

# Hampton Primary School

Addendum to the Fort Bragg Schools  
Parent-Student Handbook

2019-2020



## **DoDEA Vision Statement**

Excellence in Education for Every Student, Every Day, Everywhere

## **DoDEA Mission Statement**

Educate, Engage, and Empower military-connected students  
to succeed in a dynamic world

## **Hampton Purpose**

At Hampton Primary School we collaborate, persevere through challenges, respect others, and take responsibility for our learning.

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Fort Bragg, North Carolina 28307-0089  
(910) 907-0205



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY AMERICAS  
MID-ATLANTIC DISTRICT  
4958 BASTOGNE DRIVE, BLDG., B-4951 FORT  
BRAGG, N.C. 28307  
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15 August 2019

Dear Parents and Community Members,

On behalf of all those who serve our students across the Mid-Atlantic District, DoDEA Americas, I welcome you to School Year 2019-2020. The Fort Bragg Community Superintendent's office is located at Building B-5356, Bastogne Drive. Mrs. Kathy Downs will serve as the Ft. Bragg / Cuba Community Superintendent as of September 1, 2019.

We are excited about the many opportunities our students will enjoy this year in the classroom, during sporting and curricular events, and on study trips. DoDEA's top priority for its students is College and Career Readiness. We are committed to providing a rigorous, rich, and well-rounded educational program, enabling our students to acquire the knowledge, habits and skills needed to attend college, enter the workforce, or join the military after high school graduation. Our priorities will be the implementation of the DoDEA College and Career Readiness Standards, meeting the individual needs of our students, and supporting our families.

As parents, community members, and educators, we share a common goal: success and highest achievement for all students. To realize this goal, every child must have the benefit of quality classroom instruction that prepares them for life in the 21<sup>st</sup> century and caring teachers and administrators. Our teachers and the administrators are committed to this goal, striving each day to maintain a culture of high expectations, to maximize available resources, and to meet the individual needs of all students, working together and preparing them for responsible citizenship and success in today's global society.

The importance of parent-teacher-community partnerships, in support of students, cannot be overstated. To maximize learning, we need your help. Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, and provides a cumulative effect of establishing life-long habits that are critical for future success in college, military service, and the workplace. I encourage your participation in our school activities. Please visit our schools and get involved. Share your suggestions and concerns with your school principal. I invite you to join us as we continue to strive toward excellence. I may be reached at (910) 907-0228 or via email at [donato.cuadrado@dodea.edu](mailto:donato.cuadrado@dodea.edu)

Additional information about our schools and district can be found throughout our district website at [www.dodea.edu](http://www.dodea.edu)

It is an honor to serve the children of our community and their families. Together we can help shape the future of our nation and our world!

Sincerely,

Dr. Donato Cuadrado  
DoDEA Americas  
Acting Community Superintendent  
Fort Bragg / Cuba

# DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

## DoDEA Vision

Excellence in Education for Every Student, Every Day, Everywhere

## DoDEA Mission

Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

# dodea Americas

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## MID-ATLANTIC DISTRICT



## Purpose Statement

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

### MID-ATLANTIC DISTRICT SUPERINTENDENT'S OFFICE

Address  
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Fort Bragg, NC 28307-0089

Phone 910-907-0200  
Fax 910-907-1775  
<https://www.dodea.edu/Americas/midAtlantic/index.cfm>

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## DoDEA SCHOOL RULES, REGULATIONS AND PROCEDURES

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

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

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

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

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

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

High School Graduation Course Requirements:

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

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

### TRANSFERRING COURSE CREDITS TO A DoDEA SCHOOL ([DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#))

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative

Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004. Please contact your child's school for questions regarding course credit transfer process and approval.

**HOME-SCHOOL STUDENTS ([DoDEA Administrative Instruction 1375.01, "Home-School Students," October 15, 2018](#) )**

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

**STUDENT GRADE-LEVEL PLACEMENT ([DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004](#) & [DoDI 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017](#))**

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

Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

In accordance with DoDI 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student's grade level (i.e. in kindergarten through grade 12) in the sending state's LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state's LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student's age.

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

**GRADING AND GRADING SYSTEM**

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

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

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

with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System. The EGB System for the Fort Bragg Community is GradeSpeed.

To create an account and access the EGB System please visit <https://dodea.gradespeed.net/gs/Default.aspx> for instructions.

A traditional letter grading system will be used for grades 4–12 report marks.

