

Humphreys Central Elementary School



PARENT STUDENT HANDBOOK

2019-2020

Principal-Mrs. Tiffany Bryant

Assistant Principal - Mrs. Hannah Choi

DSN: 756-9310 Commercial: 0503-356-9310

Revised 8/29/19

Information Page



HCES Administrative Information

Main Office: 756-9308/9309
Registrar: 756-9310
School Nurse: 756-9341
Transportation Office: 756-9447/9444

School Hours

7:00 am – 4:00 pm Office hours

7:30 am – 2:00 pm Student hours

7:10 am – 2:30 pm Teacher hours

Student breakfast will be served from 7:10 am - 7:25 am.

Students are permitted on campus beginning at 7:20 am.

Websites

HCES Internet: <http://www.dodea.edu/HumphreysCentralES/>
Pacific West District Website: <https://www.dodea.edu/Pacific/west/>
Pacific Area Website: <https://www.dodea.edu/Pacific/>
DoDEA Website: www.dodea.edu



Classroom Teacher

Guidance Counselor

Kindergarten – 5th Grade

Ms. Sherise Spiller

Sherise.Spiller@dodea.edu

Ms. Terrie Tilotta

Terrie.Tilotta@dodea.edu

Assistant Principal

Mrs. Hannah Choi

756-9310

Hannah.Choi@dodea.edu

Principal

Mrs. Tiffany Bryant

756-9310

Tiffany.Bryant@dodea.edu

Community Superintendent, Pacific West District

Ms. LaVerne Outen

755-1169

LaVerne.Outen@dodea.edu

Superintendent, Pacific West District

Dr. Jeff Arrington

755-1169

Jeff.Arrington@dodea.edu

Area Director, DoDEA Pacific

Ms. Lois Rapp

644-5878

Director.DoDDSPac@dodea.edu

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY **BLUEPRINT FOR CONTINUOUS IMPROVEMENT**

DoDEA Mission Statement

Educate, engage, and empower each student to succeed in a dynamic world.

DoDEA Vision Statement

Excellence in Education for Every Student, Every Day, Everywhere

CORE VALUES

Student-Centered: Students are at the heart of all we do.

Excellence: We strive to exceed expectations in all we do.

Continuous Improvement: Our organization, its systems, and processes will be continually reexamined and improved.

Lifelong Learning: Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.

Diversity: We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential: Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility: Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust: We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.

GOALS & KEY RESULT INDICATORS

GOAL 1: STUDENT EXCELLENCE

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally and physically for life, college and career readiness.

GOAL 2: SCHOOL EXCELLENCE

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

GOAL 3: TALENT EXCELLENCE – Recruit, develop and empower a diverse, high-performing team to maximize achievement for each student.

GOAL 4: ORGANIZATIONAL EXCELLENCE

Build a great, enduring and responsive organization that provides the appropriate resources, direction and services in pursuit of highest student achievement.

GOAL 5: OUTREACH EXCELLENCE

Foster family, school and community partnerships to expand educational opportunities for students.

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

HUMPHREYS CENTRAL ELEMENTARY SCHOOL

MISSION STATEMENT

Humphreys Central Elementary School educates, engages, and empowers each student to succeed in a dynamic world. In collaboration with the community, HCES implements standards-based instruction which enables all students to become problem solvers, life-long learners, and productive members in a culturally diverse society.

Together we learn, united we soar!

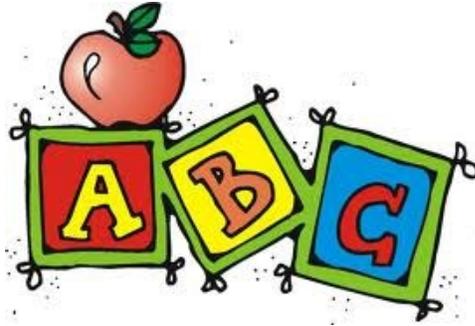
PURPOSE STATEMENT

To empower students to learn and lead in our global society.

SCHOOL IMPROVEMENT GOALS

Organizational Goal: HCES faculty and staff will successfully implement College and Career Readiness Standards to ensure conceptual understanding of lessons and content through grade level collaboration by June 2020.

Academic Goal: The students at HCES will construct an organized and appropriate response to non-fiction literature using supporting details across the curriculum with emphasis in Social Studies and Science.



Contents

Humphreys Central Elementary School.....	1
PARENT STUDENT HANDBOOK.....	1
HCES Administrative Information	2
<i>DoDEA School Rules, Regulations, and Procedures</i>	10
<i>Accidents</i>	30
<i>Accreditation/AdvancedED</i>	30
<i>Arrival/Dismissal</i>	31
<i>Walking Safety:</i>	32
<i>Attendance</i>	32
<i>Procedure</i>	33
<i>Pre-Arranged Absences and Work</i>	33
<i>Make-Up Work</i>	33
<i>Unexcused Absences</i>	33
<i>Tardy Policy</i>	34
<i>Behavior at HCES</i>	34
<i>Behavior in the Cafeteria</i>	35
<i>Bicycles/Skateboards/Rollerblades/Scooters</i>	36
<i>Bullying</i>	36
<i>Bus Transportation Information</i>	37
<i>Cell Phones</i>	39
<i>Change of Information</i>	40
<i>Child Find</i>	40
<i>Classroom Visits</i>	40
<i>Closed Campus</i>	41
<i>Conferences</i>	42
<i>Curriculum Standards</i>	43
<i>Discipline Plans and Practice Guidelines</i>	43

<i>Dress Code</i>	46
<i>Early Checkout</i>	46
<i>Eligibility for School Enrollment</i>	47
<i>Emergency Evacuation Procedures/NEO</i>	47
<i>During the School Day</i>	48
<i>English as a Second Language - ESL</i>	48
<i>Extra-Curricular Activities</i>	48
<i>Family Education Rights and Privacy Act</i>	48
<i>Field/Study Trips</i>	49
<i>Fire Drills</i>	49
<i>Foreign Language in Elementary Schools FLES</i>	50
<i>Fundraising</i>	50
<i>Gifted Education Program</i>	50
<i>Help Your Child Succeed in School</i>	50
<i>Homework</i>	51
<i>Health Services</i>	51
<i>Illness</i>	52
<i>Inclement Weather</i>	54
<i>Lost and Found</i>	54
<i>Lunch Program</i>	54
<i>Lunch Prices</i>	54
<i>Mascot</i>	55
<i>Medication</i>	55
<i>Parent–Teacher-Student Organization PTSO</i>	56
<i>Parental Concerns and/or Questions</i>	56
<i>Peer Mediation</i>	57
<i>Morning Meetings</i>	57
<i>PBIS targeted skills</i>	57
<i>Prohibited Items</i>	57
<i>Progress Reports</i>	58
<i>Report Cards</i>	58
<i>School Advisory Committee</i>	58
<i>School Liaison Officer SLO</i>	59
<i>School Safety Program</i>	59
<i>Security</i>	59

<i>Sexual Harassment</i>	59
<i>Special Education Information</i>	60
<i>Staff Development Program</i>	60
<i>Standardized Testing</i>	61
<i>Student Placement</i>	61
<i>Student Rights</i>	61
<i>Study Trips</i>	62
<i>Substance Abuse Prevention</i>	62
<i>Supplies</i>	62
<i>Suspensions and Expulsions</i>	62
<i>Travel and Extended Leave</i>	63
<i>Videos / DVD's</i>	63
<i>Visitor Identification and Control Policy</i>	63
<i>Volunteers</i>	63
<i>Withdrawal of Student</i>	64
<i>Zero Tolerance Weapons Policy</i>	64

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

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 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](#))

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.

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.

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.

To create an account and access the EGB System please visit the [DoDEA Web site](#) for instructions.

Progress Reports/Report Cards ([DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995](#))

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. 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. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

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 [Web site](#) for further instruction based on your situation or discuss with the counseling department at your student's school.

System-wide Assessment Program (DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010. 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.

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
- 2) Be one of several criteria used for making major decisions about student performance/achievement; 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.

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.

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 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 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 discussion. Students may observe religious practice in school, such as private prayer, saying grace before meals and wearing yarmulkes and head scarves, as long as the practice does not violate student standards or cause substantial disruption.

[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).

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.

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.

Student Rights and 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.

Interscholastic Athletics

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

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 [Web site](#) 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](#))

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

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 Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001)

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 with Enclosure 3 in the 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 in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child’s school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child’s individualized education program, including the delivery of medically related services.

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 classification. ELLs are involved in mainstream classes during the day.

Counseling (DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 & 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,” September 8, 2003 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 support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as 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 high school students create and manage a four-year plan with their counselor. The four-year plan 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.

