crisis Intervention Plan. Working together and with continued awareness, we will go a long way in optimizing the safety of our students. Our counselors will be working with our students and teachers to provide a "friendly school" in which all students feel safe and secure.



SCHOOL BEHAVIOR RULES

Hallways

We:

1. Walk at all times.
2. Walk in a straight line and on the right side of the hallway.
3. Keep hands and feet to ourselves.
4. Speak with 6" voices.

Cafeteria

We:

1. Stay in our place in line.
2. Sit at our assigned table.
3. Practice good table manners.
4. Keep tables clean.
5. Take our trays to the washing window after we eat.
6. Speak with 6" voices.
7. Do not run in the cafeteria.

Playground

We:

1. Keep hands and feet to ourselves.
2. Share playground equipment.
3. Play fairly.
4. Are polite and do not use bad language.
5. Return equipment to its proper place.
6. Follow the teacher's directions.
7. Always keep the playground clean.
8. Stay within the playground limits.

Facilities

We:

1. Seek permission to be on school grounds after school hours.
2. Go to classrooms with adult supervision.
3. Are only in the classroom when the teacher is there.

SCHOOL INSURANCE

As a government agency, students are covered under their parents' medical plan.

SCHOOL POLICIES

ABSENCES: If a student is ill or must be absent from school, the parents are to call the school before 9:00 a.m. The telephone numbers are 792-7615/7430. **Tardiness is not accepted.** A student is considered tardy if he/she is not in his/her seat when class starts. If you are bringing your child in late, you must come by the office to sign him/her in the "Late Pass" logbook. Signing your child in takes only a minute and we must emphasize that School personnel **does not have the authority to sign your child in.**

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. No single factor may interfere with a student's progress more quickly than frequent tardiness or absences.

According to law, it is the obligation of every parent to insure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator in advance. Prearranged absences shall be approved for appointments or circumstances of a serious nature only, which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to physical, mental, or emotional disability.
3. A student who is attending any school-sponsored activity of an educational nature with advance approval by the administration.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources.

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Students who are suspended or expelled shall be considered unexcused. Each unexcused absence shall be entered in the student's record. The school administrator shall notify the parents or guardian of the student receiving an unexcused absence orally and in writing.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce attendance is four unexcused absences from school or from class in any one month, or 10 unexcused absences during any calendar year or school year. Make-up work will be allowed for all absences. It is the responsibility of the student to pick-up work

each day of absence. **The administrator may make exceptions to any provision of this paragraph when unusual circumstances arise.**

SCHOOL VISITATION

Our district welcomes and encourages visits to schools by parents, other adult's residents of the community, and other educators. Visitors must follow the schools' visitor's procedure listed in this Parent Hand Book. The district superintendent has established the following guidelines that authorize visitors to observe the educational program with minimal disruption, and to ensure the orderly and safe operation of the schools:

- A. All visitors must register at the office upon their arrival at school, and follow the school's procedures.
- B. If the visitor wishes to observe a classroom, the time shall be arranged after the administrator (principal or assistant principal) has conferred with the teacher.
- C. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
- D. The administrator may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes *disruptive**, the administrator may withdraw the approval. In either case, the administrator shall give reasons for the action.
- E. If a dispute arises regarding limitations upon or withholding of approval for visits:
 1. The visitor shall first discuss the matter with the administrator.
 2. If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent. The latter shall promptly meet with the visitor, investigate the dispute, and render a written decision, which shall be final, subject only to the citizen's right to raise an issue in open meeting at a regular session of the school board.

**Disruptive:* Each person will have a different example of disruption of their classroom instruction, If a visitor is disrupting the teaching environment according to the classroom teacher, the teacher, with respect and dignity towards the visitor will inform the visitor of their disrupting behavior and ask the visitor to be an observer only; or to reschedule another visit.

The following guidelines are suggested as basic security measures to prevent/reduce disruptive activities in the school:

- A. All visitors are required to check into the office upon entering a school building. (All entrances are posted)
- B. Staff members are responsible for monitoring hallways and playgrounds. Unfamiliar persons without visitors badges are to be directed to the office in a courteous manner;
- C. A visitor's badge with the current date should be worn conspicuously;

- D. If a visitor is committing a disruptive act (speaking a loud voice, hands on, or any other gesture that may be constructed as hostile behavior), the staff member may exercise the right to order the visitor off school premises. If the visitor fails to comply, the staff member should contact the administrator, who, in turn, may report the disturbance to a law enforcement officer.

STUDENT BEHAVIOR POLICY

1. Students' Rights and Responsibilities:

Students have the privilege to attend school and learn. It is their right to expect respect at school, on the bus, or at school activities from other students and school employees. It is the responsibility of the school system to protect students from sexual harassment, physical, or verbal abuse from other students and school employees. Students have the responsibility to follow published DDESS school and classroom rules. Students who are accused of violating the rules or displaying improper conduct will be provided with due process, which at the minimum means, they will be informed of the violation and will be provided with a chance to explain their position, except when their presence in school could endanger other students. If a student or parent feels an Out-of-School Suspension or expulsion is unfair or unwarranted, they may use the appeals process described in this document.

2. Behavior Expectations for Students:

- a. Show respect to others and their property.
- b. Act in a manner to create a good learning situation.
- c. Display good conduct at school, at school activities, and on the bus.
- d. Obey the established rules, regulations, and laws of the classroom, school, DDESS, military installation and/or the community.

3. Consequences of Conduct Violations and Penalties:

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

Group I

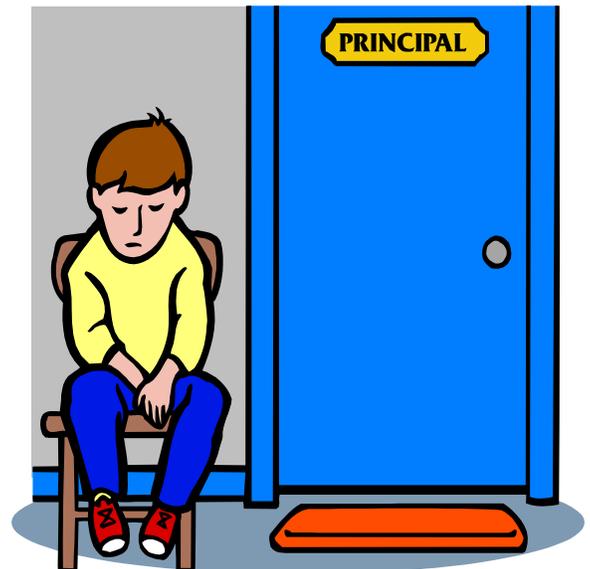
MINOR OFFENSES:

includes any behavior that is not conducive to good order and discipline of the school and is not limited to:

- A. Tardiness
- B. Unexcused absence
- C. Chewing gum or eating food in class
- D. Being unprepared for class
- E. Running in the halls or class
- F. Cheating or lying
- G. Possessing items in violation of school rules
- H. Offensive or vulgar language
- I. Minor failing to follow instructions
- J. Disrupting the class by talking
- K. Laughing
- L. Wondering about—when teacher indicates it's inappropriate to the classroom activity
- M. Inappropriate behavior on the school bus

CONSEQUENCES

1. Written or Verbal Reprimand (notice to parents)
2. Administrator/Teacher/student conference
3. Detention
4. Parental/Sponsor Conference
5. In-school Suspension
6. Restriction of Privileges
7. Probation
8. Suspension of bus-riding for bus infraction
9. Parental/Sponsor Monitoring during the school day