Grade	Numerical Range	Description
A	90 – 100	Excellent: Outstanding level of performance
B	80 – 89	Good: High level of performance
C	70 – 79	Average: Acceptable level of performance
D	60 – 69	Poor: Minimal level of performance
F (failing)	0 – 59	Failing (No credit awarded)

For purposes of calculating a student’s high school GPA, the following scales shall be used:

Unweighted Standard Scale	Weighted Advanced Placement (with AP exam)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

**PROGRESS REPORTS/REPORT CARDS ([DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#))**

In accordance with the policies and procedures in DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least 20 instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track.

**TRANSCRIPTS/RECORDS POLICY/ACCESS TO STUDENT RECORDS**

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records at <http://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your student’s school.

**SYSTEM-WIDE ASSESSMENT PROGRAM ([DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018](#))**

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments,

with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

- 1) Be valid and reliable and controlled for bias,
- 2) Be one of several criteria used for making major decisions about student performance/achievement, special and
- 3) Align to clearly defined standards and objectives within the content domain being tested.

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

## SCHOLASTIC INTEGRITY

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

Scholastic integrity consists of honest and ethical behavior when completing school work.

- a. To have scholastic integrity, one must avoid plagiarism, cheating, forgery, and dishonesty when completing assignments.

### Why is scholastic integrity important?

1. If students are dishonest on assessments/assignments, teachers are not able to accurately determine the students' ability.
  2. When students do not go through the "thinking process" to complete an assignment, the students do not learn important skills.
  3. Plagiarism is stealing (and illegal).
- b. Definition of PLAGIARISM: Submitting the words, ideas, images, or data of another person's as one's own in any academic writing or other project

### How do I avoid Plagiarism?

1. Always cite your sources.
  2. Never use another student's work
  3. Never re-submit your own work for a different class
  4. Never copy and paste information from the Internet or any other written source
- c. Definition OF CHEATING:
    1. Possession of unauthorized material
    2. Substantial editorial or compositional assistance
    3. Submission of another student's material already graded for credit
    4. False claims of fabricated references
    5. Copying off someone else's exam and/or quiz; or passing answers from a quiz or exam to another student.
- d. Definition of FORGERY:
    1. The act of altering official forms, documents, records, or the signing of such forms or documents by someone other than the proper authority
    2. Examples (not exhaustive):
      - a. Having an unauthorized person sign a parent's signature
      - b. Changing grades on assignments, assessments, or report cards/progress reports
      - c. Submitting electronic communication in another person's name

## HONOR AWARDS

There are two categories of Academic Honor Lists: ALL "A" Academic Distinction, and Academic Excellence.

**Academic Distinction:** All As in all classes.

**Academic Excellence:** All As and Bs in all classes.

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

## **STUDENT ATTENDANCE (DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended)**

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

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

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

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

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

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

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

On the first day following an absence, students are required to bring a note from parents or guardians stating the specific reason for the absence. For the safety of your child, he/she will not be permitted to leave school grounds unless parents sign him/her out. When students return to school following an appointment, they should be signed in at the office and receive a pass to class. Work assignments during the child's absence should be completed promptly upon return.

- Each teacher is required to keep a record of students' attendance in each class.
- The secretary will call all reported absences daily for verification using an automated email notification system.
- The guidance office will generate weekly absence/tardy reports.
- Parents will also be notified of excessive tardies using the chain of command as noted above.
- Excessive tardies and absences will be reported to the school social worker.
- Students who are more than 5 minutes tardy to class will be sent to the office.

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

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

The student shall:

- a. Adhere to the school attendance policies and procedures identified in this Regulation and DoDEA Manual 2051.2 (Reference (d)).
- b. Inform the local school main office in the event of an absence, arriving late, or departing early from school.
- c. Identify and make up all classroom activities, or assignments, which were missed as a result of the absence(s).
- d. Understand the differences between excused and unexcused absences, to include possible consequences for excessive unexcused absences or tardies, in accordance with DoDEA Regulation 2051.1 (Reference (a)).
- e. Comply with the intervention plan developed by the SST or Student Educational Monitoring Plan.

#### **Attendance for School Sponsored Activities**

Curricular - Student attendance is recorded as "present school sponsored curricular activity."

Non-Curricular - Participation in Interscholastic Athletic Programs.

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

#### **Request for Student Absence**

School administrators must consider the following factors prior to approving an absence.