[School Psychology \(DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004\)](#)

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004. 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 \(DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003\)](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of

all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- 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 all dates and types of immunizations
- Sponsor's orders for current tour of duty

- 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.

Student Enrollment: Immunization Requirements – [Immunization Requirements Memorandum](#)

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.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Access to School Facilities

Schools shall allow equal access to school facilities being used for student sponsored non-curriculum related activities, if a school allows any such group access to its facilities.

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.

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

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, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

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 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 (DMEO) 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 Policy Memorandum 03-OCA-001 implementing Executive Order 13160](#))

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

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.

Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. 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 Form H-3-2. 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.

In some rare situations, students are allowed to keep their 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 has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

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

While the education of your child is important, there are certain medical illnesses that require for your child to either be sent home or remain home from school. These are as follows:

- **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.

Please visit the DoDEA Student Health Services [Web site](#) 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

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](#))

Emergency Procedures

Each DoDEA Pacific West school is located within the physical security envelope of a military installation. Thus, our schools are considered low risk. The HCES administration works closely with the Security Forces, Anti-terrorism/Force Protection officials and DoDDS Pacific Safety/Security officers to ensure a safe learning environment for all students and staff members.

In the event that the NEO process is activated during a school day, all students will remain with their teachers and/or administrators until a parent, sponsor or designated emergency contact picks them up. Students who typically walk home will need to be picked up by parent, sponsor, or designated emergency contact. After picking up your child, proceed directly to the appropriate base processing location.

Refer to AFN TV, email, HCES and USAG Humphreys webpages, Facebook, and the radio for more information.

School Closures

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures. (Schools to provide further details.)

Transportation

Please contact your local school as this differs based on what area you are located.

Student Meals

Please contact your local school for information and an application for the Free and Reduced Lunch Program.

School Facilities

Humphreys Central Elementary School facilities include Building 5120, soccer field, basketball courts, three playgrounds, and a pavilion area.

School Trips

It is DoDEA policy to enrich school curriculum for all students by taking advantage of the cultural, historical, and natural geographical attractions of the local community. Curricular activities, in and out of school, are intended to broaden the scope of a student's education and interests. All school trips must relate to and augment the school's curricular goals and standards, and enrich the scope of a student's education and interests. The value of school trips and the educational benefits derived from participation on such trips should be weighed in relation to the impact trip participation has upon both the student's and the school's regular educational programs.

Both preparation and follow-up lessons for field trips should be planned. In addition, parents/sponsors should be notified of the purposes for all school-sponsored trips.

Chaperone requirements for any field/study trip: there must be parent volunteers with current background clearances. The number of chaperones per grade level is as follows: 1 parent for every 6 students in K-5th grades.

Please fill out a volunteer packet application at the beginning of the school year and turn it into the office so you will be prepared to participate with your child.

Parent Advocacy

School Advisory Committee

- October 3, 2019
- November 14, 2019
- February 6, 2020
- March 5, 2020
- May 7, 2020

Parent Teacher Student Organization

Roles of Staff Members

Principal – performs as the educational leader of the school and is responsible to the District Superintendent-Pacific West and DODDS Pacific Director for the school's operation. The Principal assigns specific areas of responsibility to all staff members and office personnel and is concerned with all personnel matters, curriculum, supervision, public relations, budget, and host nation activities. The Principal is the leader of learning in the school.

Assistant Principal - aids the Principal in their duties and acts in the capacity of the Principal during their absence from duty. The Assistant Principal provides instructional leadership to enhance school effectiveness, improve instruction and increase student achievement. The Assistant Principal is responsible for working with the Principal and the Staff in upholding a safe learning environment.

Counselor – provides services not limited to the following: assistance in initial grade placement; guidance in solving personal and scholastic problems, and service on the Case Study Committee. The counselor also assists with the administration of academic, achievement, or behavioral tests, scheduling the standardized test for students in grades 3-5 as well as data analysis and interpretation of selected tests.

Teacher – acts as the professional leader in the classroom. The teacher is responsible for planning and implementing standards based differentiated instruction and the management of students in his/her charge.

Paraprofessional Personnel *School Aides* – serve under the direction of a teacher. They assist the teacher in all appropriate areas.

School Nurse – serves as a faculty member in the total school program. Provides first aid treatment to children who are ill or injured and maintains current health records on each student. Screening procedures include height, weight, vision, hearing, and scoliosis. The nurse will only administer prescription medication as long as the sponsor or parent has given a Hold Harmless letter to the nurse.

In the event a child becomes ill and needs to be sent home from school, the nurse will contact the parents. The order of contact is: home phone, emergency contact, and then sponsor's supervisor/commander.

Specialists – provide supplemental services in the areas of literacy, music, art, physical education, Spanish, Korean culture, English as a Second Language, communication impaired, learning impaired, and media.

Secretary – works under the direct supervision of the Principal and assists in all areas of office and personnel administration.

Registrar – works with the Secretary and provides data automation support to include student attendance and school registration.

Supply Technician – works under direct supervision of the Principal and is responsible for logistical and budgetary concerns of the school.

Parent-Teacher Conferences

All DoDEA schools should 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 at 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.

School Sponsored Nights

Open House – September 18, 2019 at 5:00pm-7:00pm

Trick-or Read

Math Night

Literacy Night

STEM Night

Glow Night

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, other than official school social media communication.

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.

Accidents

Every accident in the school building and on school grounds must be reported immediately to the school nurse. If it is necessary for the student to go home or to be referred to a medical facility, the school nurse will contact one of the parents/guardians or the emergency contact. If necessary, an ambulance will be called. Please be sure to keep all emergency contact information updated.

Accreditation/AdvancedED

Founded in 1895, the North Central Commission on Accreditation and School Improvement (NCS CASI) is a non-government, voluntary organization that accredits more than 9,000 public and private schools in 19 states, the Navajo Nation and the

Department of Defense Dependents' Schools worldwide. NCA CASI accredits a range of school from pre-kindergarten through post-secondary, including: early childhood, elementary, middle, secondary, adult/vocational, college preparatory, special purpose, unit (K-12), and non-degree granting post-secondary schools. It also includes the largest geographical area serviced by the accrediting agency. Our school's last accreditation visit (SY 2017/2018) focused on our school improvement process in compliance with the DoDEA Community Strategic Plan. The next external visit will be in SY 2022-2023.

Arrival/Dismissal

Students are permitted on campus beginning at 0720. Supervision is not provided prior to 0720 am or after 1400. Walkers are expected to leave campus at dismissal. However, breakfast is available for purchase from 0710-0725.

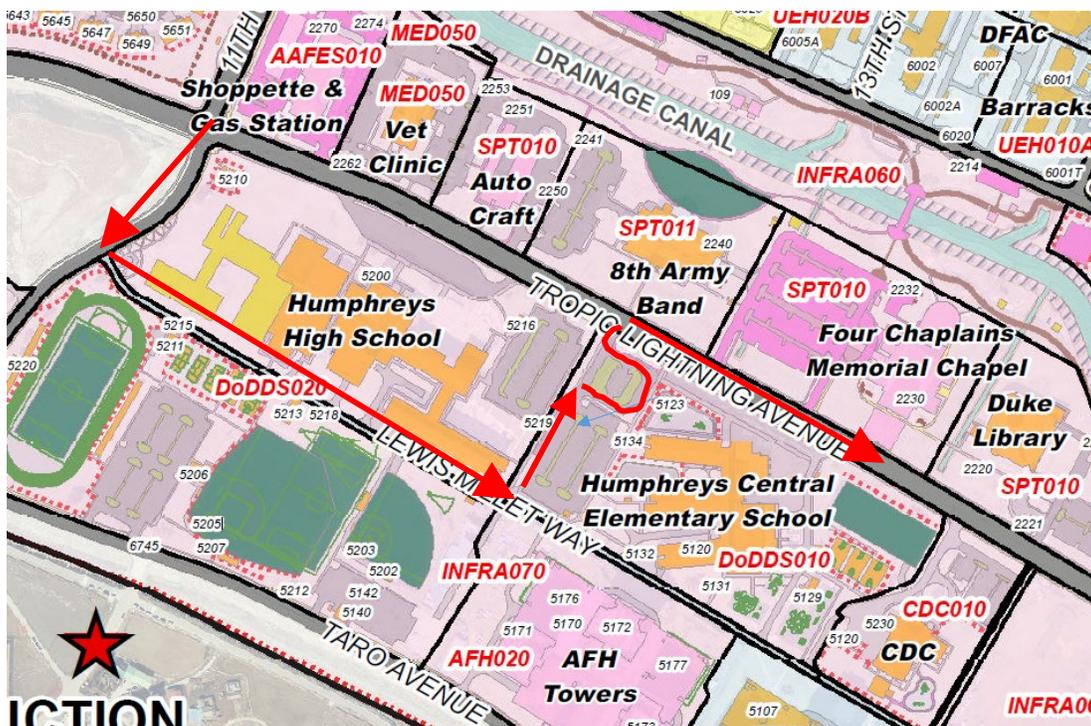
Every Tuesday students are dismissed at 1300 for Teachers' Focused Collaboration.

