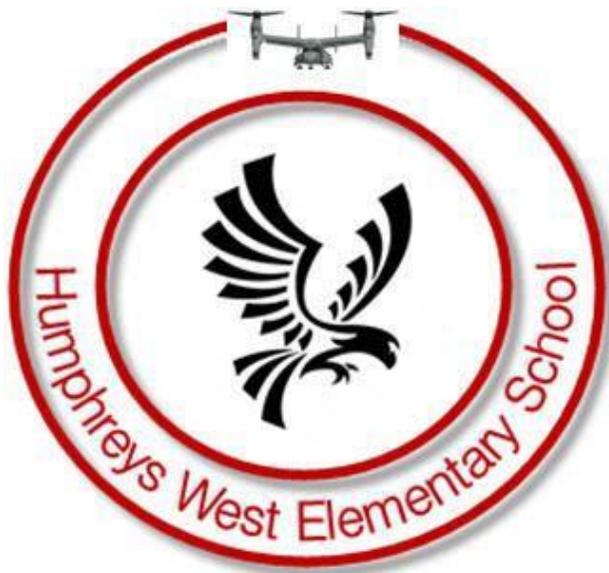


# **HUMPHREYS WEST ELEMENTARY SCHOOL STANDARD OPERATING INFORMATION PARENTS AND STUDENTS**

**2020-2021**



## **Purpose Statement**

Work together to develop characteristics and implement practices that produce enduring student, staff, and school excellence.

## **Mascot**

Osprey

## **School Colors**

Red, Silver, Black

**Facebook:** DoDEA Humphreys West Elementary School

**Website:** <https://www.dodea.edu/HumphreysWestES/>

## SCHOOL DIRECTORY

When calling from off post, dial 05033 plus the last 6 digits of the DSN#.

OFFICE.....	757-2127
COUNSELOR - Ms. Joyce Fointno (joyce.fointno@dodea.edu).....	757-2117
COUNSELOR - Dr. LaQuana Green (laquana.green@dodea.edu) .....	757-2118
SCHOOL NURSE – Ms. Mildred Martin (mildred.martin@dodea.edu) .....	757-2111
CAFETERIA – Ms. Kim Chi-Hyon (kimchihy@aafes.com) .....	757-2113
STUDENT TRANSPORTATION OFFICE .....	754-9444

## SECTION I: MISSION/PURPOSE/ACCREDITATION/SCHOOL GOALS

### HWES PURPOSE STATEMENT

Work together to develop characteristics and implement practices that produce enduring student, staff, and school excellence.

### SCHOOL GOALS

- Goal 1 – Operate Systemically
- Goal 2 – Successful Implementation of College and Career Readiness Standards
- Goal 3 – Active Student Engagement

### 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 at <http://www.dodea.edu/Offices/Regulations/index.cfm>.

### Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1)

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. 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.

### Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct (DoDEA Regulation 1800.02)

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.

### **Child Abuse and Neglect (DoDEA Regulation 2050.9)**

It is DoDEA policy that 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.

### **Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01)**

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. The following are required of all students:

- 1) 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.
- 2) Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- 3) Students shall be polite in all electronic communication.
- 4) Students shall use courteous and respectful language and/or images in their messages to others.
- 5) Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- 6) Students who misuse DoDEA IT resources are subject to disciplinary measures.

### **Counseling (DoDEA Regulation 2946.1 & DoDEA Manual 2946.2)**

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12. 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.

### **Disability Services (DoDEA Administrative Instruction 2500.14 & DoDEA Regulation 2500.10)**

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. 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. 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.

### **Emergency Notification Procedures (DoDEA Regulation 2720.1)**

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance. If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

- 1) The ambulance is requested;\*
- 2) The parent is notified that the student is en route to the nearest medical facility; and
- 3) The school administrator is notified.

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

### **English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1)**

An English language learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. 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.

### **Family Advocacy Program (DoDEA Regulation 2050.9)**

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. 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.

