Humphreys HS School Advisory Committee (SAC)
Meeting Agenda
Tuesday, 19 January 2021/4:00 PM/Virtual Meeting (https://meet.google.com/txo-jqtc-qsp)

Meeting Norms: Start/End on time (1 hour). Have a sign-in sheet. Active engagement. Follow bylaws. Follow agenda.

1. Welcome.

2. Presentation of last meeting's approved minutes.

3. Reports:
    a. SAC Chair
        i. This is the response to the request to add honors classes to the course offerings at Humphreys High School. DoDEA HQs has had the opportunity to review the proposal and the concerns raised and offers the following feedback.

DoDEA's course offerings are designed to challenge students academically, while supporting the social and emotional needs of all students. The course catalog allows all students equitable access to Advance Placement (AP) courses and grants students the option to opt out of the final examination as reflected in the newly released DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy". This was designed to alleviate the pressures described in the SAC's proposal, while maintaining course offerings that are rigorous. Additionally, DoDEA AI 1367.01 now provides a weighted grade for students who successfully complete an AP course without taking the final examination, which is included on the student's transcript. While AP courses are accessible to all students, these courses should be carefully selected under the guidance of the school counselor, in collaboration with the student and parent. Further, DoDEA teachers are trained to differentiate content, processes, and the learning environment to meet the individual needs of all students within the class. Therefore, if the AP class is determined to not be the right type of class for the student, the regular classroom environment should challenge the student through differentiated instruction.
While the data included in the proposal raises a concern on the preparedness of our students for the AP exam and the mastery of skills in AP course content, the solution does not lie in offering additional weighted courses. Therefore, the DoDEA course catalog will not include the addition of honors courses. However, our HQs stands at the ready to assist working through other possible solutions. The DoDEA Education Policy and Operations Division Team and the Curriculum and Instruction Division Team collaborated on the response. It was a

collaborative team review and response, however, the Chief for the Education Policy and Operations Division is Dr. Lisa Holloway and the Chief of the Curriculum and Instruction Division is Ms. Lori Pickel.

b. Principal
c. Garrison
d. School Liaison Officer (SLO)

4. Old Business

a. Remote Learning: Proposal for a feedback mechanism (loop) for remote learning (Continuous Improvement)
b. Honors Courses

5. New Business

a. Live streaming athletic events. Proposal:
b. Character Education. Proposal:
c. Tardy while changing classes. Proposal: Clarification on when Tardy is valid – student crosses the classroom threshold before bell rings or do they have to be in the seat? The Student Handbook is not clear.
d. Alcohol and Drug Policy. Proposal: Include in the HHS Handbook.
e. Hybrid Schedule. Proposal for SY2021-2022 HHS to incorporate a hybrid schedule giving teachers and students longer periods on Tuesday and Wednesday for students to remediate and meet with teachers during the school day and teachers to have an extended class period once a week for experiments, art projects, project based learning, etc.
f. Local Interagency Coordinating Council. Proposal: Community interest survey to HHS parents to target needs of the community so community partners and agencies can share in the responsibility of meeting those needs.

6. Open Forum

7. Closing

Next Meeting: March 16, 2021 @ 1600 via Google Meet link:
https://meet.google.com/txo-jqtc-qsp

HHS SAC Purposes:

* Advise the principal and installation commander on policies and programs within their purview.
* Foster communications among administrators, military leaders, parents, and students.
* Provide a coordinated process to address and resolve issues at the lowest level. Facilitate problem solving and recommend action to appropriate officials.

HHS CHARACTER EDUCATION PROPOSAL (SY2020-2021)

"Character Education is Our Shared Responsibility"–US Department of Education

While Character Education does not guarantee success, its absence risks failure.

PROPOSAL: Do not reinvent the wheel – For School Year 2021-2022, adapt and carry over the Pillars of Character taught in DODEA Humphreys Elementary Schools to Humphreys Middle and High Schools in an effort to provide both a platform and a common language for important conversations with students and families. This program will help both returning and incoming students to have a clear understanding of what Character means at HMS & HHS. It will help form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and provide opportunities for school leaders, teachers, parents, and community partners to model exemplary character traits and social behaviors. Counselors from HCES & HWES could assist HMS & HHS Counselors, during "*Collaboration Tuesdays*," with content development.