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

#### **Excessive School Absence**

- a. Students who are not physically present in school because they are hospitalized, or otherwise receiving homebound services, are excluded from identification of excessive school absence.
- b. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year.
- c. After 5 cumulative absences (excused or unexcused) in a semester, the school administrator shall review the student's academic performance, the reasons for the absences, and determine the impact of repeated absences on the student's academic and social emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate, a referral shall be made to the SST, an intervention plan may be developed by the SST to support the student's advancement for the current school-year (elementary and middle school) or, successful completion of course credit (secondary).
- d. If appropriate, after 7 cumulative absences (excused or unexcused) in a semester, the SST is convened to review the student's academic and social emotional progress and if appropriate, develop or revise the intervention plan. When appropriate, the principal shall request Command assistance to ensure that appropriate action or services are implemented to improve school attendance.

#### **Monitoring Student Attendance**

This attendance policy is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect.

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

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

b. Elementary and Middle School Students.

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

**Tardy**

- a. Late arrivals will be considered "tardy unexcused" unless the school receives written verification from the parent or sponsor consistent with the reasons for excused absences.
- b. Students are expected to report to school each day on time and to report to all classes on time. Failure to do so constitutes tardiness.
- c. Students are responsible for making up all missed work when arriving late to class.
  - (1) Excused Tardy. Conditions that constitute an excused absence also constitute excused tardy.
  - (2) Unexcused Tardy
    - (a) Tardy from school or a class without written verification from a parent or sponsor will be unexcused.
    - (b) Students leaving school grounds without prior written parent or sponsor permission.
  - (3) Excessive Tardy
    - (a) School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.
    - (b) After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.
    - (c) As appropriate, the SST is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

**Early Dismissal/Check Out**

- a. All students must have written permission from a parent or sponsor before leaving school while it is in session.
- b. Early dismissal will be documented based upon the time the student is dismissed from school. This will be counted as an absence from school using a quarter of the school day formula, in accordance with this Regulation.
- c. Parents may not check students out after 2:40 p.m. On Wednesday, the latest check-out time is 1:50 p.m.

**ACCELERATED WITHDRAWAL ([DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014](#))**

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

**INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN ([DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017](#))**

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

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

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

### **RELIGIOUS HOLIDAY OBSERVANCE (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)**

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

### **ACCOMMODATIONS**

Accommodations are limited to the following:

- a. **MEDICAL ACCOMODATIONS:** Must include valid documentation from a Medical Doctor, Physician's Assistant or Nurse Practitioner that includes justification statements.
- b. **RELIGIOUS ACCOMODATIONS:** Must include valid documentation from the Installation Chaplain that includes justification statements.

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

All accommodation requests, with required documentation, must be submitted to the Community Superintendents Office for a final decision. The Community Superintendent of Fort Bragg Schools will make the final decision on accommodations.

### **STUDENT DISCIPLINE (DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)**

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

There are three basic rules governing expectations for positive student behavior (see Appendix A for a more detailed view):

1. **Be Respectful**
  - a. Follow all adult directions when they are given
  - b. Use clean and appropriate language when communicating
  - c. Respect the personal space of others
2. **Be Responsible**
  - a. Arrive on time
  - b. Complete and turn in all assignments on time
  - c. Use school technology for educational purposes only
  - d. Maintain proper dress code throughout the day
3. **Be Safe**
  - a. Follow all emergency procedures
  - b. Enter and exit quietly
  - c. Use materials for its designated purpose
  - d. Have safe hands and feet

Students are expected to cooperate fully with teachers in maintaining a safe and orderly environment. Teachers set clear guidelines for behavioral standards and classroom procedures. Students who do not comply with expected standards may be referred to the office.

### **Public Display of Affection (PDA)**

Students are not allowed to kiss, embrace, or hold hands on campus, either during the school day or at any school functions. Such actions will result in disciplinary action.

### **Food, Drink and Gum Rules**

Students may carry drink containers and wrapped or sealed food in the hallways when transporting it to a locker or to the cafeteria for lunch. As a general rule, food and drink are not allowed in classrooms unless the teacher makes specific exceptions to permit them. **GUM IS NOT PERMITTED AT AMS.** Gum should be properly disposed of before getting on the bus or arriving on campus. **Energy drinks, soft drinks and candy are not permitted at school.**

### **Sexual Harassment**

If a student feels uncomfortable with the actions of another student, he or she should first tell the other that the actions are not appreciated. If the behavior continues, the student must report the harassment to an adult at the school.