Group II

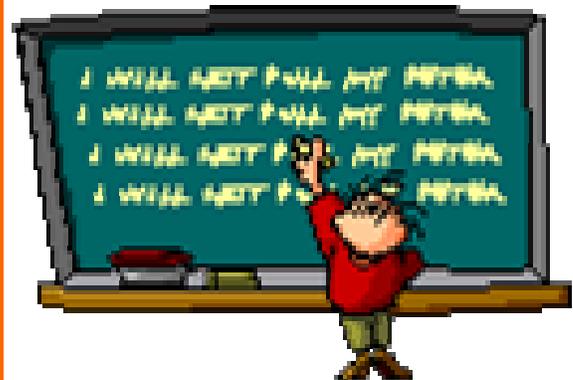
MAJOR OFFENSES:

- A. Defiance of authority and/or the use of vulgarity or vulgar gestures toward school personnel
- B. Disruptive behavior, including on the bus, on campus, in the cafeteria, during school activities and/or events
- C. Simple assault and/or threats
- D. Smoking
- E. Stealing (stolen or wrongfully appropriated or attempted to steal)
- F. Cheating and/or plagiarism
- G. Truancy
- H. Fighting and/or mutual fray
- I. Hazing, harassment, and/or the malicious use of slurs based on race, gender, religion, ethnicity, language, background and/or national origin
- J. Sexual harassment
- K. Lying or participating in a deception which may lead to an adverse action against another.
- L. Extortion
- M. Used cell phones during class, except in emergency situations
- N. Use or possession of alcoholic beverages
- O. Possession of paraphernalia related to the use of illegal drugs
- P. Possessed, sold, used without clear school supervision and authority or furnished to another any firearm, knife, explosive or other dangerous objects
- Q. Vandalism School grounds or fails to leave after being told to do so by the Principal or staff member in charge
- R. Chronic unexcused tardiness to school and/or class
- S. Instigator or accomplice to GROUP II violations
- T. Habitual offender of any GROUP I and/or GROUP II violations

CONSEQUENCES

1. Administrator/Teacher/Student conference
2. Detention
3. Parental/Sponsor Conference
4. In-school Suspension
5. Restriction of Privileges
6. Probation
7. Out-of-school suspension from 1 through 3 days
8. Suspension of bus-riding for bus infraction
9. Parental/Sponsor Monitoring during the school day

**Nothing precludes the imposition of more serious disciplinary actions, such as suspension or expulsion, when students engage in repeated or multiple acts. Principal determines that the nature of the offense in the "context" of all circumstances warrants a more severe consequence.*



Group III

CRIMINAL OFFENSES:

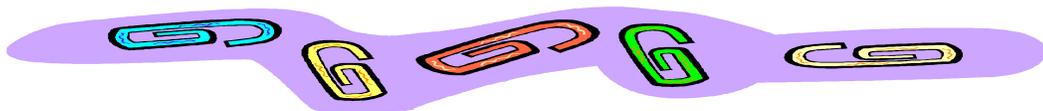
- A. Aggravated assault and/or assault & battery
- B. Possession and/or concealing a deadly weapon
- C. Robbery or burglary
- D. Possession, use, and/or distribution of illegal substances or drugs
- F. Sex violations (violating another sexually)
- G. Aggravated vandalism
- H. Violate the terms and conditions of DDESS student/computer/internet Access Agreement or used or gained
- I. Violate any law, rule or regulation of the military installation or school
- J. Willful detonation of a fire alarm without a just cause and/or calling a false report of an event that could affect the health, safety, or welfare of students, employees or visitors to the school (e.g., Bomb Threat)
- K. Possession, concealing, and/or detonation of any device which may result in bodily harm Causing serious physical injury to another person, except in self-defense
- L. Arson
- M. Instigator or accomplice to any GROUP II violation
- N. Habitual offender of any GROUP III violation

CONSEQUENCES

1. Parental/Sponsor Conference
2. Restriction of Privileges
3. Probation
4. Out-of-school Suspension from 3 through 9 days
5. Superintendent's Out-of-School suspension fro 10 or more days
6. Suspension of bus-riding for bus infractions
7. Expulsion from DDESS
8. Referral to appropriate security agency

**Notice to Law Enforcement authorities: When suspension. Students for more than 10 days the Principal or designee shall notify the Installation Commander or is/her designee for law enforcement or legal affairs*

***Confiscation of property. Authorized school officials may immediately confiscate any property belonging to or in the possession of any student if the possession or use of that property is inconsistent with the conduct required by the guidance is on school grounds or found during student participation in school activities.*



* A notation will be made on student's permanent record.

4. Discipline Procedures for Students on Individualized Education Plans:

The amendments to the special education laws have influenced DDESS disciplinary policy for students with disabilities. Students with disabilities may be suspended and removed from current placement for 10 school days or less in the same school year by the unilateral decision of the school administrator. The school is not required to provide instructional services during these periods of suspension. Assignment of additional discipline during the school year will be handled on an individual basis with the input of the child's special education teacher, CSC Chair, guidance counselor, and on occasion, by review of the Case Study Committee.

5. Searches and Seizure:

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

6. Appeal Process: (May differ somewhat for Elementary to Secondary students)

After an Out-of-School Suspension or Expulsion has been determined as the penalty for a violation, the parent may request in writing and within twenty-four hours of notification of the disciplinary action, that the punishment be reviewed by the School Disciplinary Appeals Committee. The School Disciplinary Appeals Committee will consist of at least three members and a moderator who will not participate in the Committee's decision. The Appeals Committee will consist of the following:

- One staff representative chosen by the parent and/or student
- One staff representative chosen by the administration
- One staff representative acceptable to both or a representative of the school's PTSO, or the site School Board Representative.

The committee will conduct a hearing of the case in which at the minimum; the offender, parents, and administration will have the right to state the facts of the case, as they understand them. Both sides may use witnesses, but the hearing will have a two-hour time limit. The parent/sponsor **MUST** be present at the hearing or there is a forfeiture of the appeals process and the student will serve the original disciplinary action. The committee will make a recommendation to the principal on the basis of a simple majority vote, and issue a written recommendation to the principal within one school day of the hearing. While the appeals process is being implemented, the student will attend school on probation with the understanding that any type of similar offense or offense connected with the situation under appeal will result in an immediate three day suspension, enforcement of the penalty under appeal, and forfeiture of the appeals process.

Upon receipt of the appeals committee's recommendation, the principal will issue a final decision to resolve the case. The parent/sponsor may appeal the principal's decision to the Superintendent for review. The Deputy Director, Domestic Schools/ Cuba, makes the final appeal for Expulsions from the DDESS.

SUSPENSION OR EXPULSION

According to the DDESS Guidance (2005) and AIS Parent/Student Handbook, the following will be grounds for suspension or expulsion from AIS:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior that is detrimental to the welfare, safety or morals of other students or of school personnel.

TITLE VI REQUIREMENTS

The Office for Civil Right (OCR) within the US Department of Education has the responsibility of enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 states that:

No person in the United States shall, on the ground of race, color or national origin be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

Under the Department of Education Title VI regulation (34 C.F.R. Part 1), practices of discrimination which are prohibited when based on race, color or national origin includes:

Providing services, financial aid or other benefits that are different or provided in a different manner;

Restricting an individual's enjoyment of an advantage or privilege enjoyed by others;

Denying an individual the right to participate in federally assisted programs and

Defeating or substantially impairing the objective of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus, Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from regular or special education instructional programs.

VALUABLES

STUDENTS, NOT THE SCHOOL, are responsible for their personal property. Students are advised not to bring valuable items to school. Unfortunately, we cannot safeguard personal belongings. Students take care of any valuable items by leaving them at home. These valuables include money, electronic devices, cameras, radios, etc. AIS has a policy that all electronic devices are prohibited on campus.

VOLUNTEERS



WE NEED PARENTS!