AREA	Possible Measurements include but not limited to:
Academic Performance	Decrease in Number of Failing Grades
Social and Emotional	Decrease in Verbal Altercations, reported Bullying, etc. Increase in Students Feeling Safe
School Climate	Increase in a positive school climate
Character	Increase in students treating each other with greater kindness

The **Six Pillars of Character** is a framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: **Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship**. Each of the six character traits are used within our CHARACTER COUNTS! program to help instill a positive learning environment for students and a "culture of kindness" making schools a safe environment for students to learn. The Six Pillars of Character values are **not** political, religious, or culturally biased. In fact, every year since 1995 this program has been officially recognized and endorsed by the U.S. Senate and The President of the United States. (https://charactercounts.org/program-overview/six-pillars/)

CHARACTER COUNTS! provides DODEA Elementary schools, districts, and communities with a common framework to positively reinforce the behaviors they want to see in our youth. **CHARACTER COUNTS! promotes:**

The Six Pillars of Character Social-emotional growth	Positive school climate
School safety	Anti-bullying strategies
Academic competency	

The **Pillars of Character** form the foundation of a culture of school excellence, community, and respect, which in turn, contributes to a strong and dynamic School that incorporate Pillars of Character are positioned to succeed.

Army Core Values never go away. They are inherently part of everything they do as should some type of character education that is consistent and continuous during the "One DODEA" Student Experience from Elementary through High School.

RESEARCH - U.S. Department of Education

https://www2.ed.gov/admins/lead/character/brochure.html

Indeed, one of the six goals of the Department of Education is to "promote strong character and citizenship among our nation's youth" *(Strategic Plan 2002-2007)*. To reach this goal, the Department of Education joins with state education agencies and school districts across our country to provide vital leadership and support to implement character education.

What is the school's role in character education?

Students spend much of their young lives in classrooms. This time in school is an opportunity to explain and reinforce the core values upon which character is formed.

In school, character education must be approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

To successfully implement character education, schools are encouraged to:

- Take a leadership role to bring the staff, parents and students together to identify and define the elements of character they want to emphasize;
- Provide training for staff on how to integrate character education into the life and culture of the school;
- Form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and
- Provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors.

State education agencies, through a collaborative community process, have chosen to incorporate character education into their school improvement plans and state standards. Some states have chosen to implement character education through official

state policies such as the Michigan State Board of Education Policy on Quality Character Education. Many schools have chosen to incorporate character education into their plans for Safe and Drug-Free Schools and Communities.

From state to state, the following are common threads in character education agendas:

- Involvement of the whole community in designing and implementing character education for its schools; and
- Commitment to making character education an integral part of the education process.

Federal resources and support for character education

The United States Congress and the Department of Education have expanded support for character education for more than a decade, enabling schools across our nation to implement character education in a variety of ways. The Department of Education provides grants to state and local education agencies to support the development of character education. Since 1995, through the Partnerships in Character Education Program (www.ed.gov/programs/charactered/index.html), the Department has awarded 97 grants to assist in designing, implementing and sustaining high-quality opportunities for students to learn and understand the importance of strong character in their lives.

RESEARCH - ***The Effectiveness of Character Education Programs in Middle and High Schools***

https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1125&context=edc_theses

In general, the schools that spent more time and effort implementing character education programs have found more positive results than schools that spent less time and effort. Although character education can be implemented at any academic level, this section recognized elementary schools as being the most likely to include character education. **School counselors may be one of the most important roles within the school atmosphere when it comes to character education.** Since the school counselor is often responsible for making assessments and forming therapeutic relationships with students, they are likely to be a good resource for students who need moral development.

Educators who have implemented CHARACTER COUNTS! have reported that kids displayed more positive interactions with adults after participating in the program (Josephson Institute, 2011). Research indicated that students exhibited fewer behavior problems, received higher test scores and recorded fewer absences from school. Overall, the CHARACTER COUNTS! program promoted a set of values that, when modeled by teachers and administrators, improved behaviors, and academic success.