### **First Aid and Emergency Care (DoDEA Regulation 2720.1)**

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness. 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.

### **Grade-Level Placement (DoDEA Regulation 2000.03)**

Kindergarten and grade 1 placements are determined by minimum age requirements. 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.

### **Grading and Grading System (DoDEA Policy Memorandum 09-E-001)**

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.

### **Home-School Students (DoDEA Directive Type Memorandum 16-E-001)**

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 DoDEA-Europe and DoDEA-Pacific on a space-required basis 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.

### **Medication at School (DoDEA Manual 2942.0-M)**

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.

### **Non-Custodial 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.

### **Non-Discrimination/Equal Opportunity Policy Statement (EO 13160 Policy Statement)**

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or 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.

### **Progress Reports/Report Cards (DoDEA Regulation 2000.10)**

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.

### **Religious Holiday Observance (DoDEA Administrative Instruction 2051.02)**

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.

### **Reporting/Accident-Injury (DoDEA Manual 2942.0-M)**

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

- 1) Any illness or injury that causes concern
- 2) Eye, ear, or teeth injuries

- 3) Head injury
- 4) Second- or third-degree burns
- 5) Severe pain
- 6) Sprains or possible fractures
- 7) Temperature higher than 100°
- 8) Vomiting
- 9) Wounds that may require stitches

### **Sexual Harassment/Anti-Bullying**

DoDEA is firmly committed to providing all students with a safe and supportive learning environment. Every child is entitled to feel safe in the classroom, in the hallway, and on playgrounds and buses. Bullying, verbal harassment, sexual harassment and cyber-bullying interfere with a student's ability to learn. All of us, teachers, administrators, students and parents, must work together to eliminate unacceptable bullying and harassing behavior. Together we can make our schools safe places to learn, grow, and thrive.

### **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).

### **School Bus Behavior (DoDEA Regulation 2051.1)**

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.

### **School Health Services (DoDEA Regulation 2720.1)**

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. The school nurse serves as the coordinator of school health services programs, by:

- 1) Promoting healthy and safe learning environments;
- 2) Providing health counseling, assessment, intervention and referrals;
- 3) Providing health education to students, staff and the community; and
- 4) 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.

### **School Psychology (DoDEA Regulation 2946.3)**

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development. 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.

### **Special Education (Department of Defense Instruction 1342.12)**

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. 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.

### **Student Attendance (DoDEA Regulation 2095.01)**

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.

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

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.

**Student Discipline (DoDEA Regulation 2051.1 & DoDEA Administrative Instruction 2051.02)**

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general. 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. 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).

**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:

- 1) Yellow international immunization records,
- 2) State agency-generated immunization certificates,
- 3) School-generated immunization certificates, and
- 4) 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](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

**Student Enrollment: Registration Process (DoDEA Regulation 1342.13 & DoD Instruction 1342.26)**

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. The following documents are necessary to complete the registration process:

- 1) Proof of age
- 2) Medical records, including all dates and types of immunizations
- 3) Sponsor's orders for current tour of duty
- 4) 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 Health — Allergies and Chronic-Acute Conditions (DoDEA Manual 2942.0-M & DoDEA Regulation 2720.1)**

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.

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:

- 1) Notifying the school nurse of ANY allergy including food, drug, insects, and others;
- 2) Providing the school nurse with medication/doctor's order/parent permission form;
- 3) Teaching children at home about their food allergies and not to share any food in school; and
- 4) 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.

### **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:

- 1) **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.
- 2) **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.
- 3) **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- 4) **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).
- 5) **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.
- 6) **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- 7) **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.
- 8) **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.
- 9) **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.

- 10) **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- 11) **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.

### **Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02)**

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:

- 1) Comply with policies, procedures, and standards for student behavior;
- 2) Refrain from conduct or behavior that is disruptive;
- 3) Respect the rights and human dignity of other students and all school employees.
- 4) Attend school and classes regularly and punctually and make a conscious effort in all classes;
- 5) Participate in and take advantage of educational opportunities provided by DoDEA schools; and,
- 6) 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.