### **Bullying, Teasing, Threats and Gang-Like Behavior**

Bullying is **repeated** physical, verbal, or emotional behaviors and actions against another person over a period of time. It is considered to be a serious matter and is not acceptable in any form at Albritton Middle School. Actions regarded as bullying include persistent teasing, ridicule, name-calling, physical violence, social ostracism, unkind gossip, verbal threats, intimidation, and/or malicious exclusion. **Threats against other students or any adult in the building will be taken seriously and acted upon accordingly.**

### **DISCIPLINARY PROCEDURES**

Discipline is maintained best in a climate of mutual respect and consistent enforcement of policies. The administrators will make every effort to maintain a climate of trust and respect among teachers, students and parents in regard to student discipline.

The classroom teacher is responsible for discipline in his/her classroom. If a student continually disturbs a class and/or if his/her behavior interferes with the learning process of others, the following procedures should be followed:

- Step 1 - Pupil-teacher conference
- Step 2 - A telephone call to parents and note in students' agenda
- Step 3 - Teacher consequence
- Step 4 - Referral to an administrator

Immediate Administrative Discipline will be issued for the following:

- Use of profanity or vulgar language
- Fighting
- Possession of tobacco, alcohol, or drugs

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

\*\*Administrative Action may include, but is not limited to the following: *Warning, Counseling session, Teacher-assigned detention, Lunch time detention, After-school detention, Shadowing (a parent/guardian is required to accompany his/her child to all classes throughout the day, including lunch), In-school suspension, and Out-of-school suspension.*

**SCHOOL BUS BEHAVIOR ([DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended](#))**

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

**ON AND AROUND SCHOOL BUSES STUDENTS WILL:**

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



**ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:**

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

18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.

**STUDENT DRESS CODE ([DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,” April 17, 2012](#))**

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

**More Information**

If you have any questions or need clarification concerning appropriate or acceptable clothing for school, please contact the school principal. Administrators reserve the right and will address any situation and/or dress code violation (items not covered) that may disrupt the learning environment.

**STUDENT RIGHTS & RESPONSIBILITIES ([DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#))**

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

Students shall:

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

**Search and Seizure**

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis. The school affords students and parents adequate prior notice of its general search policy through the issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

A targeted search of a student’s person shall only be conducted under exigent circumstances. When possible, a targeted search of the student’s person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

## **EDUCATION STUDENT SERVICES**

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

## **[SPECIAL EDUCATION \(Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 & Department of Defense Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015\)](#)**

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact your child's school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

## **[DISABILITY SERVICES \(DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended & DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019\)](#)**

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended, students with disabilities shall be provided a free and appropriate education and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child's school for specific details.

## **[ENGLISH FOR SPEAKERS OF OTHER LANGUAGES \(ESOL\)/LANGUAGE SERVICES \(DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007\)](#)**

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

instruction given will vary according to the student's needs and English language proficiency. ELLs are involved in mainstream classes during the day.

**COUNSELING (DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009 & DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006)**

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009, and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements. Please contact your school counselor for additional information regarding the school counseling program.

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

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

The guidance counselors are available to all students.

**SCHOOL PSYCHOLOGY (DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010 & DoDEA Manual 2946.4, “School Psychological Services,” June 2004 )**

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

## **SCHOOL HEALTH SERVICES ([DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#))**

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse’s responsibilities include:

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

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

Please contact your school nurse for additional information regarding the DoDEA School Health Services Program.

The school nurse shall take the following measures:

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

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

## **STUDENT ENROLLMENT: REGISTRATION PROCESS ([DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended & DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\),” March 4, 1997](#))**

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (letter of employment, contract, PCS orders, etc)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

### **Immunization Requirements**

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

- Yellow international immunization records,
- State agency-generated immunization certificates,

- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

It is the responsibility of the sponsor/parent/guardian to provide their child's most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

### **Immunization Exemptions**

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child's health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child's enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child's enrollment at the school.

If an immunization is not administered because of a parent's religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

For a list of required immunizations and necessary forms, please visit [http://www.dodea.edu/StudentServices/upload/2011\\_2942\\_0\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

DoDEA health forms can be found at: <https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

### **ACCESS TO SCHOOL FACILITIES ([DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#) )**

If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

### **COMPUTER ACCESS/INTERNET POLICY/ELECTRONIC DEVICES ([DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010](#))**

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

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.

- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

**VISITORS AND VOLUNTEERS ([DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006](#))**

**For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school.** A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

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

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

Parents are always welcome to visit our classrooms in action or to talk to our teachers about their children. However, all visitations of this nature should be cleared with the classroom teacher a day or so in advance.