One complaint about the character education movement is that it is sometimes perceived as a conflict with the general education curriculum (Stiff-Williams, 2010). Schools are often pressured to provide a standards-based education and incorporating character education can get in the way of that. Teachers, administrators, and parents may question or resist implementation of a character education program if it is likely to take any focus away from the standards-based curricula. Educators may be reluctant to incorporate character education programs into their curriculum if they cannot measure the effectiveness of the programs.

Character building begins the moment a child walks into school and takes place throughout the entire school day (Kohlberg & Hersh, 1977). Schools do not need to implement a specific curriculum in order for character development to take place in school. Students are constantly watching and learning from the adults in school, such as teachers, administration, and support staff (Character Education Partnership, 2010). They can observe the ways that these adults handle conflict, disciplinary issues, and behavior problems. Character education can be initiated at any grade level and would be beneficial to all grade levels (Character Education Partnership, 2010). **At the elementary level, students may learn about social and emotional skills. Students may learn about more complicated or mature topics, such as reducing prejudicial behaviors, at the secondary level, after they have developed a strong foundation of values. It is essential for school districts to infuse character education at the elementary level, so the skills and behaviors that were taught can be reinforced at the middle and high school levels.**

When Lockwood inquired about why more character education programs are implemented at the elementary level, he learned that elementary teachers focused much more on the socialization of young children than their high school counterparts. In high school, teachers were more likely to concentrate on specific subjects than on character education. *Character education can still be incorporated into the high school curriculum and be an impactful experience for students at this level* (Williams et al., 2003**). Several authors have supported the idea that character education has been introduced at the elementary level and revisited during the high school years when students are more likely to display problem behaviors.**

Schools are in a primary role to offer support to our youth and help them to achieve their greatest potential, both as students and as people. When schools offer a place for students, teachers, and parents to feel safe, valued, and encouraged, they are more likely to do their best work. Educators must be proactive in teaching good character, especially with the challenges and negative influences that our youth face today.

Teachers can make a great impact on students by teaching and exhibiting moral behaviors (Auciello, 2007). Students can learn by observing what teachers do right and wrong. Sometimes, teachers' behaviors are especially noticeable if they are incongruent with what they are teaching. Since teachers play such a crucial role in the socialization of their students, they must modify their curriculum to meet the

needs of their students and facilitate students' moral growth (Post, 1997). Teachers should be educated about core values and understand how important it is to display these values for their students. They must also have the knowledge, understanding, drive, and commitment to enable positive change in their students and schools.

The teachers identified the following core values as part of the character education program: appropriate intervention, kindness, acceptance, diversity, friendship, accountability, consistency, caring, fairness, honesty, integrity, responsibility, and respect. The three core values that were identified the most were **integrity**, **responsibility**, and **respect**. Respect has been established as the main focus of the character education program in many middle and high schools.

The positive comments exchanged by staff and students throughout the school day and the respectful, courteous, and supportive behavior exhibited by staff when interacting with students are more examples of how teachers are actively demonstrating important aspects of the character education program. Teachers have the opportunity to influence students' behaviors by teaching and exhibiting what is morally correct (Auciello, 2007; See & Arthur, 2011). Finally, students perceived staff at the middle and high school as caring and reported that they could go to an adult in the school with a problem, as stated by the survey participants. **A school that has implemented a successful character education program exemplifies caring and respect amongst students, teachers, administrators, and staff (Character Education Partnership, 2010).** The findings from this study indicated that character education programs can be successful at the middle and high school level and teachers can effectively incorporate core values into the school's curriculum.

Implications for School Counselors

The findings of this study can provide valuable information for school counselors who are interested in and given the opportunity to implement character education programs into schools.

In many schools, counselors are viewed as leaders and are often depended upon for identifying the schools' most urgent needs and implementing a plan to address these needs (Dollarhide, 2003). Implementing a character education program in a middle or high school may be the most effective way to identify multiple needs in a school.

School counselors are in a unique position, because they have the opportunity to impact the other adults in the school (teachers, administrators, support staff, and other school personnel) about the school's most pressing needs and guide the entire school community towards implementing the proper curriculum to address these concerns.

If school counselors are to be leaders of transformation efforts within the schools, then they must play a significant role in helping students to become better people and better citizens (Rayburn, 2004).