### **System-wide Assessment Program (DoDEA Regulation 2000.06)**

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program. 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.

### **Visitors and Volunteers (DoDEA Administrative Instruction 4700.3)**

**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. 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.

## **SECTION II: SCHOOL PROCEDURES**

### **CAFETERIA EXPECTATIONS**

Teachers and/or instructional aides are responsible for escorting their classes to the cafeteria each day. Students must sit in assigned areas only. All food and drink must be consumed only in the cafeteria. Some children bring lunches from home while others purchase an AAFES lunch. All students eat in the school cafeteria. Students may not use the microwave in the cafeteria to warm lunches. Hot water is not available for noodles for K-4 students. Milk can be purchased at the school cafeteria. Students will leave the cafeteria only when the monitors have dismissed them from their tables.

### **CHILD ADVOCACY**

The Department of Defense Dependents Schools defines child abuse and neglect as: “Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations of maltreatment of a child by an individual responsible for a child’s welfare (parent, guardian, foster parent, employee of a residential facility, caretaker, school, personnel, any staff person providing out-of home care...) under circumstances indicating that the child’s welfare is harmed or threatened. The term encompasses both acts of commission and omission on the part of a responsible person. Any adult who is responsible for the child’s welfare is legally responsible for acts of child abuse and neglect.”

All DoDEA employees are mandated reporters of child abuse. A DoDEA employee who has reason to believe that a student has been abused or neglected, either within or outside of DoDEA schools, shall confer with the school counselor or administration who will report that information to the local installation’s Family Advocacy Program officer within 24 hours of its discovery by calling 753-3742 or 05033-53-3742. Additionally, the administration ensures the completion and submission of DS Form 2050.9.1, "Alleged Child Abuse Report", to the District Superintendent, Area Director and the DoDEA Director.

### **DRESS (STUDENT)**

Generally, the attire of elementary students does not require the same level of monitoring as that of secondary students. Elementary students are free to dress casually and comfortably, however, there are safety and sanitary considerations which create the need for dress guidelines. In short, it is important that students dress for safety and success. The following is not considered safe and/or successful attire for the school setting:

- 1) Clothing worn as an outer-garment, which was manufactured, to be worn as an undergarment is not considered successful attire (this does not include t-shirts).
- 2) Clothing with obscene, slanderous, or lascivious words or drawings is not considered successful attire.
- 3) Flip-flops are not considered safe attire (this does not include sandals/footwear must secure the heel of the foot).
- 4) Bare feet are not considered safe and sanitary school attire.
- 5) Appearing without a shirt is not considered safe and/or successful school attire.
- 6) Tank tops, and halter-tops are not considered successful school attire.
- 7) Swimwear is not considered safe and successful school attire.

- 8) Clothing that depicts or symbolizes extremist philosophies, organizations, or activities is not considered successful school attire.

### **EMERGENCY SCHOOL CLOSING**

- 1) School closures and base closures are determined by the Installation Commander, who is in communication with the District administration.
- 2) Announcements of the school and/or garrison closures will be made on the AFN radio, Facebook, and AFNTV.

### **EXTRA-CURRICULAR ACTIVITIES**

HWES will offer extra-curricular activities after school. These activities are generally focused toward increasing achievement and toward enrichment. The sponsor's duties include notifying parents about the extra-curricular opportunity, handling sign ups, notifying parents of any change in the schedule, etc. If a club needs to charge a fee, the Administration must approve this before it is asked of the students. Receipts must be kept for all transaction of funds.

Club sponsors are responsible for communicating schedule changes and/or cancellations to the parents of students who participate in their after-school activity. Sponsors will create a club information distribution protocol so parents can be notified of any announcements, cancellations, changes in the club/activity schedule etc. Cancellation of a club activity or meeting will be announced before the day the Club meets, to ensure students arrive home safely.