Bus Riders

Students will board their buses in the front of the school.

Kiss & Drop Car Pick Up

Students will be picked up at the Kiss & Drop pick up point. For the safety of the students, please use the lane closest to the school. Please do not double park as the military police will issue citations. Please note we have a new traffic flow for our Kiss and Drop.



Walkers

K-2 - Please see dismissal map or contact your child's teacher.

3-5 - Please see dismissal map or contact your child's teacher.

Walking Safety:

Students who walk to school should do so along sidewalks, or facing oncoming traffic if sidewalks are not available. They should obey traffic rules. Students should always use marked crosswalks or cross at intersections. Students should look in both directions to ensure traffic has come to a complete stop before entering a crosswalk. Do not walk/run near or alongside of moving vehicles.

Early Dismissal / Pick-up

School dismisses at 1400. Any changes to your dismissal procedures need to be communicated with the classroom teacher or Main Office before 1330. No changes in usual dismissal procedures will be accepted or permitted after 1330. Please make every effort to provide written request for changes in dismissal for your child.

Attendance



School attendance is important and in order to receive the best education, students need to Be Here! DoDEA's system-wide attendance policy for students is consistent with those found in many public schools throughout the United States.

The policy establishes a balance between the need for military families to spend time together around deployment, while emphasizing the importance of education. We have and will continue to be as flexible as possible in accommodating the precious time families have together but flexibilities and accommodations have limitations, especially when they impact student performance and attendance.

http://www.dodea.edu/Pacific/Korea/USAGHumphreys/HumphreysCentralES/Policies_and_Procedures/HASattendance.cfm

DoDEA Regulation 2095.01 states: 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. In order to comply with this regulation, we send attendance letters home and conduct SST meetings to discuss the required information.

Excused Absences

Students will be given credit for make-up work for excused absences. Excused absences can include:

- Personal illness
- Medical, dental, or mental health appointment
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a relative
- Religious holiday
- Emergency conditions such as fire, flood, or storm.
- Unique family circumstances warranting absence and coordinated with school administration
- Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

Procedure

A note or email to the classroom teacher is required from the student's sponsor within three days of an absence. The note is to include the student's name, date of absence, sponsor's name, and telephone number (home or office), reason for the absence, and the sponsor's signature. On the fourth day, if a note or email is not received, the absence will be recorded as unexcused, and the students will not be given credit for makeup work. A telephone call is not sufficient.

See Appendix for a sample Absence Form

Pre-Arranged Absences and Work

The sponsor will provide documentation for any pre-arranged absence. The [Request for Pre-Arranged Absence](#) Form must be completed and signed by the student's teachers and sponsor. It is the student's responsibility to get assignments prior to departure and to turn in the completed work upon return.

See Appendix for the Request for Pre-Arranged Absence Form

Make-Up Work

For an excused absence, the student is responsible for completing make-up work. Refer to individual teacher class expectations for specific policies.

Unexcused Absences

Students will not be given credit for makeup work for an unexcused absence.

Unexcused absences can include:

- Babysitting
- Oversleeping
- Missing the bus

- Loss of school bus privileges
- Loss of post privileges
- Non-school sponsored activities

Tardy Policy

All students are expected to be in class prepared to work when the bell rings. Students arriving after 7:35 am must report to the Main Office to get a tardy notice in order to enter the classroom.

Behavior at HCES



Students of Humphreys Central Elementary School are in a Community of Learners and their behavior should reflect that. All students are expected to behave in an age appropriate and respectful manner.

The rules pertain to all areas of school and at all school functions including study trips:

1. Follow directions of school adults.
2. Respect the learning of others.
3. Respect school property and personal property of others.
4. Do not cause injury to yourself or others.
5. Walk quietly.

SELF CHECK

I am...

1. Sitting Quietly
2. Using Listening Ears
3. Looking at the Speaker
4. Focusing on What the Speaker Is Saying
5. Using Safe Hands and Feet

Restroom:

1. Use restroom quietly.
2. Keep restroom clean.
3. Return to classroom promptly.

Students are responsible for being prepared for class with completed assignments and materials needed. During class, they will be attentive and will be an active participant in their learning.

Behaviors that are disruptive and disrespectful will not be tolerated and should be brought to the attention of the counselor and administration.

See Appendix School Discipline Matrix

Behavior in the Cafeteria



Lunch monitors supervise several classes eating lunch at the same time.

All students have the responsibility to display good manners.

The following rules must be observed while in the cafeteria.

1. Follow the instructions of the Lunch Monitors.
2. Always walk.
3. Talk quietly.
4. Use good table manners.
5. Keep your table area clean.
6. Remain seated at your table until dismissed.
7. Food or other objects are never to be thrown.
8. Food and drinks will be consumed in the cafeteria.

Behavior on the Playground



Many students share the playground. All students have the responsibility to display good manners and play safely.

The following rules must be observed by all students while on the playground.

1. Follow the instructions of the playground monitors and school staff.
2. Be able to see and to be seen by monitors at all times.
3. Use the equipment correctly:
 - a. Go down the slide feet first; Do not run or climb up the slide.
 - b. Swing sitting on your bottom; Do not jump out of swings.
 - c. Do not climb on top of equipment or railings.
4. Do not engage in teasing, name calling, pulling, pushing or grabbing, fighting, or play fighting.
5. Do not throw rocks, stones, sticks, snow, or any objects.
6. Students may not leave the playground without permission.

Bicycles/Skateboards/Rollerblades/Scooters



Students may ride bicycles to school. There is an area near the school site to secure them. Students are responsible for securing their bicycles. Skateboards, scooters, rollerblades and skate shoes, such as Heelies, are not permitted in school. This policy is for the safety of your children. (Student must follow USAG Humphreys regulation for bicycle safety.)

Bullying

As a part of the Student Services initiatives, understanding the difference between bullying, rudeness, and meanness is essential in order to understand how social behaviors affect others and differ by motivation. Consequently, HCES uses a differentiated model to help students, families, and the community understand how each behavior has its own unique characteristics.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power:
 - Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition:
 - Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

- Verbal bullying is saying or writing mean things.
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.
- Physical bullying involves hurting a person's body or possessions.

Bus Transportation Information



School bus transportation and school bus discipline are handled by the Humphreys STO located at Building 558. The office hours are Monday through Friday 9:00a.m. – 1:00p.m. The office is closed on U.S. holidays.

Riding the school bus is a privilege. The privilege of all students to ride the bus is conditional. Students must display good behavior at all times. The bus is an extension of school, and all the policies, rules and regulations of the school apply while being transported to and from school as well as to and from any school related activity. School bus drivers, Security Attendants, and Safety Attendants are contracted by DoDDS and garner the same respect, and possess the same authority and responsibility as teachers to enforce behavior standards and report infractions.

When students disobey the rules, they disrupt good order, impede on the rights of others, and jeopardize the safety and security of all bus riders. Accordingly, standards of conduct will be strictly enforced, and those students not complying will have their bus riding privileges suspended or revoked.

We place great importance on the safety and well-being of students riding school buses. We ask parents/sponsors to do the same. Please sit down with your children and carefully discuss the school bus rules. With your support and cooperation, together we can ensure the school bus is a safe and positive extension of every child's academic experience.

BUS PICK UP AND DROP OFF:

Parents/Guardians must accompany students in SS/K/1st grade and below (please refer to the Garrison child supervision policy yearly) to the bus stop and meet the bus at the end of the day. If you desire someone else pick-up your child, please complete the authorization form at the STO and provide a photo of the person. The designee must be at least 12 years old.

Bus schedule times for each stop during the morning commute are departure times and afternoon commute times are estimated arrival times. Students should arrive at the bus stop approximately 5-10 minutes before the scheduled departure in the morning. This ensures riders are ready to board the bus when it reaches the stop and promotes an on-time arrival to school.

During the afternoon commute, it is advised that sponsors/authorized individuals arrive at the bus stop 5-10 minutes prior to the scheduled arrival time to receive students from the bus.

In either case, pick-up or drop-off, the driver is not authorized to wait at the bus stop for students/sponsors arriving late. Students not met will be taken to Youth Services.

NOTE: PSCD ride in car seats.

Damage to Bus: Sponsors are liable for damage caused by their student(s) while riding the bus. Violators will be reported to the Military Police and sponsors shall be notified about liability of repairs.