In a generation where violent acts are on the rise, parents have become less involved with their child's academics, and students have become more disrespectful to authority figures, character education has resurfaced as an effective solution to an ongoing problem. Teachers and other school personnel are more responsible now than they have ever been before for modeling good behavior and shaping students' morals and values. Character education supports the age old concept, "It takes a whole village to raise a child."

AN ADDITIONAL CHARACTER EDUCATION PROGRAM – ***The Positivity Project "the P2" Background***

https://posproject.org/why-relationships/

Two co-founders and leaders of The Positivity Project, also known as "the P2." They both graduated from West Point and deployed to Iraq and Afghanistan a combined five times for 52 months. But their desire to serve the nation didn't end there. In fact, it was just the beginning.

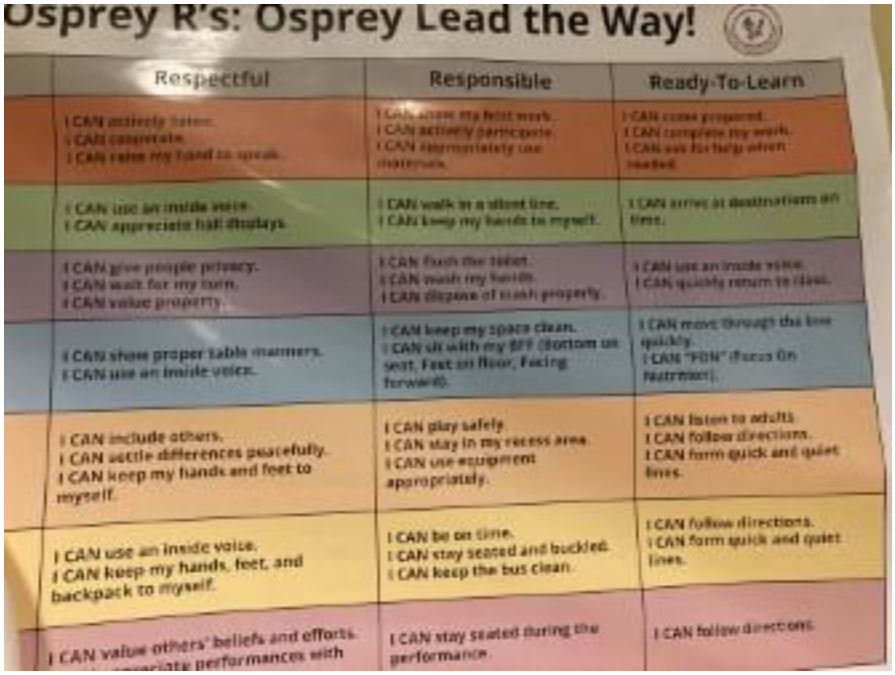
After leaving active duty, they found themselves asking a simple question: What does our country need and how can we help? They determined that, pound for pound, they could make the biggest impact by empowering America's youth to build positive relationships by seeing the good in themselves and others.

"That's because our capacity to build strong character-based relationships is the cornerstone of health, happiness, and resilience – and will be crucial in meeting challenges of the future". Their inspiration is Dr. Chris Peterson, one of the founders of positive psychology who said, "sum up positive psychology in just three words – Other People Matter. Period. Anything that builds relationships between and among people is going to make you happy."

Check out their website for data, education, and programs they offer.

HWES EXAMPLES OF COMMON LANGUAGE

AS SEEN THROUGHOUT THE SCHOOL



Osprey R's: Osprey Lead the Way!