Club sponsors are responsible for keeping an account of student attendance. If a student enrolled for the after-school activity is absent from the activity, the sponsor is to notify the main office as soon as possible. If a student misses more than 3 club days, the club sponsor can remove the student from the club, if this expectation was previously explained in writing and signed. Safety and security of after-school participants are of the highest priority, and the club sponsor's responsibility.

### **GIFTED EDUCATION / Advanced Academic Programs and Services (AAPS)**

The goal of the DoDEA Gifted Education Program/AAPS is to identify students with high potential and exceptional performance and to develop challenges that match their strengths within core academic areas. The Humphreys West Elementary School's Gifted Education Program is for students in kindergarten to fifth grade who are in the top 3-5% of the school population following the DoDEA program guidelines. Students in grades K-2 participate in enrichment experiences based on teacher recommendation. Students in grades 3-4 are formally identified. The Gifted Education Program Guide is available at:

[http://www.dodea.edu/Curriculum/giftedEduc/upload/ge\\_programGuide\\_section.pdf](http://www.dodea.edu/Curriculum/giftedEduc/upload/ge_programGuide_section.pdf)

### **INFORMATION CENTER/LIBRARY**

Humphreys West Elementary School Information Center (IC) supports and enriches the educational program of the school through service to the students, faculty, administration, and the community with an extensive, balanced, relevant collection of print and non-print materials.

Resources available in the Information Center include:

- |                                     |                      |
|-------------------------------------|----------------------|
| 1) Children's literature collection | 4) Non-fiction books |
| 2) Picture books                    | 5) eBooks            |
| 3) Fiction books                    | 6) Audiobooks        |

- 7) Biographies
- 8) Reference books
- 9) Professional educator's collection
- 10) Online research databases

### **Information Center Procedures**

All classes come to the library with their classroom teacher for checkout. Teachers can sign up for additional IC time for research, digital citizenship lessons, etc. With teacher permission, students may visit the library during the week in between their regularly scheduled class visit.

### **Book Student Check-Out**

Students may check out the following numbers of books:

- 1) Sure Start, Kindergarten and 1st grade - 1 book
- 2) 2nd grade – 2 books
- 3) 3rd grade – 3 books
- 4) 4th grade - 4 books

Additional books may be allowed when a specific teacher assignment has been made. The student circulation period is 10 school days. Due to limited resources, students may be allowed only two books at a time by a particular author or from a particular series at any given time.

### **Overdue Books**

- 1) Students may not check out any new materials while overdue books are outstanding.
- 2) Overdue books must be physically presented at the circulation desk in order to be renewed.

### **Parents of HWES Students**

Parents may establish an account with the librarians, subject to these guidelines:

- 1) If possible, please check out after school, from 1415-1440 p.m.
- 2) Parents may check out three items for 10 school days.
- 3) Book(s) may be renewed if the due date has not yet been reached.
- 4) Parents may not check out any new materials while overdue books are outstanding.
- 5) Overdue books must be physically presented at the circulation desk in order to be renewed.
- 6) Parents may not check out newspapers, DVDs, CDs, or Big Books.

### **Homeschooled Students' Use of the Library**

- 1) By statute (20 U.S.C. 926(d), as amended by section 353 of PL 107-107), eligible dependents in overseas areas are entitled to receive specified auxiliary services from DoDDS. Auxiliary services includes use of academic resources, access to the library of the school, after-hours use of school facilities, and participation in music, sports, and other extracurricular and interscholastic activities. For the purposes of use or receipt of auxiliary services without enrolling or registering in DoDDS, a DoD dependent must be eligible for space-required enrollment as specified in DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas." Proof of eligibility must be provided (to the Registrar) and will be maintained at the school where the dependent is receiving services.
- 2) Homeschooled students and their parents who meet the eligibility requirements will follow the same procedures for checkout as HWES students and parents as previously stated.