Unscheduled arrivals by parents may needlessly interrupt a lesson or an examination. Parent/Teacher Conferences will be scheduled after the school day has ended. Parents should not interrupt classes to speak with teachers.

Parents may feel free to meet with the principal at any time without an appointment. However, making an appointment ahead of time ensures that the principal will be available to meet with you.

**CHILD ABUSE AND NEGLECT ([DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018](#))**

In accordance with the policy in DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018, all DoDEA personnel will participate in the identification and reporting of incidents of child abuse and neglect. School personnel shall report all suspected or alleged child abuse to the local FAP office, child welfare service agency (if available), and their immediate supervisor within 24 hours. All employees shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

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

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

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

## **Suicide Risk**

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment are communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For any additional assistance in this process, please contact the District school psychologist ISS.

If a parent or legal guardian disagrees with school recommendations for evaluation of a student's dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at <https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>

## **Threats Towards Others**

When a DoDEA student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

## **FAMILY ADVOCACY PROGRAM (DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998)**

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

## **ADULT-TO-STUDENT SEXUAL ABUSE, SEXUAL HARASSMENT, AND OTHER INAPPROPRIATE BEHAVIOR OR CONDUCT (DoDEA Regulation 1800.02, "Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct," June 15, 2015)**

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

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

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

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one's ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: [www.dodea.edu/sexualharassment](http://www.dodea.edu/sexualharassment) to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DME0) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

**PARENT/STUDENT/TEACHER COMMUNICATION**

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

**NON-DISCRIMINATION/EQUAL OPPORTUNITY IN FEDERALLY CONDUCTED EDUCATION AND TRAINING PROGRAMS (DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019)**

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments, or impermissible disparate impact based on a student's protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

**STUDENT HEALTH — ALLERGIES AND CHRONIC-ACUTE CONDITIONS (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)**

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus

for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

## **MEDICATIONS AT SCHOOL**

When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Consent Form. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

## **FIRST AID AND EMERGENCY CARE ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))**

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

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

## **EMERGENCY NOTIFICATION PROCEDURES ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))**

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

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

- The school administrator is notified.

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

## STUDENT ILLNESS

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child's benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

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

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

Please visit the DoDEA Student Health Services <http://www.dodea.edu/StudentServices/Health/sickChild.cfm> for further instruction based on your situation or discuss with an administrator at your student's school.

## MEDICAL CARE FOR OVERSEAS NON-DoD DEPENDENTS

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

## INCIDENT REPORTING/ACCIDENT-INJURY FORM

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

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury

- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting
- Wounds that may require stitches

**SAFETY AND SECURITY ([DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#))**

We wish to remind parents that the school must maintain the correct current address (home & unit), as well as the home, cell and duty telephone number of every sponsor while the child is enrolled in school. It is important for parents to notify the school promptly of any changes in addresses, email accounts and/or telephone numbers. If a non-drill event occurs that requires us to shelter-in-place, evacuate, or lockdown the building, parents will receive notification through AtHoc, our mass communication system. An update will be given every 15 minutes, as well as an email summarizing the event.

**SCHOOL CLOSURES**

In the event it is necessary to close school or dismiss early because of weather conditions, you will receive an automated AtHoc call from the district community superintendent’s office. Announcements will also be made over local television and radio stations. If weather conditions deteriorate during the day, you should be alert to a possible early dismissal. Please plan with your children so they will know the procedures they should follow in the event that school is dismissed early. It is imperative that each family has in place a plan for early school dismissal. It is not possible to allow all students to use the telephone.

**TRANSPORTATION ([DoDEA Administrative Instruction 4500.02, “Student Transportation Services,” August 13, 2018](#))**

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student’s primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12. “Curb-to-curb” only applies to students with disabilities who require such service as documented in the student’s IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students. **Hampton students must always be accompanied by an adult.**

**Student Drop Off/Pick up**

Parking is permitted in designated areas only. Walkers are picked up in the designated area by the gym. Car riders should be dropped and picked up in the designated area in front of the building.