Respectful	Responsible	Ready-To-Learn
I CAN actively listen. I CAN cooperate. I CAN raise my hand to speak.	I CAN share my best work. I CAN actively participate. I CAN appropriately use materials.	I CAN come prepared. I CAN complete my work. I CAN ask for help when needed.
I CAN use an inside voice. I CAN appreciate hall displays.	I CAN walk in a silent line. I CAN keep my hands to myself.	I CAN arrive at destinations on time.
I CAN give people privacy. I CAN wait for my turn. I CAN value property.	I CAN flush the toilet. I CAN wash my hands. I CAN dispose of trash properly.	I CAN use an inside voice. I CAN quickly return to class.
I CAN show proper table manners. I CAN use an inside voice.	I CAN keep my space clean. I CAN sit with my BFF (bottom on seat, Feet on floor, Facing forward).	I CAN move through the line quickly. I CAN "FDN" (Focus On Nutrition).
I CAN include others. I CAN settle differences peacefully. I CAN keep my hands and feet to myself.	I CAN play safely. I CAN stay in my recess area. I CAN use equipment appropriately.	I CAN listen to adults. I CAN follow directions. I CAN form quick and quiet lines.
I CAN use an inside voice. I CAN keep my hands, feet, and backpack to myself.	I CAN be on time. I CAN stay seated and buckled. I CAN keep the bus clean.	I CAN follow directions. I CAN form quick and quiet lines.
I CAN value others' beliefs and efforts. I CAN appreciate performances with	I CAN stay seated during the performance.	I CAN follow directions.

Classroom	I CAN actively liste I CAN cooperate. I CAN raise my han
Hallways	I CAN use an inside I CAN appreciate h
Restroom	I CAN give people p I CAN wait for my t I CAN value proper
Cafeteria	I CAN show proper I CAN use an insid
Recess	I CAN include othe I CAN settle differe I CAN keep my han myself.
Bus	I CAN use an inside I CAN keep my han backpack to mysel
Public Behavior	I CAN value others I CAN appreciate p appropriate behav

SCHOOL ADVISORY COMMITTEE (SAC)
HUMPHREYS HIGH SCHOOL JANUARY 2021
MODIFIED BLOCK SCHEDULE PROPOSAL
SCHOOL YEAR 2021-2022

CURRENT	PROPOSED
Humphreys High School Schedule consists seven period school day with an abbreviated lunch. Currently, there is no opportunity for seminar/advisory. -HHS is the only DODEA Pacific Region High School (1 of 12 High Schools) that does not offer a block schedule with a seminar/advisory period. -The current seven period day with an abbreviated lunch school day limits students' access, to teachers, to before or after school. Some students are at a disadvantage because they may not be able to meet with teachers outside of the school day. -Some courses lack more hands-on class time. -Students ability to utilize the Library (Information Center) is not built into the school day. -Students that are behind due to the pandemic do not have additional time and teacher access for remediation. -Incoming HMS Middle Schoolers have a schedule adjustment since they follow a Block Schedule.	Consider a Hybrid Schedule (similar to Kadena) whereby students have access to teachers, during a school day, for assistance or remediation in a PAW (**P**roductivity, **A**ssistance & **W**ork Recovery). A proposed schedule does not need to mirror Kadena but for reference, their schedule is as follows: **M, TH, F Periods 1-7** **Tues Periods 5-7 & PAW** (**P**roductivity, **A**ssistance & **W**ork Recovery) **Wed Periods 1-4** -In an modified block schedule, on the day(s) of the week that only three/four classes are held, an opportunity exists for more hands-on learning in courses such as art, laboratory science, technology, and physical education because of the additional more class time. -During PAW time, students are able to get help with classwork, do homework, take test corrections, use Library (Information Center) resources, take surveys, participate in projects, and/or connect with teachers, counselors, and peers. -In addition, time might be used for assemblies, to minimize impact on instructional minutes in regular classes.

SCHOOL ADVISORY COMMITTEE (SAC)
HUMPHREYS HIGH SCHOOL JANUARY 2021
MODIFIED BLOCK SCHEDULE PROPOSAL
SCHOOL YEAR 2021-2022

RESEARCH – MODIFIED BLOCK SCHEDULES

STUDENT PROS	STUDENT CONS
Students have more time for reflection and less information to process over the course of a school day.	Merely changing the school bell schedule will not guarantee better student performance.
Many schools report greater numbers of students enrolled in Advanced Placement classes with stable or increasing pass rates because they can study a subject in depth without interruption.	Students may experience difficulty recovering from class absences. There are some indications that, because of this factor, the more motivated students have fewer absences.
Research found some students retain information longer.	Students have less issues focusing for shorter periods of time.
Hands-on courses, such as art, laboratory science, technology, and physical education have more class time.	Does not allow for continuity of core classes such as math or science which may be predicated on previous material in previous classes.
Teachers see fewer students during the day, giving them more time for individualized instruction.	Students do not have daily contact with each teacher.
Reduces student discipline affected adversely by schedules that release all students into hallways 6 to 10 times a day for three to five minutes of chaos.	