Parents are necessary in order for the team to be complete. You are the first and most important teacher your child will ever have. It is a tremendous responsibility, but as a team working together, we will be successful. Volunteer your time for an idea you have. We need your input. There are some programs in place that could use parent volunteers, and some programs that need to be started. If there are any suggestions as to how the school could be made better, come and share those ideas.

Parents are members of the AIS School Improvement Team. Meetings are held regularly. We encourage you to attend as many meetings as possible. Call the office for dates and times.

We encourage you to come to school whenever you can. Support the students in the activities offered at AIS. Encourage them to participate. Activities enhance the educational process for students.

****Chart of areas where you can help ****

With Students	Without Students
1. Teacher's Assistant	1. Clerical Work
2. Tutoring	2. PTO Store Volunteer
3. Playground Assistant	3. Record Stories on Audio Tape (School or Home)
4. Reading to Students	5. Book Fair
5. Field Trip Chaperone	6. Class Pictures
6. Class Parties (teacher option)	7. School Improvement Team
7. Assist with After School Programs (Band, Choir, etc.)	8. Special Events (Storytelling Festival, Science Fair, Art Fair, Math Bowl, Spelling Bee, etc.)
8. Field Day	9. Library (filing)
9. Library (presentations)	10. Bulletin Boards
10. Assist in Reading Lab & Math Lab	11. Collect money for book club orders
	12. Media Center, ILS Lab, Math Resource Lab

APPENDIX A

- Academic and Citizenship Awards Program
- Calendar
- Chain of Concern
- Grading Policy
- Language of Instruction Policy
- Special Area Classes
 - Art
 - Computer
 - Spanish
 - ESL
 - Music
 - Media
 - Physical Education
 - Gifted Education Program (GED)
- Zero Tolerance Policy

APPENDIX B

Samples - AIS Forms

- Notification of non-participation in Honor Roll
 - Interim report
 - Parent/Teacher Conference Report

AIS Faculty - SY 05-06

Recommended Websites

Child Nutrition Services

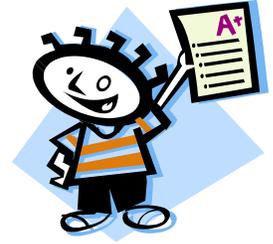
Price List SY 05-06

District Policy Manual

Appendix A



ACADEMIC AND CITIZENSHIP AWARDS PROGRAM



TARGET POPULATION - - ENTIRE STUDENT BODY

CRITERIA FOR GOLD CLUB

(PREVIOUSLY-HIGH HONOR)

3.7 GPA OR HIGHER

AND

- NO C'S IN CORE SUBJECTS
- NO "UNSATISFACTORY PROGRESS (U)" FROM SPECIALISTS

AND

- NO "CONDUCT IS UNSATISFACTORY" COMMENT
(COMMENT #4 ON THE "NEW EDITION OF THE REPORT CARD)

AND

- NO DOCUMENTED REFERRAL TO THE ADMINISTRATION FOR GROUP II OR III OFFENSES

DOCUMENTATION

STUDENT WORK AND TEACHER'S GRADE BOOK ENTRIES SUPPORT THE AWARD'S GPA REQUIREMENTS.

ALL "CONDUCT IS UNSATISFACTORY" COMMENTS MUST BE DOCUMENTED AND SUPPORTED VIA DISCIPLINE REFERRALS (TEACHER'S AND OFFICE COPIES MUST BE IN EVIDENCE), "SMS" RECORDS ARE IN EVIDENCE (OFFICE'S RESPONSIBILITY) AND TEACHER'S RECORDS/COPIES OF REFERRALS / PARENTAL COMMUNICATIONS / CONFERENCING ARE IN EVIDENCE (TEACHER'S RESPONSIBILITY)

ALL PARENTAL CONFERENCING DOCUMENTATION, AS APPROPRIATE, MUST BE IN EVIDENCE AND OF A SIGNIFICANT NATURE TO WARRANT THE "CONDUCT IS UNSATISFACTORY" COMMENT FOR DISCIPLINE ON THE REPORT CARD.

SPECIALISTS MUST HAVE APPROPRIATE RECORDS OF GRADES, PARENTAL COMMUNICATIONS, CONFERENCING NOTES, AND INTERIM REPORTS TO SUPPORT THE "UNSATISFACTORY PROGRESS" COMMENT ON THE REPORT CARD.



CRITERIA FOR SILVER CLUB **(PREVIOUSLY - HONOR)**

3.0 - 3.69 GPA OR HIGHER
AND

- NO C'S IN CORE SUBJECTS
- NO "UNSATISFACTORY PROGRESS (U)" FROM SPECIALISTS
AND
- NO "CONDUCT IS UNSATISFACTORY" COMMENT
(COMMENT #4 ON THE "NEW EDITION OF THE REPORT CARD")
AND
- NO DOCUMENTED REFERRAL TO THE ADMINISTRATION FOR GROUP
II OR III OFFENSES

DOCUMENTATION

STUDENT WORK AND TEACHER'S GRADE BOOK ENTRIES SUPPORT THE AWARD'S GPA REQUIREMENTS.

ALL "CONDUCT IS UNSATISFACTORY" COMMENTS MUST BE DOCUMENTED AND SUPPORTED VIA DISCIPLINE REFERRALS (TEACHER'S AND OFFICE COPIES MUST BE IN EVIDENCE), "SMS" RECORDS ARE IN EVIDENCE (OFFICE'S RESPONSIBILITY) AND TEACHER'S RECORDS/COPIES OF REFERRALS / PARENTAL COMMUNICATIONS / CONFERENCING ARE IN EVIDENCE (TEACHER'S RESPONSIBILITY).

ALL PARENTAL CONFERENCING DOCUMENTATION, AS APPROPRIATE, MUST BE IN EVIDENCE AND OF A SIGNIFICANT NATURE TO WARRANT THE "CONDUCT IS UNSATISFACTORY" COMMENT FOR DISCIPLINE ON THE REPORT CARD.

SPECIALISTS MUST HAVE APPROPRIATE RECORDS OF GRADES, PARENTAL COMMUNICATIONS, CONFERENCING NOTES, AND INTERIM REPORTS TO SUPPORT THE "UNSATISFACTORY PROGRESS" COMMENT ON THE REPORT CARD.



CRITERIA FOR BRONZE CLUB

(PREVIOUSLY KNOWN AS CHEETAH AWARDS)

GIVEN "IN RECOGNITION OF A POSITIVE ATTITUDE TOWARDS LEARNING"

- ❑ NO "UNSATISFACTORY PROGRESS" COMMENT FROM SPECIALISTS
- ❑ NO "CONDUCT IS UNSATISFACTORY" COMMENT (COMMENT #4 ON THE NEW EDITION OF THE REPORT CARD)
- ❑ STUDENT'S IMPROVED EFFORTS AS DOCUMENTED BY IMPROVED GRADES AND / OR IMPROVED CONDUCT

DOCUMENTATION OF IMPROVEMENT MUST BE EVIDENCED BY

GRADE / RECORD BOOK ENTRIES, STUDENT WORK SAMPLES, COMMUNICATIONS HOME (I.E. COMMENTS ON PLANNER, KUDO NOTES, ETC.) COPIES OF CONFERENCING NOTES/FORMS, PREVIOUS PROGRESS REPORTS, OTHER, AS APPROPRIATE

BRONZE CLUB AWARDS WILL NOT BE LIMITED IN NUMBERS PER HOMEROOMS, BUT MUST BE IN RECOGNITION OF DOCUMENTABLE IMPROVEMENT (SOCIAL/ACADEMIC)

"BRONZE AWARDS" MAY ALSO BE GRANTED BY THE SPECIALISTS WISHING TO RECOGNIZE DESERVING STUDENTS AND ALL DECISIONS TO DO SO MUST BE BASED ON THE CRITERIA LISTED FOR SUCH AN AWARD.