**Bicycles, Roller Blades, Scooters, Skateboards**

Students may ride bicycles to school. Students are expected to follow all safety rules and take the recommended routes to school. Bicycles should be placed and secured in the bicycle racks with an appropriate lock and may not be ridden on school grounds. Skateboards, roller blades, and scooters are not allowed at school. Students who ride bicycles are required to wear safety helmets. Hampton is not responsible for damage to bicycles or theft. (Fort Bragg Regulation 385-10)

**STUDENT MEALS**

A hot breakfast & lunch program is conducted in the school cafeteria. Students may purchase breakfast from the cafeteria beginning at 7:45. Parents will be provided eligibility information for free and reduced breakfast and lunch prices. The cost of breakfast is \$1.00 and lunch is \$2.25. Reduced meal prices are 30 cents for breakfast and 40 cents for lunch. It is helpful when students have the correct change. Please visit the Hampton webpage for complete information and monthly menus.

Parents may pre-pay for school meals electronically using the link on the Fort Bragg Schools website at <http://www.dodea.edu/Americas/NC-FortBragg/>. Look for the link to [www.lunchprepay.com](http://www.lunchprepay.com). Parents are also able to prepay at school through the cafeteria clerk.

Students may not bring sodas to drink with their lunches nor may they bring large bags of snack foods.

Parents may join their children at any time for lunch. Please check in at the office. However, sheet cakes, cupcakes, etc. may not be brought to the school as part of birthday or other celebrations.

Walking students and bus riders who wish to eat breakfast may enter the cafeteria at 7:45. Breakfast is over at 8:15. The cafeteria will remain open in the event a bus is late. Administrators will inform the cafeteria manager.

## CAFETERIA RULES AND PROCEDURES

1. Classes should enter the lunchroom in an orderly manner according to the directions of the cafeteria monitors.
2. Teachers will bring the students to their assigned tables. Teachers may then leave.
3. Cafeteria monitors direct students to the lines.
4. Students move along the line to get silverware, napkins, lunch, and milk. Students exit the lunch line through the outside opening where they stop to pay the cashier.
5. Students will remain seated during lunch, unless a monitor gives permission to do otherwise.
6. The cafeteria monitors will direct students to take trays and trash to the disposal area, placing appropriate items into receptacles.
7. Classes will not be dismissed until the table areas are clean.
8. Students not adhering to lunchroom rules will eat at isolation tables. This is not a detention area for infraction of classroom rules or a study hall.
9. No student will be allowed to leave without a pass.
10. Students may go through the line only once.
11. Students may not return to the line to purchase items.
12. Students who are serving silent lunch for teachers may go through the line first. Students who are only buying a beverage may then enter, followed by all remaining students.

## SCHOOL FACILITIES

Before/After school care should be arranged by the parent/sponsor with child care providers or Tolson Youth Activities Center. For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day. Students arriving before the designated time may be sent home. Students are not supervised prior to the start of school, nor after dismissal. The school will not be responsible for student care before/after school.

EARLIEST ARRIVAL TIME FOR BREAKFAST	7:45 a.m.
BREAKFAST	7:45 a.m.- 8:15 a.m
ENTRY BELL	8:00 a.m.
CLASSES BEGIN	8:15 a.m.
DISMISSAL	2:45 p.m.
WEDNESDAY DISMISSAL	1:50 p.m.

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

## SCHOOL TRIPS

Study trips at Hampton Primary School serve an important function. They supplement and enrich the curriculum for students. Permission slips for participation in study trips are sent home by the teacher and must be signed by a parent/guardian and returned to the school. Failure to return the signed permission slip will mean that the child will be unable to go on the trip with the class. Adult chaperones must complete Anti-terrorism Level 1 training. The training link is available on the Fort Bragg Schools website: <http://www.dodea.edu/Americas/NC-FortBragg/index.cfm>  
If you agree to chaperone a class on a study trip, please make arrangements for other children in the family to be cared for outside the school. Preschool children or brother/sisters from other classrooms will not be allowed to accompany you on the study trips. If a student develops a history of behavior problems indicating to be unreliable to the safety of him/herself and others, parents may be

specifically requested to chaperon a study trip. If a parent is unavailable, alternate activities may be planned for the student to remain at school.

### **GUIDELINES FOR CHAPERONES**

1. All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
2. Other younger/preschool age children in the family will not be allowed to accompany parents on a trip, as they tend to distract parents and students alike.
3. Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
4. **UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.**
5. Chaperones are required to accompany the class to and from the trip. Unless their background clearance is complete, chaperones may not ride on the bus.
6. Chaperones may not transport their student or any other student to and from the study trip. Students are required to ride the bus to and from the study trip. Under no circumstances may a child be checked out from the study trip (with the exception of a bona fide emergency). The child **MUST** return to the school and then he/she may be checked out at that time.
7. Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone. Please allow 5 business days for processing of all volunteer request forms.