HHS STUDENT HANDBOOK PROPOSAL (SY2019-2020)

THREE-FOLD PROPOSAL:

1.Tardy Policy and Drug & Illegal Substance Policy: Need for Clarification and Inclusion in the Student Handbook.

2.Consider a Student Handbook Overhaul - Edit and reformat to a more useful and comprehensive document, segmented by topic, following an exemplary, clear, student-friendly DODEA HS Student Handbook to prevent reinventing the wheel. Take it up a level to create efficiency/consistency and request all DODEA High School Handbooks be designed and standardized at the Regional Level with the ability to customize with school specific information/differences. Take it up another level to gain even more efficiency/consistency and request that DODEA Headquarters compile a standard High School Handbook that can be customized with any region or school specific information/differences. This would be beneficial for students/stakeholders transferring between DODEA High Schools as well as a timesaver for all the schools that edit, revise, and reinvent this document annually. Clearly outline these policies and procedures in the Student Handbook to clarify the policies while minimizing interpretation.

3.Locate all DODEA Handbooks in the same location(s) (even if it starts within the Pacific region), on their respective websites using the **same naming conventions & icons** so navigation is user friendly.

AREA	HHS STUDENT HANDBOOK	GUAM STUDENT HANDBOOK
Tardy **HHS Page 12** **Guam Page 36**	a. An excused tardy follows the same guidelines as an excused absence. Only administration determines excused or unexcused and a parent must call, send a note or escort student into school explaining tardiness. 1st unexcused tardy: no consequence 2nd unexcused tardy: no consequence 3rd unexcused tardy: 1 after school detention 4th unexcused tardy: 3 after school detentions 5th unexcused tardy: Saturday detention & Parent meeting with the administration 6th unexcused tardy: Saturday detention & 3 after school detentions & SST referral to determine next step ** Students who are late after lunch will be given automatic after school detention at each occurrence. Does not count towards overall tardy count **	E.8 UNEXCUSED TARDY **An Unexcused Tardy occurs when a student is not in class and ready to learn when it is time for the class to start. Students must be in class on time, seated, and ready to work**. Students who are tardy for school may give their excuse note to the front office during the school day. The School Administration determines if the tardy is excused or unexcused. Students are not excused due to heavy traffic, over sleeping, babysitting, missing the school bus, and power outages. A student arriving late to class without a hall pass is unexcused. Tardies are cumulative in all classes throughout the semester. Both excused and unexcused tardies are recorded. However, discipline consequences only apply for unexcused tardies. Teachers will let the student know they are tardy each time they are tardy. The administration or their designee will notify the parents on the third unexcused tardy. The 4th through 6th unexcused tardy will result in one after-school detention. The 7th through 9th unexcused tardy will result in two days of after-school detention. Ten or more unexcused tardies result in either In-School Suspension, Out-of-School Suspension, Expulsion, or Notification of Command. Students arriving on a late school bus will be excused. Students doing business with a faculty member will be given a hall pass to class and will be excused.

HHS STUDENT HANDBOOK PROPOSAL (SY2019-2020) – *continued*

AREA	HHS STUDENT HANDBOOK	GUAM STUDENT HANDBOOK
Student Discipline **HHS Page 15** **Guam Page 38**	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) …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).	G.1 BEHAVIOR EXPECTATIONS FOR STUDENTS 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) …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).
Grounds for Disciplinary Actions **HHS Page** **Guam Page 42**	Not included Could not locate this content within the Handbook or is it listed within a Regulation? Add to the HHS Handbook	G.13 GROUNDS FOR DISCIPLINARY ACTIONS This section describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this Regulation does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct: 1. While on school property. 2. While in route between school and home or any school activity. 3. While on vehicles owned by the Government or contracted by DoDEA for the transport of students. 4. During the lunch period on a school day, whether on or off campus. 5. During or while going to or from all school-sponsored or school-supervised events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities. 6. When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of- school actions. For out-of-school actions that involve First Amendment rights there must be substantial disruption to the school.