DDESS PUERTO RICO DISTRICT
SCHOOL CALENDAR
2005-2006
Official April 5, 2005

AUGUST

- 8-9 New Teacher Orientation
- 10 First Day for Teachers
- 10-11 Teacher Workday PK-12
- 12 Staff Development Day
(All levels)
- 15 First Day for Students K-12
PK – ½ mornings, ½ afternoons
- 16 PK – ½ mornings, ½ afternoons
- 17 PK – Full sessions
- 26 All-Schools' Conference
No School

SEPTEMBER

- 5 Labor Day – No School
- 20 Early Release – Staff Dev.
(District)
- 21 Early Release – Staff Dev.
(District)

OCTOBER

- 10 Columbus Day – No School
- 13 End of 1st Quarter
- 14 Teacher Workday PK-12
No Students
- 17 Begin 2nd Quarter
- 20 Parent Conferences PK
No Students PK
- 21 Parent Conferences PK-5
No Students PK-5

NOVEMBER

- 2 Early Release – Staff Dev.
(Ramey)
- 3 Early Release – Staff Dev.
(Buchanan)
- 11 Veterans' Day – No School
- 24-25 Thanksgiving Recess
No School

DECEMBER

- 12-15 Final Exams
- 15 End of 2nd Quarter
- 16 Teacher Workday PK-12
No Students
- 19-30 Winter Recess – No School

JANUARY

- 2-6 Winter Recess – No School
- 9 Begin 3rd Quarter
- 16 M. L. King Day – No School

FEBRUARY

- 8 Early Release – Staff Dev.
(Ramey)
- 9 Early Release – Staff Dev.
(Ft. Buchanan)
- 20 Presidents' Day – No School
- 28 TerraNova Test – Tentative

MARCH

- 1-3 TerraNova Test – Tentative
- 6-10 TerraNova Test – Tentative
- 16 End of 3rd Quarter
- 17 Teacher Workday PK-12
No Students
- 20 Begin 4th Quarter
- 30 Parent Conferences PK
No Students PK
- 31 Parent Conferences PK-5
No Students PK-5

APRIL

- 10-14 Spring Recess – No School

MAY

- 2 Early Release – Staff Dev.
(Ramey)
- 3 Early Release – Staff Dev.
(Ft. Buchanan)
- 5 Early Withdrawal Date
- 29 Memorial Day – No School
- 30-31 Final Exams

JUNE

- 1-2 Final Exams
- 2 Last Day for Students PK-12
- 5 Teacher Workday PK-12
- 6 Teacher Workday PK-12
Last Day for Teachers

Days in the School Year

Quarter	Teachers	Students PK	Students K-5	Students 6-12
1	46	40	41	41
2	42	39	40	41
3	48	47	47	47
4	51	47	48	49
Total	187	173	176	178

GRADING POLICY

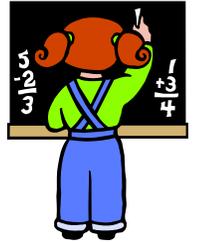


ANTILLES INTERMEDIATE SCHOOL

GRADING POLICY - - ANTILLES INTERMEDIATE SCHOOL

GRADES 3-4-5

AREA/SUBJECT-MATH



MINIMUM NUMBER OF GRADES PER QUARTER- 5

TYPES OF ASSESSMENTS ACCEPTABLE FOR MINIMUM NUMBER OF GRADES - (AS APPLICABLE):

CHAPTER TESTS; UNIT TESTS; END-OF-SECTION TESTS; PROJECTS; MATH BOWL PARTICIPATION GRADE; CONSTRUCTED RESPONSE ITEM (S) / RUBRIC-BASED QUIZZES TOTALING AT LEAST 100 POINTS AND AVERAGE GRADE WEIGHTED AS A TEST

EXCLUDED FROM MINIMUM NUMBER OF GRADES, BUT MAY BE PART OF ADDITIONAL GRADE BOOK ENTRIES INCLUDED IN FINAL AVERAGE:

- ❑ GENERAL QUIZZES
- ❑ EFFORT IN PROBLEM OF THE DAY INITIATIVE;
- ❑ DAILY PARTICIPATION

AREA/SUBJECT: SCIENCE



MINIMUM NUMBER OF GRADES PER QUARTER-5

TYPES OF ASSESSMENTS ACCEPTABLE FOR MINIMUM NUMBER OF GRADES - (AS APPLICABLE):

CHAPTER TESTS; UNIT TESTS; MODULE TESTS; RUBRIC-BASED QUIZZES TOTALING AT LEAST 100 POINTS AND AVERAGE GRADE WEIGHTED AS A TEST; EXPERIMENTS; LAB HANDS-ON ASSESSMENTS; PROJECTS; RESEARCH

PRODUCTS; SCIENCE NOTEBOOK; SCIENCE FAIR PARTICIPATION GRADE; DEMONSTRATIONS.

EXCLUDED FROM MINIMUM NUMBER OF GRADES, BUT MAY BE PART OF ADDITIONAL GRADE BOOK ENTRIES INCLUDED IN FINAL GRADE AVERAGE:

- ❑ QUIZZES
- ❑ TAKE-HOME PACKETS
- ❑ DAILY PARTICIPATION
- ❑ GRADE/EFFORT.

PLEASE NOTE THE ENDORSED / AGREED-TO CHANGES ON "GRADING"

EFFECTIVE DATE:

a) QUARTER ONE (WITH TRANSITIONS FLEXIBILITY)

b) QUARTER TWO AND ON - FULL ADHERENCE

GRADING POLICY



AREA / SUBJECT: SPECIALS

ART; MUSIC; COMPUTERS; PE; SPANISH; MEDIA; INSTRUCTIONAL SUPPORT; ILS.

MINIMUM NUMBER OF GRADES / ASSESSMENTS / EVALUATIONS PER QUARTER: 4

TYPES OF ASSESSMENTS / EVALUATIONS ACCEPTABLE FOR MINIMUM NUMBER OF GRADES / GRADE BOOK ENTRIES PER QUARTER:

NO EXCLUSIONS - A BALANCED DISTRIBUTION / REPRESENTATION OF ASSESSMENT MODALITIES IS EXPECTED, I.E., WRITTEN, ORAL, OBSERVATIONS, PERFORMANCE, PHYSICAL FITNESS, ETC.

AREA / SUBJECT: ESL; SPECIAL EDUCATION

WILL ADHERE TO INDIVIDUAL PROGRAM GUIDELINES / MANDATES.

*ESL - - When classroom teachers and ESL Specialists co-teach during specified subjects, they will coordinate in determining a grade in that subject for the ESL students. Grade recording and reporting are the responsibility of the homeroom teacher, the ESL specialist

will be responsible for supplementing quarterly report card grades with thorough narrative progress reports for students in ESL levels 1 and 2 and as stated in the ESL -DODEA Manual.

ESL teachers in pullout classes will provide the classroom teacher with a minimum of four (4) supplementary grades per quarter. The classroom teacher will use these grades accordingly. The ESL specialist will record these grades in their own grade books as supportive documentation.

GRADING POLICY

AREA/SUBJECT: INTEGRATED LANGUAGE ARTS READING AND LANGUAGE

Spelling will no longer be a separate grading area, but must be included as part of the "language" grading - the report card will reflect this change.