Unauthorized Entry of School Bus: To ensure the security of our students, no persons may enter a school bus without prior authorization from a school official. A person who enters a school bus and disrupts or interferes with the driver, security attendant, or a student (to include their own student) or a person who enters a school bus and refuses to disembark after being ordered to do so by the driver, security attendant, or other school official is deemed a risk and shall be reported to the military police and Garrison Command element.

Safety: The STO solicits the assistance of everyone in the community to help ensure our students have a safe and enjoyable school year. While most of our students predominantly ride the bus, some choose to walk or ride their bikes. Despite the school making safety paramount, it may not be the main focus of the student. As the sponsor, we ask that you continually reinforce school bus safety, bus stop safety, walking safety and bicycle safety with your student(s).

School Bus Safety: Bus riders should be at their designated bus stop at least 5 minutes prior to bus departure time. Students should not play or run around the bus stop area or in the street or roadway. Students should not push or shove as the bus arrives at the stop. Students should use handrails when entering and exiting the bus for added support. Do not play with seatbelt mechanisms. If a student misses the bus, they should not run into the street trying to stop the bus. Once the bus pulls away from a stop area it will not stop/open its doors again until the next stop (this is for the safety of the student and to prevent accidents). Upon exiting the bus students should immediately move away from the "Danger Zone" or the 10 foot radius surrounding the bus. If an item is dropped in the area of the bus seek assistance from the bus driver or security attendant. NEVER attempt to retrieve an item that has fallen near or under the bus.

Bus Stop Safety: Respect each other in the stop area. Do not push, shove or fight in the bus stop area. Do not bring items to the bus stop that can injure someone or damage someone's property. Don't play in the street or road of stop area. Stay clear of curb as the bus arrives and departs. Students should clear stop area after disembarking the bus. Remember the "Danger Zone" surrounding the bus.

Bus Discipline

Parents/guardians are responsible for the conduct of their children on the buses and at the bus stops. School administration will contact parents/guardians via phone or email upon receiving notification of student behavior problems encountered on school buses.

Please see Appendix for Bus Standards of Behavior

Bus Registration and Passes

Bus Registration: Students desiring DoDEA school bus transportation must be registered in school prior to visiting the STO. After the registrar completes the eligibility determination and your student is accepted, bring a copy of the signed Form 600 to the STO to accomplish the bus registration process. School bus registration is re-accomplished annually; your student must be preregistered with the STO if bus service is to be continued the next school year.

All students riding school buses will be issued a bus pass by the STO. These passes are used to ensure only authorized persons are on the school buses and are critical to identification of students and sponsor in case of an emergency. Students must carry their bus pass at all times while riding the school bus. Passes should be presented to the security/safety attendant when entering the bus (both morning and afternoon) and upon request by other school officials as required. The bus pass contains specific route information, to include stop location and scheduled times, as well as the student and sponsor information. Students are only authorized to ride the bus indicated on the pass.

A different color pass is used each year and expires at the end of the school year. Authorized students will never be denied transportation to school. Each Security Attendant has a list of students authorized to ride that bus, based on the STO registration records. However, if students do not have a valid bus pass, the sponsor will be notified. If a pass is lost or damaged, contact the STO for a replacement. Failing to present, repeatedly losing, swapping, exchanging or falsifying a bus pass is prohibited and could result in suspension of bus riding privileges.

Bus Services



School bus operations in Area III (Camp Humphreys) are supplied by contracted drivers and a mixture of government and commercial buses. All inquiries pertaining to DoDEA bus services should be addressed to the STO and not directly with the bus drivers, security/safety attendants, or other contract personnel.

Cell Phones

Students are strongly discouraged from bringing cell phones to school. Each classroom has a phone and there is one in the office for students to use. If it is necessary for your student to have a cell phone at school, the phone should be powered off and put away in a backpack. If a cell phone is found powered on during school hours, it will be confiscated.

A parent will need to come to the Main Office to pick it up. Humphreys Central Elementary School is not responsible for any lost or stolen cell phones.

Change of Information



Due to the high mobility of our community, we ask that you help us keep our records current.

Sponsors are requested to notify the school office regarding changes of the following:

1. APO address
2. Home address
3. Duty telephone number and cell phone number
4. E-mail address
5. Emergency contact information
6. Local emergency contact other than parent
7. Permanent stateside emergency contact
8. Sponsor's Rank
9. DEROS

Child Find



DoD Instruction 1342.12, Subject: Education of Exceptional Children in the DoD Dependents Schools, established policies and procedures for providing a free and appropriate public education to exceptional children receiving or entitled to receive educational instruction from DoDEA

Child Find is DoDEA's effort to locate persons ages birth through twenty-one, who are entitled to DoDEA schooling who have exceptional conditions and need individual and appropriate special education. Once they have been identified, the information can be used to meet their special education needs and to determine priorities for services. If you feel your child may qualify for a special education program, or if you know of a student who may qualify but has not yet been identified, contact the Case Study Committee Chairperson at the school or see the school principal.

Classroom Visits

Parents, visitors, and workmen upon arriving on school grounds **must** report to the school's office and receive a visitor's pass. Classes are not to be interrupted. If there is an emergency, the office will deliver a message or article to the student and arrange to have the student meet the parent in the office. Parents are not to disrupt classes or loiter in the

hallways. Please make arrangements in advance to find out the best time to visit. You must sign-in at the Main Office and obtain a visitor's badge before proceeding to the classroom. Please respect classroom instruction time and the confidentiality of the students. Parents may make appointments with the counselor or classroom teacher to visit classes. All visitors must show proper identification.

Closed Campus



All Humphreys Central Elementary School students will remain on campus throughout the school day including lunch period and after school activities. Students abusing this rule will face disciplinary action.

Classroom Parties

Please check with your child's teacher before planning a classroom party or event. Classroom parties should be limited to holidays. Learning time should be maximized to the greatest extent possible. Treats should be healthy, please avoid sugary treats, if possible. Treats may be passed out to your child's class at lunch in the cafeteria or brought to the class for the teacher to pass them during an appropriate time that does not interrupt the academic day.

Computer Literacy



Humphreys Central Elementary School has personal computers (PC) in each classroom. In addition, each classroom has an interactive SmartBoard, document camera, and teacher laptop.

PC based computer labs are also available for small and large group use. The regular curriculum is enhanced by technology based instruction with software programs; online subscription based educational databases for research and supplementary instruction, and multimedia peripherals that support the curriculum standards for each grade level.

Parents and students must jointly sign the DoDDS Computer and Internet Agreement before the student is permitted to use any computer in the school. Each student is assigned a User Account that provided them with access to school computers and resources on the school network. Depending on availability of funds, students in grade 3-5 will be assigned a student email address and online "cloud storage" for storage of files monitored by the Educational Technologist (ET).

Any misuse of the student network account, email account or violations of the Internet agreement can result in the removal of the student's privilege to use computers in the school.

Humphreys Central Elementary School promotes that every student be a "Digital Age Learner" and that students become responsible "Digital Citizens" by following these guidelines:

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- Advocate and practice safe, legal and responsible use of information and technology. The practice of name calling, demeaning, or putting down another student through the use of technology is considered bullying and is not tolerated.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

The FBI Internet Safety Tips

- Never give out personal information.
- Never write to someone who makes you feel uncomfortable even if you know who they are.
- Never meet someone or have them visit you without your parent's permission.
- Tell a trusted adult right away if you read or see anything on the Internet that makes you feel uncomfortable.
- Remember that people online may not be who they say they are.

Conferences



Teachers conduct conferences at the end of the first and third quarters. These conferences are designed to inform parents of progress of the student and/or potential problems.

Parents are encouraged to maintain contact with the child's teacher throughout the school year.

Please contact the counselor if you have several children attending our school and need help scheduling multiple conferences and coordination of times.

Curriculum Standards

The Department of Dependent Education Activity (DoDEA) has developed rigorous and demanding curriculum standards. Each DoDEA school adheres to this program. The curriculum standards specify what students should know and be able to do. Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. These curriculum standards are aligned with national guidelines and with the best school system throughout the United States. All areas of the Curriculum standards are available on the DoDEA web site: www.dodea.edu

Discipline Plans and Practice Guidelines



Positive Behavior Intervention and Support (PBIS) is a school-wide program to help teachers, staff, students, and parents recognize and promote good behavior inside of our school. We designed our PBIS to identify potential issues proactively, before they can become problems. Regardless of the day or the homeroom, or the special class, our goal is to maintain a respectful environment that nurtures learning and respect for others. Even our substitute teachers, district office personnel and special visitors can interact with our students with this common expectation in mind.

To accomplish our goal, we teach our students the important behavioral skills they need to know.

It is a PBIS norm, for example, that no student ever demonstrates inappropriate behavior. Our adult staff provides counter examples to illustrate improper behavior and we challenge our students to analyze it for correction.

Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Common Expectations School-wide

1. A common language
2. A common method of travel (not identical but common)
3. A common sitting procedure
4. A common method for giving attention in a large group
5. A common experience so we bond as a school family.

Student Motto for Expectations

S-Start my day positively
O-Organize myself for success
A-Accept responsibility for my actions
R-Respect myself, others, and my school

Eagle Bucks

Eagle Bucks recognize good behavior. Administrators and teachers give Eagle Bucks to students who demonstrate PBIS skills. These students then have an opportunity to use their tickets in the PBIS store. This is where students with a certain amount can use their Eagle Bucks to buy small items provided by the PTSO and gracious individuals.

Teachers Steps for Secondary (Classroom) Discipline Measures

Teach the routines and expectations to students explicitly and on-going.

1. Reward positive behavior in the classroom and minimize the effects of negative behavior.
2. Reteach expectation to individual and small groups of students as necessary.
3. Contact parents and explain the situation and the expectation. Keep administration informed through email and personal communication as necessary.
4. Arrange meeting with parent/teacher/student to develop a plan of action.
5. Enroll student into a small group session with counselor or other Student Support staff (*Point at which secondary discipline becomes tertiary --- individual*).
6. Start the Student Support Team services for behavior and bring the data from all the steps from the above list to the meeting.
7. Referral to administration directly when behaviors are extreme.

Serious misconduct should be reported in an email and in person to administration. Utilizing the Office Referral Form, report should be written by all parties including the adults that witnessed the situation.

Skills that Empowers Successful Student Behavior

Classroom rules should be constructed in a manner that engages students in the process to understand the rules, be responsible for the rules and be able to think about how they affect others as well as themselves. Classroom behavior reinforcing charts (such as the color system methods, etc.) should be developed that allow students to start on a neutral color and earn their behavior throughout the day. Students should be encouraged to critically think about their choices. When students are allowed to fix their situation into a positive, they will rise to the occasion. Empowering good behavior in students is much more successful than penalizing bad behavior.

Students Must Believe

1. I am capable.
2. I contribute to my classroom in meaningful ways, and I am genuinely needed.
3. I use my personal power to make choices that positively influence what happens to me, my classroom, my school and my community.

Skill Students Must Be Empowered to Use

1. I have discipline and self-control.
2. I can work respectfully with others.
3. I understand how my behavior affects others.
4. I can develop wisdom and judgment skills through daily practice.

Empowering Conversations: Process for dealing with misbehavior in the classroom

1. Ask the child what they did that was unacceptable.
2. Ask the child to determine what choice/behavior they should have used.
3. Ask the child to determine how they will act in the future.
4. Ask the child to correct the situation in a way that is developmentally acceptable.
(repeating an action correctly, four square apologies sheet, UPSL, etc.)

Unacceptable Discipline Methods for Educators

1. Arguing with students.
2. Threatening a Student.
3. Yelling at students.
4. Striking a student. (Corporal punishment of a student is cause for dismissal of a teacher.)
5. Keep a child after school, unless previous notification and transportation has been arranged with the parent in writing.
6. Keeping a child in at recess, unless previous notification has been made with parent in writing.
7. Keeping a child from attending Specials.

Severe disruptive behavior may lead to detention, suspension, or in extreme cases, expulsion. Corporal punishment is not permitted or condoned in DoDEA schools.

Suspension from school normally does not exceed five (5) school days and is administered by the principal or the assistant principal for student actions inappropriate to the well-being of the school society. Suspension of more than ten (10) school days requires a formal disciplinary committee hearing with the parents prior to its implementation. If a student is suspended two or more times, a letter will be sent to the sponsor's commanding officer and the school's officer.

Expulsion from school for a year is authorized in extreme situations and will be addressed by the District Superintendent.

Dress Code



The standards for acceptable dress and weather appropriate and grooming are neatness and cleanliness. Students should not come to school in clothing that compromises safety or modesty, or that is disruptive to the educational process. A student will not be permitted to attend classes if his/her appearance does not meet the standards listed below.

Parents will be notified by the administration to bring a change of clothing for the student. Students are to remove hats, hoods, bandanas, and sunglasses upon entering the building. Students should not wear shirts that show the midriff area, reveal undergarments, or have spaghetti straps.

Students may wear shorts and skirts that are not shorter than fingertip length.

Sagging pants are not appropriate for school.

Weather appropriate clothing, i.e., hat, mittens, coats, pants, socks, shoes/boots. Closed toe shoes are strongly recommended. Bare feet, sandals, backless shoes, flip-flops, and shower shoes do not provide support or protection for students participating in playground activities and physical education programs.

Clothing or book bags which advertise drugs or display logos with inappropriate language, alcohol, tobacco products or offensive messages are inappropriate for school.

The school administration reserves the right to make judgments regarding appropriate clothing.

Early Checkout



If a child needs to be picked up from school early for any reason, the sponsor or parent should go to the Main Office and sign the child out. The office will call the child's classroom and the child will meet the parent in the Main Office.

Should it be necessary for anyone else to sign the student out, this must be documented in advance by a note from the sponsor or parent. In an emergency situation, arrangements can be made by telephone with the Main Office.

Students returning to school during the school day should be accompanied to the Main Office for re-admittance.

Eligibility for School Enrollment



DoD instruction 1342.10 governs eligibility for enrollment in the DoD Overseas Dependents Schools and [DoDEA Regulation 1030.1](#) All command sponsored school age dependents of military and civilian service personnel assigned to the area and dependents of designated located category in Korea are eligible for space required, tuition free enrollment. All other categories of sponsors are space available.

Children must be 5 years old by September 1 to enroll in Kindergarten. Children must be 4 years old by September 1 to attend Pre-Kindergarten or Sure Start.

Children must be 6 years old by September 1 to attend first grade.

Emergency Evacuation Procedures/NEO

Each DoDEA Pacific West school is located within the physical security envelope of a military installation. Thus, our schools are considered low risk. The HCES administration works closely with the Security Forces, Anti-terrorism/Force Protection officials and DoDDS Pacific Safety/Security officers to ensure a safe learning environment for all students and staff members.

In the event that the NEO process is activated during a school day, all students will remain with their teachers and/or administrators until a parent, sponsor or designated emergency contact picks them up. Students who typically walk home will need to be picked up by parent, sponsor, or designated emergency contact. After picking up your child, proceed directly to the appropriate base processing location.

Refer to AFN TV, email, HCES and USAG Humphreys webpages, Facebook, and the radio for more information.

Emergency School Closure



School may be closed because of inclement weather, water main breaks, and/or loss of utilities. The installation commander and the principal make the decision to close school. In the event of school closure notification will be made via email, AFN TV and Radio, USAG Humphreys Facebook page. Announcements of emergency early dismissals will

be made through the media: AFN TV, email, HCES and USAG Humphreys webpages, and radio.

During the School Day

The Principal will determine a closing time sufficient to schedule buses and notify parents.

Early dismissal is at 10:45 am. Lunch will not be served. For students who are not picked up on time, sponsors and parents will be called at home and/or at their place of duty. You may call the Main Office for information about school closing.

English as a Second Language - ESL

The ESL program has been designed to increase English Language Proficiency for students who have a second language influence in their home. DoDEA strives to create a learning environment that encourages assimilating into the second language and culture while maintaining respect for and pride in their cultural and linguistic heritage. The ESL program delivers comprehension instruction so that English Language Learners (ELL) can attain the goals and outcomes set forth in the DoDEA Community Strategic Plan. The ESL program at HCES addresses both social and academic needs. Emphasis is placed on supporting student performance and mastery of English in the content areas. The ESL teacher connects the curriculum to the students' personal experiences while providing a bridge to English Proficiency.

Extra-Curricular Activities



Each year extra-curricular activities are offered to students at HCES. Activities vary year to year depending on staff personnel and student interest.

Family Education Rights and Privacy Act



School records are open for parental inspection and are defined as “any and all official records, files and data related directly to a student.” These include, but are not necessarily limited to, student cumulative record’s folder, attendance information, academic work completed, level of achievement (grades, standardized achievement test scores and the like), interest inventory data, family background, and verified reports of

serious or recurrent behavior. Sponsors and parents may also inspect all instructional materials used in federally supported programs.

The following items of information will be maintained in student records of HCES:

1. Registration Form (DSPA form 2030.2 and SD Form 600)
2. Duplicate Report Card
3. Student Transfer Evaluation (DSP form 402)
4. Pupil Personnel Service Referral Form
5. Test Information
6. Health Records (in Nurse's Office)
7. Immunization Form (in Nurse's Office)

If you wish to see your child's academic folder, please contact the Main Office. All records must remain in the Main Office.