HHS STUDENT HANDBOOK PROPOSAL (SY2019-2020) – *continued*

AREA	HHS STUDENT HANDBOOK	GUAM STUDENT HANDBOOK
Illegal Substance Policy **HHS Page** **Guam Page 43**	Not included Could not locate this content within the Handbook or is it listed within a Regulation? Add to the HHS Handbook.	G.14 MAJOR OFFENCES Grounds for in-school /out of school suspensions and expulsion A student may be disciplined, to include removal from school (i.e., suspension, expulsion, or out of-school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct: …3. Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages. 4. Possessing or using tobacco, or any product containing tobacco or nicotine products; including, but not limited to: cigarettes, electronic cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut. 5. Possessing, using, distributing, or the attempted possession; use or distribution of any illegal/controlled substance; as defined in enclosure 2. A mandatory expulsion recommendation is required for a second offense. 6. Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.
Additional Sections included in Guam's Student Handbook re: DISCIPLINE not included in HHS	Not included Compile related regulations by Section.	**DISCIPLINE** G.1 BEHAVIOR EXPECTATIONS FOR STUDENTS G.2 EXTRA CURRICULAR ACTIVITIES/SPORTS/DISCIPLINE G.3 APPEALS PROCESS G.4 BULLYING G.5 BUS DISCIPLINE G.6 CONFISCATION OF PROPERTY G.7 CONSEQUENCES OF CONDUCT VIOLATIONS AND PENALTIES G.8 DETENTION G.9 DRESS CODE G.10 ACTIONS FOR DRESS CODES VIOLATIONS G.11 EXPULSION G.12 FORMAL HEARING G.13 GROUNDS FOR DISCIPLINARY ACTIONS G.14 MAJOR OFFENSES G.15 MINOR OR FIRST OFFENSES

HHS STUDENT HANDBOOK PROPOSAL (SY2019-2020) – *continued*

AREA	HHS STUDENT HANDBOOK	GUAM STUDENT HANDBOOK
Additional Sections included in Guam's Student Handbook re: DISCIPLINE not included in HHS	Not included Compile related regulations in one section.	**DISCIPLINE continued** G.16 NOTICE TO LAW ENFORCEMENT AUTORITIES G.17 PUBLIC DISPLAY OF AFFECTION G.18 QUESTIONING OF STUDENTS G.19 RELIGIOUS HOLIDAY OBSERVANCE G.20 RIGHTS AND RESPONSIBLITIES OF STUDENTS AND TEACHERS G.21 SCHOLATIC INTEGRITY G.22 STUDENT RIGHTS AND RESPONSIBLITIES G.23 SUSPENSION G.24 TEACHER'S RESPONSIBLITIES G.25 TEACHER'S RIGHTS G.26 WEAPONS AT SCHOOL/ITEMS INAPPROPRIATE AT SCHOOL

PACIFIC WEST HIGH SCHOOL LANDING PAGES - LEFT SIDE WEBSITE NAVIGATION

HUMPHREYS	OSAN MHS	DAEGU MHS	GUAM
Pacific West	**Pacific West**	**Pacific West**	**Pacific West**
Home Page - HHS	**School Home**	**School Home**	**School Home**
About Us	**About our School**	**PCS Information**	**Back to School**
Contact Us	**Back to School**	**About our School**	**Teacher Portal**
Get Involved	**Principal's Corner**	**Back to School**	**Student Portal**
Calendar	**School Calendar**	**Principal's Corner**	**Parent Portal**
Student Resources	**Graduation**	**Calendars**	**About our School**
Curriculum	**Curriculum**	**Health Services**	**Principal's Corner**
Parent Resources	**Health Services**	**Students**	**Calendars**
Our Community	***Student Meal Program***	**Teachers**	**Curriculum**
Employment	**Student Transportation**	**Parents**	**Graduation**
	School Activities	**Student Services**	**Health Services**
	Policies & Procedures	**Library Services**	**School Activities**
	Student Services	**Online Resources**	***School Meals Program***
	Library Services	**Graduation**	**Policies & Procedures**
	Online Resources	**Curriculum**	**Get Involved**
	Get Involved	**School Activities**	**Student Services**
	Our Community	***Student Meal Program***	***Registration***
	Registration	**Student Transportation**	**Student Transportation**
	PCS Information	**Policies & Procedures**	**Online Resources**
	Employment	**Get Involved**	**Library Services**
	Contact Us	**Employment**	**PCS Information**
		Contact Us	**Our Community**
			Employment
			Contact Us