MINIMUM NUMBER OF GRADES PER QUARTER - 6 in each area

TYPES OF ASSESSMENTS ACCEPTABLE FOR MINIMUM NUMBER OF GRADES - (AS APPLICABLE):

READING SELECTION/STORY TESTS; UNIT TESTS; LANGUAGE/GRAMMAR/USAGE SKILLS TESTS; WRITTEN REPORTS; ESSAYS; COMPOSITIONS; RUBRIC-BASED ORAL REPORTS; CONSTRUCTED RESPONSE ITEM (S) / RUBRIC-BASED QUIZES TOTALING AT LEAST 100 POINTS AND AVERAGE GRADE WEIGHTED AS A TEST; PROJECTS INTEGRATING CONTENT FROM OTHER SUBJECT AREAS.

EXCLUDED FROM MINIMUM NUMBER OF GRADES, BUT MAY BE PART OF ADDITIONAL GRADE BOOK ENTRIES INCLUDED IN FINAL GRADE AVERAGE:

- SPELLING WORDS DICTATION QUIZES/TESTS
- WORKBOOK SKILLS TESTS/QUIZES
- GENERAL QUIZES
- GROUP/COOPERATIVE TASKS
- TAKE-HOME PACKETS;
- DAILY PARTICIPATION GRADE/EFFORT.



GRADING POLICY

□ MAKE-UP'S

MISSED TESTS / ASSESSMENTS / EVALUATIONS CAN BE ADMINISTERED TO STUDENTS ON A MAKE-UP BASIS IF THE ABSENCE ON THE ORIGINAL DATE IS AN "EXCUSED ABSENCE," BASED ON THE APPROPRIATE / PUBLISHED "PARENT/STUDENT HANDBOOK" GUIDELINES AND/OR ON THE "DDESS SCHOOL BOARD POLICY HANDBOOK."

NO GRADE PENALTY IS TO BE ASSIGNED TO MAKE-UP TESTS, ASSESSMENTS, EVALUATIONS

MAKE-UP'S MUST BE TAKEN/COMPLETED WITHIN THREE SCHOOL DAYS OF THE RETURN TO CLASS BY THE STUDENT. THE TEACHER WILL ANNOUNCE THE MAKE-UP DATE (S) TO THE STUDENT AND PARENT IN WRITING, VIA THE STUDENT PLANNER OR OTHER APPROPRIATE WRITTEN FORMAT.

EXCEPTIONS WILL BE SCRUTINIZED ON A CASE-BY-CASE BASIS, AS REFERRED.

□ RE-TAKES

ALL STUDENTS ARE ALLOWED TO HAVE ONE (1) ADDITIONAL OPPORTUNITY FOR RE-TAKES ON THOSE TESTS, ASSESSMENTS / EVALUATIONS ON WHICH THEY HAVE STILL TO DEMONSTRATE MASTERY (60% MINIMUM)...ONLY THE HIGHEST GRADE WILL BE RECORDED AND WEIGHTED... AND/OR

AS MUTUALLY AGREED BY THE ADMINISTRATION / TEACHER.

***- - AIS DOES NOT SUPPORT A "NO RETAKE" POLICY/PRACTICE - -**

□ SCHEDULING OF TESTS / ASSESSMENTS / EVALUATIONS

ALL TEACHERS/GRADE LEVELS/PROGRAMS/SERVICES MUST ADHERE TO SOUND PEDAGOGICAL PRACTICE IN THE SCHEDULING AND ADMINISTRATION OF ALL ASSESSMENTS.

□ DISCIPLINE-CONDUCT- AND GRADING

LOWERING OF A STUDENT'S GRADE (S) AS A "PUNISHMENT" FOR DISCIPLINARY INFRACTIONS / MISCONDUCT IS NOT ALLOWED.

EXCEPTION: STUDENTS FOUND "CHEATING" ON A TEST WILL RECEIVE A GRADE OF "F" / "UNSATISFACTORY" ON THE TEST /ASSESSMENT / EVALUATION.

SUBJECT TO CHANGE DUE TO APPROVAL OF NEW REPORT CARD
ANTILLES INTERMEDIATE SCHOOL

Mr. Joseph R. Motolenich
Principal
Joseph.Motolenich@am.dodea.edu

Dr. Bruce W. Jeter
Superintendent

Dr. Nina Roman
Assistant Principal
Nilda.Roman@am.dodea.edu

PROGRESS REPORT SY 2005-2006

Math Matters!



The Cheetah Reports

Student Name _____

Grade-Section _____

Homeroom Teacher _____

CLASS	TEACHER	Q1	<u>COMM</u>	Q2	<u>COMM</u>	Q3	<u>COMM</u>	Q4	<u>COMM</u>
Days Absent									
Reading									
Language									
Spelling									
Math									
Social Studies									
Science									
Art Class	Ms. Rivera								
Culture									
Music									
Computers									
Physical Education	Mr. Ortiz Mr. Arroyo								

ESL (Level 1 2 3 4)

INSTRUCTIONAL SUPPORT (R = Reading; M = Math)
E is given for effort for ESL level 1 and 2 students new to DoDEA.

TAG

Conduct and other comments are selected in the following manner:

COMMENTS

Specialists report progress with **O, S, N or U.**

- O-Outstanding progress
- S-Satisfactory Progress
- N- Needs Improvement
- U-Unsatisfactory Progress

1. Conduct is Outstanding
2. Conduct is Satisfactory
3. Conduct Needs Improvement
4. Conduct is Unsatisfactory
5. Exhibits good work habits/study skills
6. Work Habits Need Improvement
7. Working with Modifications/Adaptations at his/her performance level

Promoted to _____ Grade for SY _____

DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS



LANGUAGE OF INSTRUCTION POLICY

The Domestic Dependent Elementary and Secondary Schools operates under 10 USC 2164 which states, "In the case of a military installation located in a **Commonwealth**...that an education program may be considered appropriate...only if the program is conducted in the English language." In keeping with this law **instruction in classes will be conducted in English.** With the following exceptions:

1. Teachers are expected to follow the guidelines established by **DoDEA** English-As-A-Second-Language (ESL) Manual 2440.2 with ESL students. This manual states, "Although English is the language of instruction in the classroom, students are encouraged to continue to develop proficiency in their first language as they acquire English." This manual also states, teachers may **encourage the use of dual languages in the classroom (pg. 34).**"
2. In language classes other than English, **full use of the language being studied is appropriate.**
3. In keeping with each teacher and student's first amendment rights, **non-instructional conversations between teachers, students, or teachers and students in classrooms or on campus may be in the language of choice.**

District policy for the use of a second language is that **when a student's home language is used during instruction, the teacher will explain in English what was said to the whole class with the exception of one-to-one or small group assistance.** Assembly programs, meetings, publications, and customer relations will be conducted in English with translations as appropriate. Cultural events, culture classes and performances may be exempt from this policy.

*DoDEA Manual 2440.2 is based on educational research and the following:

Memorandum from Former President William J. Clinton, June 17, 1997 that directed agencies to take appropriate action against discrimination in education programs...conducted by the Federal Government. Currently, Title VI of the Civil Rights Act of 1964 generally prohibits discrimination on the basis of race, color, or national origin – in educational programs.....that receives Federal financial assistance. However, these laws do not apply to comparable education programs...conducted by the Federal Government. I believe it is essential that the Federal Government hold itself to the same principles of nondiscrimination in educational opportunities that now apply to educational programs.

DoD Directive 1342.20, which states, DoDEA shall provide programs designed to meet the special needs of individuals of limited English-speaking ability.

A handwritten signature in black ink, appearing to read "Bruce W. Jeter", is positioned above the printed name.

Bruce W. Jeter
Superintendent

16 June 2005

SPECIAL AREA CLASSES

While A. I. S. expects DoDEA standards to be decided upon and published for the areas of ESL, Art, Computers, Spanish, Instrumental Music, Media, and Physical Education, the following objectives serve as a broad guideline for curriculum and lesson planning:



ART

Art instruction at the intermediate level centers on sensitivity to and effective use of the visual elements that include line, form, color, texture and space. These elements of design are used to communicate ideas and feelings by means of experiences with two and three dimensional art materials. Skills in observation, motor control, problem solving and creativity are developed.