### **PARENT ADVOCACY**

Research demonstrates that parent involvement is essential for student success. Although you may not become involved in all committees and support organizations in the school, we encourage the following activities for your parental support:

1. Join PTA and participate in meetings and activities.
2. Have lunch at school with your child.
3. Volunteer in your child's classroom.
4. Establish a daily study time at home (even when there's no homework).
5. Join the faculty for our School Improvement Leadership Team meetings
6. Keep informed of school events and activities by reading the School newsletter and your child's classroom newsletter.
7. Communicate frequently with your child's teacher.
8. Prepare for and participate in parent-teacher conferences.
9. Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

### **Parental Questions and Concerns**

Parents who have questions and/or concerns are requested to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures should apply in order as needed:

- Step 1. The parent discusses the matter with the teacher.
- Step 2. The parent and teacher meet with the principal if the matter is not resolved in step 1.
- Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office.

These procedures follow the correct chain-of-command/line of authority from teacher to principal to superintendent and focus on resolution at the lowest level. Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems later on.

**P.T.A.**

The PTA at Hampton Primary School is an active organization. Parents and teachers work together on various fund-raising activities that benefit the entire school. Past fund-raisers include school pictures, Art Walk, and book fairs. The money raised from these projects has been used to purchase materials, and fund special projects. We hope you will join the PTA this year.

**ROLES OF STAFF MEMBERS**

Principal	Ms. Priscilla Joiner	910-907-0205
Assistant Principal		910-907-0205
Administrative Officer	Mr. Craig Wright	910-907-0205
Counselor	Ms. Sherry Shortt	910-907-0205
Nurse	Ms. Christa Cook	910-907-0205
Secretary	Ms. Connie Havens	910-907-0205
Registrar	Ms. Amy Grice	910-907-0205

**PARENT-TEACHER CONFERENCES**

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

**TOWN HALLS**

Periodically, Fort Bragg will host town hall meetings. A representative from the Fort Bragg Community Superintendents office attends.

**SCHOOL SPONSORED NIGHTS**

**Open House** is an opportunity for parents/sponsors to visit classrooms and tour the school. It also allows teachers a brief amount of time to explain their classroom expectation, but it is not meant for individual parent/teacher conferences. Open House will be on the 23<sup>rd</sup> of August this year, from 3:30-5:30.

**Curriculum Night** is an opportunity for parents/sponsors to meet with classroom teachers and learn about grade level curriculum and expectations for the school year. The PTA will sponsor a book fair during curriculum night. More details on Curriculum Night will be distributed at the beginning of the school year.

**SCHOOL ADVISORY COMMITTEES (DoDEA Europe & DoDEA Pacific) and SCHOOL BOARDS (DoDEA Americas)**

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

**ROLE OF SOCIAL MEDIA**

Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

**NONCUSTODIAL PARENT RIGHTS**

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

## **INSTRUCTIONAL PROGRAM**

Hampton Primary School is one of the nine Department of Defense Education Activity (DoDEA) schools on Fort Bragg. Headquarters for DoDEA is located in Alexandria, Virginia.

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

The instructional program at Hampton Primary School is organized so that children of varying abilities and interests can work together in groups with each engaged in tasks on individual instructional levels. The curriculum at all grade levels is based on DoDEA standards.

## **LENGTH OF SCHOOL YEAR**

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

## **LOST & FOUND**

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

## **MONEY AND VALUABLES**

Money and valuable items should not be brought to school. The school cannot be responsible for losses or theft of items that should not be brought to school.

## **PROHIBITED ITEMS**

Students should not bring to school any items that interfere with the classroom atmosphere or endanger the health and safety of other students. Examples of inappropriate items are laser pointers, toys, cameras that take videos, video cameras, iPods/MP3 players, radios, water guns, disc/cassette players/mini-disc players/boom boxes, trading cards, game boys, and dice for gambling.

Teachers and administrators determine which items are inappropriate on campus, and they will confiscate them and keep them until a parent comes to pick them up. Such items not claimed by the sponsor by the close of the school year will be donated to charity or destroyed.

Items which are contraband under law or community policy will not be returned. If in doubt about whether an item is appropriate, ask before bringing it. If the student is too embarrassed to ask if the item is appropriate at school, it probably is not appropriate. If a teacher has any reason to believe that a container of liquid contains alcohol, that container is a prohibited item and will be confiscated.