### **LEAVING SCHOOL DURING THE DAY (STUDENTS)**

- 1) Parents will report to the office to sign out their child. The office will contact the student's class to request the student.
  - a. PreK and Kinder students will be escorted to the office by the teacher/aide.
  - b. 1-4 grade students may walk to the office.
- 2) If a parent wants to change the child's destination after school, they must provide a written note to the main office.

**LOST AND FOUND**

A lost and found area is designated in the cafeteria to store lost items for a limited period of time. Teachers will encourage students to check the lost and found area before school, during lunch, or after school. Small items such as jewelry, eyeglasses, bus passes and IDs are kept in the main office. At the close of each semester, unclaimed clothing and other items are donated to charitable organizations.

**LUNCH PROCEDURES**

The lunch period is an important part of each student's day. The Osprey Café is an appropriately structured learning environment. Children in grades K-2 whose parents establish a lunch account receive a 6 digit personal identification number (PIN). Kindergarten aides will bring students' PINs to and from the cafeteria to ensure accountability. First through fourth grade students should commit their PINs to memory.

**Lunch Times**

Sure Start	1020-1100	Third Grade	1020-1050 or 1035-1105
Kinder	1130-1200 or 1145-1215	Fourth Grade	0945-1015
First Grade	1055-1125 or 1110-1140		
Second Grade	1205-1235 or 1220-1250		

**NEW STUDENTS**

An email will be sent to the receiving teacher during the duty day prior to the day a new student arrives to class. Guidance counselors or someone from the office will provide new students a school tour and walk them to the new classroom on the first day of instruction. Teachers will have a class information packet including the daily schedule, class rules, and contact information, available for parents and students.

**OPEN HOUSE** (16 September 2019 from 1700-1900)

Open House will be scheduled after school within the first month of the school year. Teachers will present a general overview of educational programs, behavior management plan, homework, and grading expectations. This time is not intended for parent/teacher conferences.

**OSPREY UPDATE NEWSLETTER**

The Osprey Update is the school newsletter for HWES that will be sent electronically to staff, sponsors, and designated community members on a regular basis. This newsletter does not replace teacher or grade level newsletters. Rather the Osprey Update includes school-level information such as calendar dates, articles on events that have occurred, and upcoming activities. The newsletter will be distributed via electronic mail and posted on the school Facebook page.

**PROMOTION AND GRADING**

Any student who has not been enrolled or in attendance for at least 20 instructional days and who has no transfer grade at grading time, should receive an annotation that they were enrolled/in attendance for less than

20 days. These students' grades will be their present level of achievement, accompanied by notations. Teachers will provide students/parents a written explanation outlining grading expectations. Conduct will not be used in determining an academic grade. It is recommended that teachers on the grade level collaborate to develop consensus on grading practices.

Student grades for students in Kindergarten through 3rd grade will use the Early Childhood Progress Report. Student grade in 4th grade will use letter grades (A, B, C, D, F) for Reading/Language Arts, Mathematics, Social Studies, Science, and Health. Markings for Music, Physical Education, Host Nation, and Art will use separate marking codes, as explained on the progress report.

Special education resource teachers prepare individual progress reports for each marking period for the students they serve. A student's progress report should reflect the IEP goals and the level of performance in the resource class on the IEP goals. If the student's primary instruction is in the regular education classroom, the classroom teacher is responsible for the report card grade.

All support teachers (reading or math) will be responsible to provide the instructional level on the report card along with progress report.

No student will receive a failing grade in a subject addressed by his/her IEP, unless documentation of deficiency and intervention is available. In addition, parent conferences must have been held and documented by the middle of a grading period. When a special education student is failing in a subject in the regular education class, the student's case manager will be notified and modifications or changes in the current IEP may be discussed.

### **RECESS**

A 15 minute recess period will follow immediately either before or after lunch. Students in all grade levels will have recess (in the event of inclement weather recess will be inside). Recess is a semi-structured period of time when children play together. Recess monitors will correct student play when it becomes unsafe, rough, or discourteous.