Field/Study Trips

It is DoDEA policy to enrich school curriculum for all students by taking advantage of the cultural, historical, and natural geographical attractions of the local community. Curricular activities, in and out of school, are intended to broaden the scope of a student's education and interests. All school trips must relate to and augment the school's curricular goals and standards, and enrich the scope of a student's education and interests. The value of school trips and the educational benefits derived from participation on such trips should be weighed in relation to the impact trip participation has upon both the student's and the school's regular educational programs.

Both preparation and follow-up lessons for field trips should be planned. In addition, parents/sponsors should be notified of the purposes for all school-sponsored trips.

Chaperone requirements for any field/study trip: there must be parent volunteers with current background clearances. The number of chaperones per grade level is as follows: 1 parent for every 6 students in K-5th grades.

Please fill out a volunteer packet application at the beginning of the school year and turn it into the office so you will be prepared to participate with your child.

Fire Drills



Fire drills are essential. They are held weekly during the first month of school and once a month thereafter. In the event of a fire drill, or other emergency evacuation procedures, a loud, continuous voice announcement with alarm will be sounded.

Students will follow the evacuation route posted in the room and follow the teacher in an expeditious and orderly manner. Students are not to return to their rooms during or after an emergency evacuation procedure until given permission by an appropriate authority.

Foreign Language in Elementary Schools FLES

The DoDEA foreign language program prepares students to meet the challenges of an interdependent world community by enabling them to recognize the importance of learning foreign languages, to value learning about other cultures, and to develop proficiency in one or more foreign language.

Fundraising

DoDEA sets specific guidelines for all fundraising activities that occurs on behalf of Humphreys Central Elementary School. Please contact the school administration for specifics regarding what is allowable and how to proceed with attaining fundraising approval.

Gifted Education Program

It is the policy of DoDEA to identify giftedness among its students and to develop a plan for gifted education. Humphreys Central Elementary School provides gifted students a comprehensive program that assesses their giftedness and provides appropriately differentiated to others of their age, experience, or environment. These students exhibit high academic performance and/or excel in specific academic fields. A student's eligibility for gifted education services is based on a documented need for modifications in the student's instructional program to ensure continuous academic challenges and supporting services.

A Gifted Review Committee is established at the school to determine a student's eligibility for gifted education services. Optional ability testing may be used as one source of data for identification, but are not required components in the identification process. Other assessment data such as rating scales, anecdotal information, observations, performance assessments coupled with information from parents are essential elements as well.

The Gifted Education teacher works with these identified students using those programming options that meet the particular student's academic needs. Classroom teachers also use differentiating instruction in addition to collaborating with the Gifted Education Teacher to deepen and expand upon areas of study. Opportunities to address the social and emotional needs of the gifted are provided in the course of working with students on a regular basis.

Help Your Child Succeed in School

Help your child develop a positive attitude toward school. Refrain from criticism of other children and teachers in his or her presence.

Communicate regularly with your child's teacher.

Prepare your child for school by seeing that he/she has sufficient sleep, eats, a healthy breakfast, and wears suitable clothing.

Encourage habits of promptness, obedience and respect for authority. Help your child develop self-reliance by giving him/her responsibilities suitable for his/her age. Give your child a feeling of security at home by making him/her a part of your home activities. Teach your child to share experiences and possessions through communication.

Homework



Assignment of homework is left to the discretion of the teacher. Homework is intended to reinforce classroom instruction, prepare for the next lesson, transfer and extend classroom instruction, and provide opportunities for creative development. Homework should be done outside of class time.

The quantity and time spent on homework depends on the age and needs of the child. A suggested amount of time spent on homework is:

Grades 1-3 2-4 hours a week

Grades 4-5 5-6 hours a week

http://www.dodea.edu/Pacific/Korea/USAGHumphreys/HumphreysCentralES/Policies_and_Procedures/HASHomeworkPolicy.cfm

If your child is having trouble, please contact the teacher and /or counselor.

Parents are encouraged to:

- Provide a quiet place to work.
- Provide necessary materials.
- Schedule a regular study time.
- Review the student planner.
- Offer encouragement and praise.

Health Services



The school health program is designed to strengthen the educational process through health supervision and health education of the students. The school health program focuses

on three main areas. The first is health education that is accomplished in the classroom or on an individual basis. The second is health services for students. The third is environmental health and safety in an attempt to ensure an appropriate and safe learning environment.

The school nurse, with the assistance of medical personnel from the 168th Medical Battalion and other volunteers, conduct annual screenings for vision, hearing, and dental problems. Vision and hearing screenings are conducted for each new student who arrives after the scheduled screening for all students.

Fifth graders receive scoliosis exams. In addition, Fifth graders will also participate in a Growth and Development Program every spring. The program may include special speakers, such as Public Health Personnel, and School Nurse who will cover the following topics: puberty, growth and development.

If you have any questions or concerns regarding your child's health, please feel free to contact the school nurse at DSN: 756-9316 or COMMERCIAL: 050-3356-9316

Illness



Parents are responsible for ensuring that children who are sick stay home from school. If your child is ill, please keep him/her at home. Many illnesses are more contagious in the early stages before the illness is recognizable and diagnosed. If children are kept at home at the first signs of illness, fewer children are exposed, and the sick child benefits by resting and getting well. This leads to fewer lost days of attendance. Please notify the school nurse if your child has a contagious disease. Any time your child misses school, please send a note to the teacher.

School Policy states that children with vomiting, diarrhea or a temperature of 100F or above must be kept home from school until they are symptom free without medication for 24 hours.

The following are reasons to keep your child at home:

- A temperature of 100 degrees or greater
- Diarrhea
- Vomiting
- Continual coughing
- Pain, to include headaches and stomach aches

Re-Admittance criteria: (<http://www.dodea.edu/StudentServices/Health/index.cfm>)

In accordance with the DoDEA Health Services Guide, a student must display the following for re-admittance to school:

- Fever free for 24 hours after school exclusion for temperature 100F or greater without the aid of medication.
- No significant nausea, vomiting, or diarrhea for 24 hours without the aid of medication.
- Chicken pox (Varicella) lesions crusted and dry.
- Lice Treatment initiated, then retreat 7-10 days later. A child may return to school after being cleared by the school nurse.
- Impetigo lesions covered and under care of medical provider.
- Conjunctivitis, signs of infection have cleared and a doctor's note.
- Ringworm covered, under care of medical provider.
- Scabies, 8 hours after first prescribed treatment.

Children should remain at home for 24 hours after their temperature has returned to below 99.0 F, 24 hours after the last period of vomiting and diarrhea.

If a child becomes too ill to remain in school, the School Nurse will notify the parent to pick up the child and to take the child home.

Children with communicable diseases such as ring worm or pink eye may not return to school until they are no longer contagious. If a child has a communicable disease, please be sure to notify the School Nurse.

When your child returns to school after being absent due to illness, you are required to send a note to his/her teacher stating the specific type of illness. Unless specifically stated by a physician, children returning to school must go outside for recess.

For information about medication, see Medication.

Immunizations



Multiple immunizations are required prior to a student beginning school. Failure to comply with this requirement will result in a delay in enrollment until all immunizations have been acquired/started and verified by the School Nurse.

CAMP HUMPHREYS IMMUNIZATION CLINIC
 DSN: 753-7658 COMMERCIAL: 050-3353-7658

Inclement Weather



If school will be closed due to inclement weather, announcements will be made through the media: AFN TV, email, HCES and USAG Humphreys webpages, and radio. You may contact the Main Office for information about the closing.

Early Dismissal due to inclement weather is 10:45 am. Lunch will not be served.

Lost and Found

Students are responsible for their own belongings. We recommend that lunch boxes, backpacks, raincoats, jackets, hats, mittens etc. be clearly marked with the child's name, grade, and/or phone number. The lost and found will be located in a designated in the cafeteria. At the end of the school year, lost and found items are donated to a local charity.

DO NOT allow students to bring valuables to school. This would include radios, iPods, MP3 players, CD players, computer games, expensive jewelry, and toys. HCES is not responsible for any lost or stolen property.

Lunch and Breakfast Program

Students eat in the cafeteria and The Exchange System (AAFES) provides a nutritious hot meal daily. AAFES uses the Auto-Payment Plan for breakfast and lunch purchases. Meal accounts are opened at the AAFES PX Customer Service area. There are Customer Service Representatives available to explain the auto-payment plan to all interested parents. It is the parent's responsibility to ensure the account has money available.

Breakfast and Lunch Prices (SY 2019-2020)

Breakfast Prices		Lunch Prices	
Students Eligible for Free Meals	\$0.00	Students Eligible for Free Meals	\$0.00
Students Eligible for Reduced Price Meals	\$0.30	Students Eligible for Reduced Price Meals	\$0.40
Elementary Students Paying Full Price	\$1.75	Elementary Students Paying Full Price	\$3.25
Non-students and/or Second Breakfast	\$3.00	Non-students and/or Second Lunch	\$5.50
Additional Entrée/Sides	A la Carte Price	Lunch Plus Additional Entrée	\$1.75

AAFES provides the lunch menu for the month. Copies of the menus are available in the Main Office and can be found on the AAFES web site. Stars & Stripes also prints the menu for the month. Prices may change.