After participation in the 3rd, 4th and 5th grade art classes, the student will be able to:

1. Demonstrate proper procedures for the care and handling of tools and equipment.
2. Identify two-dimensional vs. three-dimensional works of art.
3. Use stick figures to draw the human body in various positions.
4. Observe the use of perspective techniques in works of art.
5. Experiment with cartooning.
6. Identify symmetry in works of art.
7. Create patterns by using repeated motifs.
8. Identify horizontal, vertical and diagonal lines.
9. Draw a straight line using a ruler.
10. Use ruler-drawn lines to create an optical illusion of curves.

11. Paint pictures from imagination or real life.
12. Mix two primary colors to produce a secondary color.
13. Use black or white to change the value of primary or secondary colors.
14. Construct simple paper sculpture forms by folding, cutting, bending and/or curling.
15. Make puppets using mixed media.
16. Use printmaking techniques.
17. Review and increase his/her art vocabulary.
18. Discuss artwork by contemporary artists and great masters.
19. Exercise own judgment to solve a problem in his/her artwork.



COMPUTERS

The Computer Program at AIS emphasizes the use of higher-level thinking skills in the context of a mathematical exploratory environment. Students develop skills related to pattern analysis and synthesis, as well as estimation, measurement and the use of logical functions. Students will be able to:

1. Demonstrate basic skills in the use of a word processing system.
2. Demonstrate basic skills in the use of a draw environment.
3. Demonstrate the ability to organize computer graphic material into a slide show.
4. Demonstrate the ability to use calculators to explore mathematical concepts.
5. Demonstrate the ability to use primary Logo commands correctly.
6. Apply knowledge of patterns to the use of the Logo REPEAT command.
7. Apply the Generate/Test heuristic to Logo work.
8. Write Logo procedures with syntax.

9. Access the Internet under monitored conditions (all Internet users must sign a DoDEA form before using the Internet in DDESS).

In addition to the above, fourth and fifth grade students will be able to:

1. Demonstrate an understanding of the purpose and function of Logo procedures.
2. Demonstrate an understanding of the purpose and function of Logo variables.
3. Demonstrate an understanding of the purpose and function of Logo super procedures and sub procedures.

Bienvenido

SPANISH
(Working draft)

Host Nation education is a unique feature of the Department of Defense Education Activity (DoDEA) K-6 school program and is designed to provide elementary school students with a cross-cultural program to provide an appreciation and understanding of the culture of the country in which they are located. In addition, the host nation language is an essential part of the curriculum.

Specific goals of the host nation program are:

- Students will achieve personal, social, vocational competency, and environmental adaptability in the host nation country.
- Students will achieve a functional proficiency in the host nation language appropriate to their grade levels.
- Students will have an opportunity to implement themes in Social Studies that pertain to the local environment.
- Classroom and host nation teachers will develop inter-cultural collegiality.
- Parents will have an opportunity to grow inter-culturally with their youngsters.

The standards and student performance outcomes are achieved through a variety of student activities that acquaint the students with the lifestyles of their host nation peers. The host nation and classroom teachers coordinate the instructional program to enhance student achievement of performance outcomes. This coordination will better ensure that students become independent users, explorers, and admirers of their host nation environments.

Goals and objectives for the A. I. S. Spanish program will be shared upon completion of the document.

ENGLISH AS A SECOND LANGUAGE (ESL)

Since English is not the first language of all DDESS students, mastery of English as a second language (ESL) is a vitally important part of the instructional program. The DDESS ESL program is designed to assist students whose need for English language proficiency precludes satisfactory achievement within DDESS.

Limited-English proficient (LEP) students are those who lack minimum English competency. LEP students will receive instruction in English as a second language. English proficiency will be measured by a standardized test such as the Language Assessment Scales (LAS). ESL students will be referred, screened and placed in accordance with policies and procedures established in DoDEA ESL Handbook. In grades K-8, ESL is considered the language arts instruction for these students. ESL students will be placed according to their individual needs in the following levels:

Level One (I). Students receive instruction in English language skills in a self-contained classroom. Students enter the mainstream when they are able to demonstrate minimum English proficiency as determined by teacher evaluation and standardized testing.

Levels Two (II) & Level Three (III). Students are pulled out of mainstream a designated portion of each school day for ESL instruction.

Level Four (IV). Students receive all of their instruction in mainstream classes and their progress is monitored by the ESL teacher through collaboration with the mainstream teachers.

During the enrollment process and/or the first weeks of instruction, parents must fill out a home language survey. A LAS test will be given to students whose reported dominant language at home is not English. The test will be administered to all new or referred students identified as potential ESL candidates. Based on the results of the test, the school counselor and the principal will review candidates, including ESL teacher recommendations, for placement in either intensive or pullout linguistics environments. The counselor will give notification of ESL student placement to parents. Students are re-evaluated at the end of the school year or when needed or requested.

Third grade students will be able to:

1. Use "WHY" question patterns in order to produce sentence structures and tense-time relationships.
2. Speak with facility/fluency.

3. Show a command of classroom vocabulary.
4. Produce multi-syllable words frequently used.
5. Discriminate word boundaries in sentences and questions.
6. Respond to yes/no and specific information type questions.
7. Select paraphrased statements closest in meaning to spoken statements.
8. Distinguish between long and short vowels.
9. Make inferences about ideas/information in reading passages.
10. Recognize plural forms.
11. Identify consonant blends, short and long vowel sounds, digraphs, diphthongs and vowel variant sounds.
12. Answer questions about a variety of subjects in selected reading passages.
14. Alphabetize words by identifying vowels and consonants.

Fourth and Fifth grade students will be able to:

1. Ask appropriate questions about typical social situations.
2. Retell a pictorial stimulus story with correct pronunciation, grammatical structure, vocabulary and fluency.
3. State the main idea using basic sentence patterns and one or two simple tenses.
4. Use present progressive and past progressive tenses.
5. Express self-using appropriate vocabulary and correct syntactic forms.
6. Speak with facility and fluency.
7. Demonstrate understanding of vocabulary, syntax, and pronunciation when requesting and reporting information.
8. Select correct synonyms or definitions for specific words used in sentences.
9. Discriminate between adjectives, adverbs, infinitives, nouns and verbs.
10. Identify key word sounds in initial, medial and final positions.

11. Select the sentence closest in meaning to a spoken statement.
12. Identify key sounds in initial and final positions.
13. Select basic answers for place, time, and location requests.
14. Recall information in a dialogue to answer factual questions.
15. Discriminate and respond to the verbal stimuli of questions, statements, and dialogues.
16. Match words with their antonyms.
17. Analyze and recognize information.
18. Recall and recognize information about a simple reading passage with basic vocabulary and structure.
19. Analyze and make some inferences about the main facts presented in simple reading selections.
20. Make inferences about basic details and ideas in moderately easy reading for age/grade level.
21. Use homonyms.
22. Recognize and recall the basic information in moderately easy and difficult reading materials for age/grade level.

INSTRUMENTAL MUSIC



The students will be able to:

1. Create a simple melody on the bells.
2. Clap or play four measures of music.
1. Demonstrate 2/4, 3/4 and 4/4 time through hand movements.
4. Make a drawing that shows the "rise" and "fall" of a melody.
5. Classify instruments into families (string, woodwind, brass and percussion).
6. Demonstrate knowledge of the vocabulary of music (12 pertinent terms most used).