### **RETENTION**

Early in the second semester, teachers will be asked to identify possible students to be retained. Before retention is discussed with the parents, the administration must be notified of the concern and have reviewed the information with the classroom teacher. Teachers shall produce clear information that documents the interventions used with the student to include those prescribed via SST. Teachers will initiate and schedule a conference with the parents to discuss the possibility of retention for any student being considered for retention. It is imperative that we consider what will be gained academically and personally for the student. The principal, educator, and parent, will make the final decision on each student's grade and program placement.

### **STUDENT SUPPORT SERVICES**

Teachers are the cornerstone of the referral process. When a teacher notices a student's learning difficulties in the classroom, he/she will initiate steps to identify the cause of the issue and to mitigate the difficulty. Collaborating with parents, colleagues, and the administration can produce adaptive strategies that address the issues to the students benefit. Teachers must clearly document the strategies used, the duration of the use, and the measurable results and keep parents informed.

When adaptive instructional and management strategies are not effective, the classroom teacher shares concerns with parents (via conference), notifies them of the intent to initiate a referral to the SST using the forms on the Share Point and provides supporting data to the SST coordinator.

### **The Student Support Team**

The purpose of the Student Support Team is to collaborate in a formal setting to specify the difficulty a child maybe experiencing and to identify strategies tailored to address the specific need/concern.

The SST coordinator contacts the SST Team and sets up the student meeting once the referral and data has been submitted. The student support team is comprised of educator(s), counselor(s), and administration. Parents should also be part of the team as they often hold helpful information relating to the student. The classroom teacher confers with other teachers on the SST team for ideas to see if these interventions assist the child with the learning process. The classroom teacher updates the parents of the progress of the SST. For those students where learning and/or behavioral difficulty persists in spite of interventions, a referral may be made to the Child Study Committee for additional assistance if the committee deems appropriate. SST (student support team) and CSC (child study committee) are separate committees. It is recommended that teachers confer with SST prior to initiating a referral to the CSC so that pre-referral interventions are properly documented. It is only recommended for the classroom teacher to bypass the SST in extreme cases and only after involving the counselor and administration.

### **The Case Study Committee**

A Case Study Committee exists in all DOD schools for the purpose of identifying and meeting the individual needs of students with disabilities. The committee meets on a regular basis and consists of special educators, administrator, guidance counselor, school psychologist, school nurse, regular educator, and ESL, if needed. The administrator has ultimate responsibility for the functions of the committee. When adaptive instructional and management strategies as specified by the SST are not effective, the teacher notifies parents, the grade level counselor, and the CSC chairperson about the concerns and notifies them of the intent to initiate a referral to the CSC.

The classroom teacher and counselor completes the pre-referral packet documenting all strategies/interventions, conferences, work samples, assessment scores, health screening etc. The packet is on the Share Point. The Case Study Committee (including parents and teachers) meet to discuss pre-referral documentation and determine appropriateness of referral for special education. The team meets and if the referral is accepted the parents sign and give permission for an assessment plan to be written. Once permission is signed, the CSC team has 45 school days to complete testing and share the results with the teacher and parents to determine if the child is eligible to receive assistance through the Special Education program. If the child is found eligible to receive service, the team has 10 school days to develop the initial Individualized Education Plan (IEP).

IEPs are reviewed annually and comprehensive testing is completed every three years. An IEP can, however, be reviewed any time during the year. If you have a student on an IEP, please review the goals and objectives, and dialogue with the case manager as needed. As the general education educator and/ or specialist, you are responsible for implementing the stated modifications and to know what academic and/or behavioral objectives are to be met. By federal law, teachers are accountable for the implementation of a student's IEP.

## **STUDENT WITHDRAWAL**

When a child is withdrawing from school for a PCS move, the following information must be turned in to the Registrar/Administrative Office no later than the date and time indicated on the clearance form received by the teacher:

- 1) Report card - specialists' grades must also be obtained.
- 2) Health records from the nurse's office
- 3) Reading folders
- 4) If the student attends Gifted Education or SPED classes, please be sure the appropriate teacher also signs the clearance.
- 5) All paperwork for withdrawing students must be turned in on time, even if the child still has a book out.