Mascot

Humphreys Central Elementary School mascot is the Eagle and our school colors are blue and white.

Medication



Should your child need to take prescription medicine during school hours, please contact the School Nurse. Medication may NOT be transported to or from school by a student. This includes Tylenol, aspirin, and cough drops. The medication must be delivered by a parent to the School Nurse in the original container, properly labeled by the pharmacy or physician, stating the name of the student, the medication, the dosage, and current date. No medication will be dispensed unless the nurse has a Hold-Harmless letter or medication permission letter signed by the physician.

Medication is kept in a locked cabinet.

Parent Newsletter



The school makes a concerted effort to communicate with parents. You will be advised of school events through a parent newsletter that is sent home monthly via our email distribution list. These newsletters should be read carefully as they contain important information about school special events, school closures, half-day, special assemblies, etc. Additionally, reminders may be sent to advise you of important dates and activities by the classroom teachers.

If you are not receiving any communication through email, contact the Main Office to update your email information.



Parent-Teacher-Student Organization PTSO



The PTSO sponsors and supports several events and projects throughout the school year such as: school picture day, Fall Fest, Santa Store, Teacher Appreciation activities, Scholastic Book Fairs and Book Club. Profits are used to support school programs for all students from classroom technology to books and materials.

Meetings are held monthly and everyone is encouraged to come. Help make our school the best it can be by participating in the PTSO. PTSO Officers are elected in the spring for the following school year. Your PTSO Officers for 2019-2020 school year are:

President – Jackie Williams
Vice President – Vacant
Secretary – Vacant
Treasurer – Stephanie Fritz
Parliamentarian – Vacant
Box Top Co-Coordinator – Melissa Sauer and Challis Larson
Popcorn Chairperson – Stephanie Koontz
Birthday Grams – Alicia Reese
Family Movie Night Chairperson – Nicole Leavitte
Holiday Shop Chairperson – Miriam Hunt
Teacher Representatives – Mrs. Gray and Mr. Taylor

Parental Concerns and/or Questions

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 counselor if the matter is not resolved in step 1.
- Step 3- The parent and teacher meet with the Principal or Assistant Principal if the matter is not resolved in step 2.
- Step 4 - Those matters which cannot be resolved at the school level are referred to the DISTRICT Superintendent's Office.

Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems.

Appointments may be made by contacting the classroom teacher or counselor by telephone, a written note, or an email. Appointments with the Principal or Assistant Principal may be made through the school secretary.

Appointments with teachers will take place outside of instructional time.

Peer Mediation

Peer Mediation is a program that teaches 4th and 5th grades students how to solve differences and conflicts using a social problem solving interactive model. At HCES, the School Guidance Counselor trains specially selected Student Mediators for 6 weeks. Upon completion of the training, Student Mediators have the opportunity to apply their learned skills with real-life peer conflicts. Only conflicts which meet specific criteria are selected for student mediators to solve. The process evolves over the school year and provides everyone with a mechanism to resolve differences and conflicts in an environment that is student-led but faculty monitored and supported.

Morning Meetings

Morning meetings are a great way to become a SCHOOL FAMILY. During the morning meeting we TEACH:

- PBIS skills
- Special presentations from Classes/students
- Special visitors/speakers

PBIS Targeted Skills

PBIS targeted skills are developed using school-wide behavior data, teacher and staff observations and parent suggestions. This data is presented to the PBIS committee. There the committee determines how best to teach skills to students before they become issues and address issues as necessary. Our targeted skills are anti-bullying, safety and making friends.

Prohibited Items

Students should bring to school only those items which are needed in order to do their schoolwork. Certain items can be distracting to their owners and to other students, may be a safety hazard, and/or may present an unnecessary temptation to other students to take or misuse them.

Some items prohibited at school include, but list is not all inclusive:

- toys
- cassette recorders, radios, CD players, iPods or MP3 players
- skateboards, scooters, roller blades, roller skates, wheelies
- stink bombs
- chewing gum
- cigarette lighters and matches
- tobacco products; e.g., cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff
- firecrackers and poppers

- weapons and/or ammo (real or pretend)
- laser light pointers

These items will be confiscated and returned to the sponsor. HCES will not accept responsibility for the security and/or replacement of these items that should not have been brought to school.

Repeated disregard of the above will result in disciplinary action. Cameras are allowed on special occasions. Students need prior permission from teachers or administration to bring cameras.

Progress Reports



Progress reports are sent home each quarter by classroom teachers to inform the parents of the student’s academic and social progress. The progress report may contain specific areas that are in need of improvement.

Report Cards



Student report cards are issued every 9 weeks or four times per school year. A student must have been enrolled 20 school days to receive grades for that quarter.

In Kindergarten through third grade, progress is reported as follows:

- CD = Consistently Displayed
- P = Progressing
- N = Not yet Evident
- Z = No Overall Grade

In fourth and fifth grade, progress is reported as follows:

A= 90-100 B= 80-89 C= 70-79 D= 60-69 59 and below is Failing (F)

School Advisory Committee

Humphreys Central Elementary School Advisory Committee (SAC) is comprised of elected members: parents and school professionals. In addition, the school principal, teachers’ union representative, and the installation commander (or designee) serves as liaison members of the committee. The purpose of this committee is to “provide a two-way communication between community and the school.” Minutes of the committee

meetings are shared with the community. Other links with the community will be established to ensure that all groups with an interest in the education program will have an opportunity for input. The SAC is responsible for advising the principal on matters affecting the operation of the school.

School Hours

Sure Start	7:30 am – 2:00 pm
Kindergarten - 5th Grade	7:30 am – 2:00 pm
Tardy Bell	7:35 am
Office	7:00 am – 4:00 pm

Students are to report to school no earlier than 7:20 a.m. with the exception of student purchasing school breakfast or riding the bus. Walkers are expected to leave campus at dismissal.

School Liaison Officer SLO

The School Liaison Program coordinates and assists school aged children of military parents with educational opportunities and information necessary to succeed in an academic environment. The School Liaison Office is located in Humphreys High School. The hours are Monday-Friday 8:00 am to 5:00 pm. The phone number is 753-8069 or 010-3769-8283.

School Safety Program

HCES has many preparedness programs that encompass School Safety. As a DoDEA school, HCES has formal Anti-Terrorism Training that is provided to every student at the beginning of each school year. In addition, HCES has developed and maintains a Crisis Response Team that addresses post-emergency conditions so that all school stakeholders are safe and well cared for. Furthermore, the Korea District Safety Officer provides direct consultation to school administration and the Garrison assists with school safety in matters that are directly offered by the US Army. Joint evacuation planning is also provided to the school with Garrison leadership. Procedures and processes are in place to actively monitor safety of everyone while they are in school.

Security

Humphreys Central Elementary School is concerned with the safety and security of students. All visitors, including parents/guardians, entering the school will be permitted into the school building and must show photo ID. Then you will sign in at the Main Office before going to a classroom or any other area of the building. Military Police may be called if a visitor is disruptive to the educational process.

Sexual Harassment

Sexual harassment is a form of sexual discrimination involving unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Any of these elements may constitute sexual harassment: physical contact, gestures, jokes, pictures, comments, terms of endearment, or questionable compliments. If sexual harassment occurs at school, the student or parent should report it to the teacher and /or the principal. Sexual harassment will not be tolerated. Consequences can include counseling, call to parents, and or suspension from school.

Special Education Information

HCES has a multi-disciplinary team to evaluate students who are having difficulty in achievement. The team consists of a teacher of the learning impaired (LI), school psychologist, counselor, nurse, and an administrator. Services are available for students that require Occupational Therapist and/or Physical Therapist from the EDIS at Camp Humphreys if it is so stated on their Individual Education Program (IEP).

Visually Impaired and/or Hearing Impaired teachers can be requested to consult with parents and teachers. Students who arrive with an active IEP will be placed in a program as close to the program they had in the previous school. All students, with disabilities, entering from a non-DoDDS school must meet DoDEA's criteria for eligibility which may require re-evaluation. Please visit the DoDEA web site for more information pertaining to the DoDEA special education programs. www.dodea.edu

Due Process Right of Parents of Special Education Students:

1. The right of access to all recorded information about their child.
2. The right to refuse permission for a formal assessment of their child with the understanding that the local school may request a hearing to present its reasons to obtain approval to conduct the assessment.
3. The right to be fully informed of the results of a formal assessment and a description of how the findings of the evaluation are to be used, by whom, and under what circumstances.
4. The right to request that the school provide information about where an independent evaluation may be obtained.
5. The right to question proposed modifications of the regular instructional program for their child.
6. The right to request a hearing if dissatisfied with attempts by the school to resolve a difference of opinion regarding the education of the children.
7. The right to a translator in order to accomplish any of the above if the primary language is not English.