7. Name families of instruments heard in recordings.
8. Pronounce and spell the names of several composers and name a composition by each.
9. Identify the form of a song as AB, ABA, and ABC.
10. Assemble, clean and care for instruments properly.
11. Produce a clear tone on the instrument.
12. Play a scale-one octave ascending and descending. Concert and intermediate band play two scales.
13. Play a scale with three articulation patterns.
14. Use proper muscle control and sitting position to obtain breath control.
15. Play long tones with the following dynamic markings:

P M F also p f and f p
 (soft) (medium) (loud)

16. Read and play rhythms including 4 and 3 meters.
17. Play assigned music correctly.
18. Perform as part of a group for shows and special activities within the school.



MEDIA

The school library program has three main objectives: (1) to provide instruction in library media skills; (2) to acquaint the students with different forms of literature and create a desire to read; and (3) to provide materials and services to support instruction in all areas of the curriculum.

Third grade students will be able to:

1. Know library procedures.
2. Identify and locate collections of materials, (story collections, biographies, etc.).
3. Identify the arrangement of the card catalog.

1. Locate information in the card catalog using letter and word guides.
5. Alphabetize words through the third letter to locate materials.
6. Identify and use author, title, and subject entry cards.
7. Identify and use information from the catalog card (call number, date, etc.)
8. Begin to apply filing rules to locate materials using the card catalog.
9. Identify parts of a book (title page, spine, and copyright).
10. Select types of literature (fiction, fables, and poetry).
11. Use basic reference sources on CD-ROM on the computer.

Fourth grade students will be able to:

1. Know library procedures.
8. Identify the arrangement of the card catalog.
3. Apply filing rules to locate materials using the card catalog.
4. Identify and use author, title, and subject entry cards.
5. Identify parts of a book (glossary, appendix, and index).
6. Identify and use information on catalog cards, (glossary, appendix, and index).
7. Identify numerical shelf arrangement of nonfiction books.
8. Identify and use the major classes of the Dewey Decimal System.
9. Use appropriate sources to locate information (encyclopedias and almanacs).
10. Use parts of a book to locate information (title page and index).
11. Use non-print materials as sources of information.
12. Learn and use the basics of the computer.

Fifth grade students will be able to:

1. Know library procedures.

2. Apply filing rules to locate materials using the card catalog.
3. Identify and use information on catalog cards (bibliography, physical description, and annotation).
4. Identify cross-references (see and see also).
5. Define bibliographic terms (editor and producer).
6. Select materials based on personal and evaluative criteria.
7. Select and use equipment for listening, viewing and production.
8. Identify numerical shelf arrangement of non-fiction books.
9. Identify and use the major classes of the Dewey Decimal System.
10. Use appropriate sources to locate information. e.g. periodicals, specialized encyclopedias, almanacs, newspapers.
11. Use basic computer functions.
12. Become familiar with accessing data via the Macintosh.
13. Use the computer for reports or projects.



PHYSICAL EDUCATION

Third grade students will be able to:

1. Move in different directions on signal.
2. Hop and jump forward, backward and sideways in a mature form.
3. Throw a large playground ball two-handed and underhanded in a controlled manner to a specific target.
4. Catch a ball using the proper absorption technique and follow through.
2. Continuously dribble a ball with either hand without losing control for 10 seconds.
6. Strike an object with a hand, foot, or other implement.
7. Identify appropriate behavior for participating with others in physical activity.
8. Participate in vigorous physical activity (PACER Level 2).

Fourth grade students will be able to:

1. Move slowly in various locomotive forms and be able to increase and decrease the speed gradually.
2. Run between and around objects.
3. Hop/jump back and forth over a line, moving down the line.

4. Continuously dribble a ball with alternating hands without losing control from a stand still position for 15 seconds.
5. Demonstrate a mature overhand throw.
6. Consistently strike a ball from a tee using the correct grip and side orientation.
7. Repeatedly jump a self-turned rope for 30 seconds.
8. Support, lift, and control his/her body weight in a variety of exercises and physical activities.
9. Cooperatively work in a small group to accomplish a given task

Fifth grade students will be able to:

1. While moving, quickly stop and change directions, and start again in a controlled manner.
2. Continuously dribble a ball with either hand while moving forward at least 30 feet.
3. Throw a ball hard demonstrating a mature overhand technique, side orientation, opposition, and follow through.
4. Volley an object continuously back and forth with a partner without the object touching the ground.
5. Verbalize fitness activities and the effects expected.
3. Set simple goals and verbalize about reaching goals.
7. Cooperatively work in a large group to accomplish a given task.

GIFTED EDUCATION PROGRAM (GEP)

The Gifted Education Program (GEP) is designed to provide a qualitatively differentiated education for the gifted and talented students. This program is based on the premise that optimum development is reached when the regular curriculum is differentiated to meet the needs of these students.

Gifted and talented children are those identified by professionally qualified persons using a Multiple Criteria Admission Form. Students are evaluated on their Otis Lennon Score, Terra Nova stanines, and report card grades.

Those students identified by classroom teachers and/or the guidance counselor that do not meet the system criteria, but have high stanines and outstanding grades are evaluated by the GEP Review Committee and, if accepted, are entered into the program under the title of Enrichment. These are not two separate programs. In other words, students that meet

system criteria are officially labeled GEP, while students that do not are labeled enrichment. Students attend the same classes.

The students will be able to:

1. Develop basic thinking skills: fluency, flexibility, originality, elaboration and a hierarchy of thinking skills as described in Bloom's Taxonomy, with emphasis on higher levels of cognition.
2. Select topics of study for independent project development with intensive investigation.
3. Develop creativity as a major part of the program.
4. Develop research skills in conjunction with projects and units of study.
5. Understand and accept their special abilities.
6. Work together during the school day.
7. Develop a positive self-concept and desirable leadership characteristics.
8. Expand their efficiency in task process and completion.



Zero Tolerance Bullying



Bullying is a critical issue for school safety. It is defined as intentional, repeated harmful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more children against another.

Physical Bullying includes punching, poking, strangling, hair pulling, beating, biting, and excessive tickling.

Verbal Bullying includes rejection, terrorizing, extorting, defaming, humiliating, blackmailing, peer pressure, and isolating. It also includes comments on race, disability, ethnicity, and perceived sexual orientation.

Sexual Bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

All reports of bullying will be investigated and resolved quickly. The administrator will determine what plan of action is required to avoid perpetuating bullying, which may include suspension and expulsion.

We believe in ZERO TOLERANCE: No act of bullying goes unchallenged!



Zero Tolerance Threats



Any student who makes comments or threats about harming others will be immediately referred to the principal. All threats are considered serious and the following will occur:

- **Interview with school psychologist or counselor**
- **Military Police notified if imminent danger is perceived.**
- **Parents contacted**
- **Counseling sessions with an appropriate mental health professional (at parent's expense) to determine return date to school**
- **School services, such as a functional behavioral assessment, intervention plans and/or school counseling services may be required for school readmission.**

Acts of violence and threatening behavior are punishable by suspension or expulsion.

We believe in ZERO TOLERANCE: No threatening behavior goes unchallenged!



Zero Tolerance Weapons



A weapon is an item that makes one fear for his or her safety.

Weapons include, but are not limited to guns (real or imitation), knives, razors, box or carpet cutters, slingshots, num-chucks, chains, belts, mace, explosives, pepper spray or other propellants, or any other object concealed, displayed, brandished in a manner that reasonably provokes fear (Definition from DoDEA 2051.1).

Offenders will be immediately referred to an administrator, who will determine the consequences for the offense, and refer all criminal offenses to the military police or appropriate security agency.

A student who brings a firearm to school will be recommended for expulsion because of the federal law "Gun-Free Schools Act" of 1994.