## **Early Withdrawal**

Parents who anticipate receiving a transfer to a new duty assignment before the end of the school year are asked to notify the school as soon as possible.

## **TELEPHONE USAGE BY STUDENTS**

Students will be permitted to call home only for school related business or in case of an emergency. Students will use the phone located in the front office or in the teacher work area (if accompanied by the teacher).

## **TRANSPORTATION**

Students in grades SS-3 will be escorted by teachers to the bus area and/or kiss and drop. Parents are also welcome to meet the class as it transitions to these locations to retrieve their child. The Humphreys Transportation Office is responsible for "all things" related to the transport of children (i.e., bus stops, arrival/departure times, student conduct, et cetera). The Humphreys Transportation Office number is: 754-9444.

## **VISITORS TO CLASSROOMS**

All visitors to any area or building of Humphreys West Elementary School must sign in at the main office and get a visitor's pass, which they must wear and return to the office prior to their departure from the school. Students who wish to bring visitors to school must have prior administrative approval.

## **VOLUNTEERS**

Volunteers should remit packets early in the school year to be approved as a chaperone for study trips. Volunteers can be either specified or non-specified. Specified volunteers undergo a complete background check that can take some time. Once cleared, specified volunteers can work with students without a teacher present. The background check is good for 2 years. Non-specified volunteers undergo modified background check. Once cleared, non-specified volunteers can work with students under Line of Sight supervision. Volunteers can help with bulletin boards, copying, and small group enrichment and/or recommendations. Use of volunteers will strengthen our academic program as well as provide good public relations with the base. Parents are eager to help but they need specific, meaningful, organized tasks to perform.

- 1) Volunteers must not grade papers or record grades in the teacher's grade book.
- 2) Volunteers are cautioned about talking about students outside the school.
- 3) All volunteers must sign in and sign out at the office.

## **WEAPONS**

DoDEA has Zero Tolerance for Weapons. Student possession or use of a knife, gun, or any item considered to be a weapon is prohibited at school or at any school approved activity on or off school property. This applies to all students regardless of age. A weapon is defined as a club, chain, knife, gun, or any object that may be used to cause injury to another person. The weapons can be a toy, plastic or metal replica, or a working weapon of a firearm. Weapons include, but are not limited to, firearms, explosives, knives, box or carpet cutters, laser pens, slingshots, and any flailing instruments such as chains.

## **SECTION III: GENERAL CLASSROOM INFORMATION**

### **CLASSROOM BEHAVIOR PLAN**

Each teacher will have and enforce a classroom behavior plan that is written in student friendly language. Teachers are encouraged to collaborate with their grade level colleagues around the development of their plans. Behavior plans provide for fairness, positive reinforcement, and a clear understanding of all expectations by the students.

Rules/expectations will be posted where all can see them, refer to them, and follow them consistently. Teachers handle behavior issues in the classroom, but counselors and administration are ready to assist.

Teachers will send home a copy of their behavior plan to parents before Open House. Teachers will review these plans with the students during the first week of school and throughout the year as needed. Behavior plans describe appropriate behavior and involve parents in the process for routine disciplinary matters. Serious misconduct in the classroom may result in immediate referral to administration.

Our goal with discipline will always be to correct the behavior for the long-term. Punitive actions may not always be a part of the consequences, but corrective action will.

Guidance/MFLC counselors provide another type of intervention that allows students an opportunity to reflect on their actions and refocus before returning to class. They can also be involved in developing plans to help promote positive behavior.

### **DIGITAL MEDIA IN THE CLASSROOM**

Digital media are sometimes used by teachers to supplement the curriculum, extend particular aspects of a subject, or in conjunction with special activities or events. Media that include inappropriate language or violence will not be shown in any class. Only videos with a “G” rating are to be shown at HWES. The teacher shall not use “pirated”/copyright infringed versions of any digital media.