Staff Development Program



Humphreys Central Elementary School is committed to the development of an ongoing comprehensive staff development program. The purpose is to achieve optimum effectiveness of the classroom learning development and instructional services for the benefit of all students. Staff development opportunities are open to the community.

Sponsors and parents are notified of early dismissal due to regularly scheduled Staff Development training in the monthly newsletter and through special announcements.

Standardized Testing

It is DoDEA policy that all system assessments administered in DoDEA measure student performance so that inferences can be made about student achievement in basic skill areas as well as provide a source of information for decision-makers concerning programs and services. Students take the DoDEA Comprehensive Assessment System, a norm-referenced test for students in grades 3 through 4. All students are given local assessments throughout the year. Parents will be advised of test results.

Student Placement

Humphreys Central Elementary School is concerned that each student has an opportunity for continuous progress by providing an appropriate program of studies designed to foster academic and personal success. Placement of each student will be considered on an individual basis and decisions will be made on the criteria of what is best for the student. The school has an established Retention Committee to recommend placement of students being considered for grade retention or other adjusted placement. The school principal reviews all committee recommendations and is the final approving agent for all cases.

Student Rights

The rights of students to participate fully in classroom instruction and in school activities shall not be abridged or impaired because of sex, race, color, national origin, or religion.

All students have the right to fair and equal opportunities in all educational and school sponsored activities. Students have the right to free inquiry and free expression of ideas. Students are responsible for the content of their expression and for assuring that such expression does not interfere with the freedom of others to express himself/herself. They have the responsibility to avoid libel, slander, obscenity, profanity, known falsehood, or disregard for truth. Students also have the responsibility for showing proper respect to those who wish to participate in flag salutes or patriotic ceremonies, and to respect the customs and flags of all nations.

Free expression is not to be restricted unless its exercise interferes with the orderly conduct of classes or school operations or disrupts the school community or host nation environment.

Study Trips



Study trips are taken by students to further enhance and expand learning. Costs to students are generally limited to entrance fee, food, personal requirement, etc. A parental permission slip is required for each student to participate in each study trip when transportation is required. If the class is walking to an activity, the teacher will inform you as to where and when they are going and the time they are expected back. Please complete and return these forms promptly.

Students at a school-sponsored study trip have the responsibility for acting in accordance with school rules, installation regulations, and customs of the host country.

Adequate supervision is needed for the safety of all students who are attending the study trip. When parent assistance for supervision of study trips is requested we hope you will volunteer. Study Trip Chaperones will pay for the trip and travel with the class.

Siblings, relatives, and other family members are not permitted to ride the school bus on study trips.

Substance Abuse Prevention

Healthy living is an integral part of HCES. As a result, Red Ribbon Week along with classroom curricular learning provides for the needs of substance abuse education and prevention at HCES. HCES and DoDEA have a zero tolerance policy on the use of all substances while in attendance. This includes alcohol and tobacco.

Supplies



All textbooks, workbooks, and most instructional materials are provided free of charge as long as the student takes proper care of issued equipment and materials. Reimbursement to the government will be made by parents/guardians for any loss or damage. Teachers will notify when your child needs more supplies.

Suspensions and Expulsions

See Discipline

Travel and Extended Leave

Parents and guardians are encouraged to plan family trips to coincide with school vacations. If extenuating circumstances cause parents to remove a student from school for an extended period of time, please stop by the school office to fill out a [Request for Pre-arranged Absence](#) Form within five school days prior to departure. See Appendix B for the Request for Pre-Arranged Absence Form

Videos / DVD's



The school has a policy of only showing G rated DVD's to students in Kindergarten – 2nd Grade and PG rated DVDs to students in 3rd – 5th Grades. If a student has a special video he or she would like classmates to see, the teacher or an administrator will screen the video before it is shown to students.

Visitor Identification and Control Policy



Providing a safe and secure environment for the students is a goal of Humphreys Central Elementary School. All visitors, regardless of rank or position, must sign in at the Main Office and wear the school's visitor badge at all times while they are in the school. If visual ID is in doubt, ID cards will be requested.

Volunteers

Education is a shared school-community enterprise. Volunteers are welcome at Humphreys Central Elementary School. Volunteers must sign in at the Main Office and wear a visitor badge. They make important contributions while sharing their talents.

Some services volunteers may provide:

- Chaperone study trips
- Create bulletin boards
- Create teaching aides
- Read aloud to the students
- Serve as a Classroom Parent
- Work with students in small groups

All HCES Volunteers are required to have a completed volunteer background check on file. You may pick up a packet from the school secretary.

Withdrawal of Student

Parents are to notify the main office at least ten school days prior to the date of withdrawal in order to permit all records to be completed. Before a student will be cleared or given a report card, all books and school property must be returned.

An Accelerated Withdrawal Date is issued by the DSO for students that will PCS before the end of the school year. Please bring the sponsor's orders to the office twenty school days prior to the student's last day of school.

Zero Tolerance Weapons Policy

Weapons will not be tolerated in school. Weapons are items carried, presented, or used in the presence of other persons in a manner to make reasonable persons fear for their safety. They include, but are not limited to: guns, look alike (replica) guns, knives, razors, box or carpet cutters, slingshots, nunchuks, any flailing instrument such as a chain or heavy studded or chain belt, objects designed to project a missile, explosive, mace, pepper spray, or any other similar propellant, or any object concealed, displayed or brandished in a manner that reasonably provokes fear.

Humphreys Central Elementary School

Absence Form

Student's Name: _____

Grade: _____ Teacher: _____

Sponsor's Name: _____

Sponsor's Contact Number(s): _____

Date(s) of Absence: _____

Reason for Absence:

Sponsor/Parent Signature

Date Received by Teacher: _____

Excused

Unexcused

BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

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

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

- Fight, push, shove, or trip other passengers
- Use or possess unacceptable items identified in the school "Code of Conduct."
- Push while boarding, on, or exiting the bus.
- Get on or off the bus while the bus is in motion.
- Make excessive noise, or play electronic equipment without earplugs.
- Put objects out of bus windows or hang out of windows.
- Engage in horseplay.
- Obstruct aisles, steps, or seats.
- Engage in public displays of affection.
- Eat, drink, or litter on the bus.
- Use profane or abusive language or make obscene gestures.
- Spit or bite.
- Harass, bully, or interfere with other students.
- Disrespect, distract, or interfere with bus driver.
- Damage private property.
- Sit in the bus driver's seat or touch bus operating devices or equipment.
- Open or try to open bus door.
- Throw or shoot objects inside or out of bus.
- Tamper with bus controls or emergency equipment.
- Violate any other school rule, law, or military installation regulation.



Note: Students may drink water and eat snacks on any daily commute bus that travels one-way in excess of one hour between the first pickup and drop-off. However, littering on the bus is still prohibited, and students are required to take their litter off the school bus. Any student who litters on the bus shall be disciplined in accordance with DoDEA Regulation 2051.1.

School Bus Infractions and Recommended Consequences		Bus Riding Privileges Suspended for:				
		Warning	5 School Days	20 School Days	30 School Days	Remainder of Year
<i>Number column designates the number of incidents.</i>						
1 UNSAFE BEHAVIOR						
a	Fighting, pushing, shoving or tripping					
b	Use or possession of unacceptable items identified in <i>this Regulation</i> . (The school bus is an extension of the school/campus.)					
c	Failure to have bus pass in possession.					
d	Pushing while boarding or leaving the bus					
e	Getting on or off bus while bus is in motion					
f	Not properly seated					
g	Putting objects out of bus windows or hanging out of window					
h	Making excessive noise or playing electronic equipment <i>without</i> using earphones					
i	Engaging in horseplay					
j	Obstructing aisles, steps, or seats					
2 INAPPROPRIATE BEHAVIOR						
a	Failure to remain properly clothed					
b	Public displays of affection					
c	Eating, drinking, or littering on bus					
d	Using abusive/profane language and/or gestures					
e	Spitting or biting					
f	Harassing or interfering with other students					
g	Failure to comply with bus driver's or monitor's instruction					
h	Disrespect, distraction, or interference with driver					
3 DESTRUCTIVE BEHAVIOR						
a	Damaging private property (requires payment of damages)					
b	Sitting in driver's seat or tampering with bus controls					
c	Opening or trying to open bus door					
d	Throwing or shooting objects inside or outside of bus					
4 PROHIBITED BEHAVIOR						
a	Tampering with bus controls or emergency equipment					