PACIFIC WEST HIGH SCHOOL STUDENT HANDBOOK WEBSITE LOCATIONS

HUMPHREYS: 2 locations	**OSAN MHS: 1**	**DAEGU MHS: 1**	**GUAM: 1**
Landing Page **Home Page - HHS**	Left Navigation Link **Policies & Procedures**	Left Navigation Link **Students**	Left Navigation Link **Policies & Procedures**
-**Student Handbook** is found, after scrolling down, on the Landing page right side after the following:	**Parent-Student Handbook** Icon is the first Icon to click on the upper right side	**-Student Handbook** (14th sub link)	**Student Handbook** Icon is the first Icon to click on the upper right side
1 Humphreys High School 2 Attendance 3 Registrar 4 School Transportation 5 School Liaison Officer 6 School Webmaster **7 HHS Student Handbook** Helpful to have **Handbook** on Landing Page but should also be under **Student Resources** left link. *Consider using the standard handbook icon call attention to it and place without having to Scroll to locate*	***Only school to call it the Parent-Student Handbook***	Left Navigation Link **Policies & Procedures** (no Handbook Link or Icon to click)	
Left Navigation Link Handbook under **Parent but NOT Student Resources -Policies & Procedures (sub link) Student Handbook** Icon is the first Icon to click on the upper right side			
**All High Schools should have Handbook links in multiple places & listed logically under a Student/Student Resources link.*			

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1. Graduation Requirements (DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," July 29, 2020)
2. Humphreys High School Course Catalog, 2020-2021
3. Transferring Course Credits to a DoDEA School (DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," July 29, 2020)
4. Add or Withdraw from a Course (DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," July 29, 2020
5. Home-School
6. Student Grade-Level Placement (DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004)
7. Grading and Grading System
8. Progress Reports/Report Cards (DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995)
9. Transcripts/Records Policy/Access to Student Records
10. System-wide Assessment Program (DoDEA Regulation 2000.06, “System wide Assessment Program,” March 26, 2010)
11. Scholastic Integrity
12. Student Attendance (DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended)
13. Student Absences and Tardy Information
14. Tardy Table of Consequences
15. Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014).
16. Interstate Compact on Educational Opportunity for Military Children (DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017)
17. Religious Holiday Observance (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012
18. 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)
19. School Bus Behavior (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended)
20. Student Dress Code (DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,” April 17, 2012)
21. Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012
22. Interscholastic Athletics
23. Education Student Services
24. Special Education (Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015)
25. Section 504 (DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009.
26. English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007)
27. 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)
28. School Psychology (DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004)
29. School Health Services (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

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30. 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)
31. Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum
32. Access to School Facilities
33. Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010)
34. Visitors and Volunteers (DoDEA Administrative Instruction 4700.3, “Application and Background Check for DoDEA School Volunteers and Student Teachers,” May 15, 2006)
35. 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)
36. 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)
37. 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)
38. Sexual Harassment (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18- DMEO-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)
39. Parent/Student/Teacher Communication
40. Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs (DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160)
41. Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)
42. Medication at School
43. First Aid and Emergency Care (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)
44. Emergency Notification Procedures (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)
45. Student Illness
46. Medical Care for Overseas Non-DoD Dependents
47. Incident Reporting/Accident-Injury
48. Safety and Security (DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017) - School and Community Social Services/Medical/Family Advocacy
49. Parent-Teacher Conferences
50. School Advisory Committees (DoDEA Europe & DoDEA Pacific) and School Boards (DoDEA Americas)
51. Role of Social Media
52. Noncustodial Parent Rights

There are hyperlinks in the HHS Student Handbook to the applicable DODEA Policies & Procedures

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There are hyperlinks in the GHS Student Handbook to the applicable DODEA Policies & Procedures