### **HOMEWORK**

Homework is done outside the classroom to reinforce classroom instruction, increase understanding and retention, transfer and extend classroom instruction, prepare for class discussion and provide curriculum enrichment opportunities.

Homework assignments shall serve supportive purposes including the following:

- 1) Provide students with opportunities to follow-up on individual interests.

- 2) Allow exploration in greater depth of material being presented in the classroom.
- 3) Supplement classroom learning.
- 4) Provide opportunities for problem solving and research.

Per regulation DSAI 2000.9:

- 1) Identify the degree to which homework affects the determination of a student's grades.
- 2) Provide clear, concise directions for completion of homework assignments.
- 3) Check homework for completeness and mastery of concepts as appropriate to the nature of the assignment and return to students.

The kind and amount of homework shall be designed to meet the individual needs of students.

Follow the guidelines below when assigning homework:

- 1) Grades 1-3: 2.5 hours per week
- 2) Grades 4-6: 5 hours per week

It is also recommended that a student read at least 10 to 30 minutes daily based on the student's grade-level.

### **PARENT COMMUNICATION**

Educators are encouraged to communicate with parents on a regular basis by email, phone calls, and newsletters to inform them of class activities, special events, and student progress. Parents are asked to engage with the teacher in the event of student difficulty. Supporting students in context (at the lowest level) is in line with proper communication channels.

### **PARENT/TEACHER CONFERENCES**

Either the teacher or parent(s) can request a parent-teacher conference. The teacher or parent through mutual agreement can arrange conferences. In special cases, an administrator or counselor may be invited to attend. Parent-teacher conferences will be scheduled following the first quarter.

### **PARTIES**

It is appropriate to share the celebration of special holidays with students by doing extra class activities. Examples would be Chuseok, Lunar New Year, the December holiday season, or end of the year. Celebrations are reserved for these types of major holidays.

### **PROGRESS REPORTS/MIDTERM REPORTS**

Report cards are issued at nine-week intervals. Frequent communication with parents about progress of struggling or low performing students is expected. Support (resource, Gifted, SPED, ESL, and Literacy) teachers are to provide progress reports at the end of each quarter for classroom teachers to include with report cards. Administration will monitor students receiving Ds and Fs. For students with poor performance, a plan will be developed to help them (i.e., SST).

Mid-term progress reports are to be provided by teachers halfway through each quarter. Progress reports must be issued for all students, not just those whose achievement is less than satisfactory, or for any student who has a major grade change in a subject (i.e., more than one level down). Mid-term reports are signed by the parents and returned to the teacher. References concerning special education services a child is receiving are

not to be recorded on a progress report or report cards.

## **RECESS**

Recess is provided for the students in conjunction with lunch. Students have the opportunity play for 15 minutes either before or after their lunch period.

### **Extra Recess (K-1)**

Teachers sometimes like to consider "extra recess" for students throughout the year. Extra recess should not be scheduled during any of the lunch periods. Physical education classes have priority for the playground and hardtop areas. Extra recess is coordinated across the grade level, supported by the grade level chair, and shared at grade level chair meetings.

## **SPECIALIST PROGRAMS**

The special instructional classes, to include art, music, physical education, Korean Culture, and Korean Language are an integral part of the overall curriculum. Many students also attend classes or work in groups with Literacy Support Specialists, English for speakers of other languages (ESOL) teachers, Special Education (SPED) teachers, and Gifted Education (GE) teachers. Students will not be kept from any of these classes as punishment or because of scheduling conflicts. The classroom teacher brings students to the large group specialists. We do not use bells to announce these changes of classes throughout the day.

## **STUDENT FEES**

DoDEA tries to provide all items necessary for student's education and prohibits charging students fees. Guidelines for requesting students to pay for items:

- 1) It must not create a condition that deprives or disadvantages a student. An example of being a disadvantage could include a student whose parents would not pay for entrance to a museum.
- 2) Due to the general prohibition against charging student fees, teachers must discuss with administration prior to requesting fees.