We believe in ZERO TOLERANCE: No weapons go unchallenged!

Zero Tolerance

Drugs and Alcohol



Drugs and alcohol include intoxicants, mind-altering inhalants, and controlled substances. These offenses will be reported to the military police or appropriate security agency.

- **Students found to be using or distributing drugs on school grounds or at school events will be suspended and possibly recommended for expulsion**
- **A mandatory expulsion recommendation will be required for a second offense.**



**We believe in ZERO TOLERANCE:
No drug or alcohol usage goes
unchallenged!**





Appendix

B



DEPARTMENT OF DEFENSE
Domestic Dependent Elementary and Secondary Schools
PUERTO RICO DISTRICT

Antilles Intermediate School
Building 74
Fort Buchanan, Puerto Rico 00934

Date _____

TO THE PARENTS OF: _____

SUBJECT: Honor Roll - - Exclusion Due To Disciplinary Record/Quarter I II III IV

Dear Parents:

Please be advised that _____ will not participate in this grading period's "Honor Roll —Gold, Silver, Bronze Awards Program" due to recorded and documented disciplinary infraction(s) of the ACSS and AIS Student Code of Conduct / Rules during the course of the recently finalized Quarter.

As you know, the established guidelines for student participation in the school's honor roll program includes academic, as well as discipline expectations. In summary, students must have grades of A and/or B (no C's), and have no documented disciplinary infractions at levels II or III of the Code of Conduct. Attached you will find an additional courtesy copy of both documents (Code of Conduct and Honor Roll).

All of us here at AIS will continue to work as a team to ensure that your child is given the necessary assistance and support to again meet with full academic / disciplinary success.

As always, thank you for your support.

Sincerely,

Joseph R. Motolenich
Principal

Antilles Intermediate School - - - Interim Progress Report to Parents

Student _____ Grade/Section _____ Teacher _____
Date _____

Dear Parent/Guardian,

1. This report is sent home to notify parents/guardians of any changes in their child's performance and/or of unsatisfactory progress.
2. Please promptly read, sign, and return to indicate that you have examined this interim progress report.
3. This report may also be used to indicate good progress. (Please see Comments section)
4. You may indicate if you wish to schedule a conference.
5. Copies – original to parents; copy to guidance; copy to teacher's records.

QUARTER 1____ QUARTER 2____ QUARTER 3____ QUARTER 4____

Grade(s)/progress is **Unsatisfactory** in the indicated subjects:

Reading D F Language D F Math D F

Social Studies D F Science D F

Grade(s)/ progress is **Satisfactory** but lower than the prior quarter in area(s) checked (applicable only for Quarters 2/3/4):

Reading____ Math____ Social Studies____

Language____ Science____

SPECIALS

Unsatisfactory

Needs Improvement

____ Art ____ Computer ____ ILS ____ Music ____ PE

____ IS Reading ____ IS Math ____ Culture ____ TAG Enrichment

Ways to improve are indicated by items below:

- ____ Improve behavior in class
- ____ Complete all class and homework as assigned
- ____ Improve effort in class
- ____ Appropriate use of the required student planner
- ____ More help needed at home
- ____ Improve organizational skills
- ____ Improve study skills

Indicators of Success:

- ____ Accepts responsibility for actions
- ____ Completes work in a timely manner
- ____ Works cooperatively
- ____ Uses planner effectively
- ____ Practices good study skills
- ____ Respects the rights of others
- ____ Able to work independently

Comments: _____

____ Please call me to schedule a conference.

(Teacher's signature)

Please sign and return to your child's teacher

Student's Name _____

My signature indicates that I have seen my child's interim report _____

(Parent's Signature)

I am requesting a conference.

Preferred Day/Time _____



DEPARTMENT OF DEFENSE
Domestic Dependent Elementary and Secondary Schools
PUERTO RICO DISTRICT
Antilles Intermediate School
Building 74
Fort Buchanan, Puerto Rico 00934

PARENT/TEACHER CONFERENCE REPORT

STUDENT'S NAME: _____

DATE: _____

TEACHER: _____

DATE OF CONFERENCE: _____

PEOPLE PRESENT AT THE CONFERENCE: (CHECK)

FATHER () MOTHER () COUNSELOR () PRINCIPAL ()

STUDENT () OTHER: (PLEASE IDENTIFY) _____

PURPOSE OF CONFERENCE:

STUDENT'S STRENGTHS:

AREAS OF CONCERN:

RECOMMENDATIONS:

COMMENTS FROM PARENTS:

PARENT'S SIGNATURE: _____

SIGNATURE OF STAFF MEMBER (S) _____

AIS FACULTY

Name	Class/Section	Room
Adams, Aurea Lee	Teacher - Read 180	21
Alvarado, Iris	3-7	4A
Anonni, Olga	IS Reading/Language Arts/AR Lab	51
Arroyo, Carlos	Teacher - PE - Grades 3-4-5	52
Baca, Paula	Ed. Technology-Computer Teacher	23C/23A
Burgos, Teresa	4-5	8B
Caez, Caren	Teacher SPED - Grades 3-4-5	14
Campbell, Maria	4-3	6A
Canabal, Annette	Teacher SPED - Grades 3-4-5	8
Cannarozzi, Myrna	Teacher ESL -5	15/48
Castro, Barbara	School Nurse	10D
Collins, Nathan	Teacher - Elementary- Heritage	23C
Corbin, Samantha	3-8	5B
Cuevas, Jazmin	Teacher SPED - Grades 3-4-5	9
Del Campo, Alba	School Psychologist	Main Office
Diez, Carmen	3-2	1B
Diez-Muro, Clarissa	4-7	9B
Feo, Maria	3-4	3A
Franco, Aida	School Counselor	10C
Garcia, Hector	5-5	3
Hollady, Linda	5-2	1
Jackson, Vincent	Teacher - Music	25
Ladner, Mary Jean	Teacher - ESL -3	2B/4B
Lopez, Mayra	4-2	7B
Maddux, Linda	5-1	2
Maldonado, Awilda	5-4	5
Martinez, Maria	5-3	4
McCurdy, Maria	3-5	3B
Morales, Felix	5-7	49
Morales, Iraida	5-6	19
Nespajohn, Nora	3-9	4B
Nieves, Marta	Teacher -LARS	16
O'Donnell, Joseph	4-6	20/8A
Olivencia, Sara	Teacher - SPED -3-4-5	6
Ortiz, Myrna	Teacher - ESL -4	20
Ortiz, Ruben	Teacher - PE - Grades 3-4-5	52
Padilla, Ennid	Teacher -SPED/Read 180 3-4-5	7
Rios, Luis	IS Math/Math Lab 3-4-5	12
Rivera, Carmen	Teacher - ESL - 3-4-5	9A
Rivera, Rosa	Teacher - Art -3-4-5	17
Rolon, Lillian	Occupational Therapist	26
Rosario, Bethzaida	3-3	2A
Schneider, Daisy	School Counselor	10B
Soldevila, Laura	3-6	5A
Torregrasa, Annette	3-1	1A
Torres, Ellyha	Teacher - ESL/ILS Lab 3-4-5	22
Urbiztondo, Alice	4-1	6B
Vechini, Vivian	Information/Media Specialist	51
Wilson, Margarita	4-4	7A
Wilson, Pam	Teacher-TAG 3-4-5	19
VACANT	Elementary Heritage/Speech/Lang	10

Math Matters!

Websites

Department of Defense Education Activity

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

Puerto Rico District

<http://antilles.odedodea.edu/dso>

Antilles Intermediate School

<http://am.dodea.edu/acss/ais>

MATH MATTERS WEBSITES

Recommended by DoDEA:

<http://www.figurethis.org>

<http://mathforum.org>

<http://www.stemworks.org>