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

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

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

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

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

## **SCHOOL IMPROVEMENT TEAM**

The Continuous School Improvement Team (CSIT) is a decision-making committee comprised of teachers and the principal that helps guide school improvement efforts

Each school year educators work together at Hampton to identify the educational needs of our students, to draft a plan (Continuous School Improvement Plan) with identified goals and outcomes, and to refine the plan throughout the school year, based on the results of evaluations and assessments. The purpose of our Continuous School Improvement Plan is to accomplish the DoDEA mission of empowering our students to succeed in a dynamic world. All educators are involved in the process of school improvement.

## **SPECIAL PROGRAMS**

### **English as a Second Language**

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

The two main learning objectives for the ESL Program are as follows:

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

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

### **Special Education**

Hampton Primary School follows [Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015](#) and [Department of Defense Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015](#) in the provision of Special Education to eligible students. If you believe that your child has a handicapping condition that is adversely affecting educational performance, contact the Hampton Primary School Case Study Committee (CSC) Chairperson, the counselor or the principal regarding your concern.

### **Library/Information Center**

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

We welcome all students and parents to explore the library/information center, to use it to the fullest and to build a lifelong love for books and learning. Hours are 8:00 a.m. until 3:15 p.m. Books may be checked out for two weeks with renewal privileges. Reference materials, transparencies, and magazines and reserved materials may be checked out for overnight use. Library materials may be turned in personally or through language arts teachers. No fines are charged, but lost or damaged library books must be paid for or replaced with one of comparable value and acceptable content before records are cleared.

### **Physical Education**

The physical education curriculum at Hampton Primary School provides opportunities for achievement, growth and physical development. These opportunities are provided through games, sport activities, dance, and rhythm activities.

Students seeking to be excused from a physical education class must bring a note from their parent or guardian.

## **Gifted Education Program Identification Procedures**

### **Purpose**

The purpose of identification in the gifted program is to find students whose potential and/or performance is so extraordinary that they require differentiation in their instructional program.

## **Goals**

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

## **REPORTING STUDENT PROGRESS**

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

Report Cards – Starting at the end of the second nine-week period, report cards are sent home. The marking system is as follows:

- E – Exceeds grade-level expectations
- M – Meets grade-level expectations
- S – Steady Progress towards grade-level expectations
- L – Limited Progress towards grade-level expectations

Mid-term progress reports will be sent home.

Another method of reporting is parent/teacher conferences. Please feel free to schedule additional conferences as the need arises.

## **TEXTBOOKS**

Textbooks are issued free to students, who must accept responsibility for their care and return to the school. The students must pay for lost or heavily damaged books. The excuse that a book was stolen from a locker cannot be accepted by the school as a reason for not paying for a missing book. Books left unattended will be taken to Lost and Found. The student may claim the book that day without penalty.

## **VANDALISM**

Any vandalism to the school facility and/or school equipment will result in disciplinary actions and parent notification. In addition to disciplinary action the student(s) will be responsible for replacing or reimbursing the school for repairs.

## **WALKING STUDENTS**

Students at Hampton require an adult to escort them to and from school.

## **WEAPONS**

All DoDEA schools are part of the DoDEA Zero Tolerance for Weapons. All weapons, look-a-like weapons, and toys or objects of any kind that somewhat resemble weapons are prohibited. Weapons can be items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. Students in possession of such items will be subject to automatic and immediate suspension, pending a discipline committee hearing, and expulsion proceedings.

The following list provides examples of prohibited weapons although it is not an exhaustive list:

- Guns. Machine-guns, pellet guns, shotguns, pistols, and rifles are all prohibited whether they are registered or not.
- Knives include locking blade knives or switchblades, pocket knives, straight razors, or razor blades.
- Laser pointers or any laser beam lights are classified as weapons due to the potential for eye damage.
- Ice picks, daggers, bolo knives, machetes, swords, spears, bows and crossbows of any size, or any similar instruments.
- Clubs, or any object that may be used as a club to inflict bodily harm, e.g., pieces of wood, ball bats, pipe, stones or bricks, blackjacks, brass knuckles.
- Authentic appearing replica of a firearm, e.g., a toy or BB guns.
- Items that are not normally considered dangerous but could be misconstrued as a weapon.
- Objects that might be readily used to inflict bodily harm, e.g., bicycle chains, cans with sharp points, broken bottles or glass, small knives with retractable blades.