

**STUDENT-PARENT HANDBOOK  
SCHOOL YEAR 2012-2013**

---

**M.C. Perry Elementary School  
Iwakuni, Japan**



<u>Motto</u>	<u>School Mascot</u>	<u>School Colors</u>
<b>"Building Lifelong Learners"</b>	<b>Sammy Samurai</b>	<b>Maroon and White</b>

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## 2012-2013 Standard Pacific DoDDS School Calendar along with known scheduled events.

All attempts have been made to align teachers required professional training days and half days, gotten by banking our daily 7 additional minutes of instructional time, with both the high school and the military 96 hours leave events. Dates may change unexpectedly. Notification of revised dates will be emailed in monthly newsletters, available on the intranet, on the school marquee, and at the commissary marquee. Events and calendar items also may be announced on AFN TV and radio, as well notes brought home by the student.

### Reporting date for Educators and Non-administrative Personnel

**Wednesday, August 22**

Reporting date for non-administrative educator personnel for orientation and classroom preparation and in-service

### First Semester (92 Instructional Days)

**Monday, August 27**

Begin First Quarter and First Semester

**Monday, September 3**

Labor Day Federal Holiday

**Tuesday, September 4**

No school for students - Professional Development

**Friday, October 5**

Early Release 10:45am – Professional Development

**Monday, October 8**

Columbus Day - Federal Holiday

**Tuesday, October 9**

No school for students – Professional Development

**Friday, October 26**

No school for students – Educator’s Day

**Thursday, November 1**

End of First Quarter (47 days of classroom instruction)

**Friday, November 2**

No school for students - Teacher Work Day

**Monday, November 5**

Begin second quarter

**Thurs/Fri, November 8-9**

No school for students – Parent Teacher Conferences

**Monday, November 12**

Veterans Day - Federal Holiday

**Thursday, November 22**

Thanksgiving - Federal Holiday

**Friday, November 23**

Friday - Recess Day

**Tuesday, December 4**

Early Release 10:45am – Professional Development

**Monday, December 24**

Begin Winter Recess

**Tuesday, December 25**

Christmas - Federal Holiday

### 2013

**Tuesday, January 1**

New Year's Day - Federal Holiday

**Monday, January 7**

Instruction Resumes

**Monday, January 21**

Martin Luther King, Jr. Day - Federal Holiday

**Tuesday, January 22**

No school for students – Professional Development

**Thursday, January 24**

End of Second Quarter and First Semester

**Friday, January 25** No school for students - Teacher Work Day (45 days of instruction)

**Second Semester (91 Instructional Days)**

**Monday, January 28** Begin Third Quarter and Second Semester

**Monday, February 18** Presidents' Day - Federal Holiday

**Wednesday, March 27** No school for students – Professional Development

**Thursday, April 4** End of Third Quarter (48 days of classroom instruction)

**Friday, April 5** No school for students - Teacher Work Day

**Monday, April 8** Begin Spring Recess

**Monday, April 15** Instruction Resumes - Begin Fourth Quarter

**Tuesday, April 16** No school for students – ½ Professional Development  
½ Conferences

**Tuesday, May 14** No school for students – Professional Development

**Monday, May 27** Memorial Day - Federal Holiday

**Thursday, June 13** End of Fourth Quarter & Second Semester (43 Days of instruction)

**Friday, June 14** No school for students - Teacher Work Day  
Last day for non-administrative educator personnel

**School Year 2012-2013:** Instructional Days -183 Teacher Work Days - 190

**SCHOOL SUPPLY LIST, Sure Start thru 6<sup>th</sup> Grade**

*Note: This list is standard for the grade levels throughout DoDEA.*

	QTY	Supplies	QTY	Supplies	QTY	Supplies	QTY	Supplies
<b>Sure Start</b>	1 Box	Colored Pencils	2	Pocket Folders	1 Box	Colored Markers	1	Bath Towel (for nap time)
	3	Glue Sticks		Round End Scissors		Backpack (no wheels)		
<b>Kindergarten</b>	3 packs	Pencils	2	Highlighters		Round End Scissors	2	Pocket Folders
	1 pack	Colored Pencils	2	Composition Notebooks	1 Box	Crayons		Gym Shoes
	2	Glue Sticks	1 pack	Colored Markers		Bath Towel		
	1 pack	Pencil Top Erasers	1 tray	Watercolor Paints		Backpack (no wheels)		
<b>1<sup>st</sup> Grade</b>	3 packs	Pencils	2	Highlighters		Backpack (no wheels)	2	Pocket Folders
	1 pack	Colored Pencils	1	Composition Notebooks		Gym Shoes	1 box	Crayons
	2	Glue Sticks	1 pack	Colored Markers		Erasers		Scissors
<b>2<sup>nd</sup> Grade</b>	3 packs	Pencils	2	Highlighters		Backpack (no wheels)	2	Pocket Folders
	1 pack	Colored Pencils	2	Composition Notebooks		Gym Shoes	1 box	Crayons
	2	Glue Sticks	1 pack	Colored Markers		Plastic Supply Box		
		Erasers		Round End Scissors				

	QTY	Supplies	QTY	Supplies	QTY	Supplies	QTY	Supplies
<b>3<sup>rd</sup> Grade</b>	3 packs	Pencils	2	Highlighters		Backpack (no wheels)	1	3" Three Ring Binder
	1 pack	Colored Pencils	3	Composition Notebooks		Gym Shoes	2 packs	Loose Leaf Paper-Wide
	2	Glue Sticks	1 pack	Colored Markers		Plastic Supply Box	1	Pocket Folders
		Erasers		Scissors	1 box	Crayons		
<b>4<sup>th</sup> Grade</b>	3 packs	Pencils	2	Highlighters		Backpack (no wheels)	2 packs	Loose Leaf Paper-Wide
	1 pack	Colored Pencils	3	Composition Notebooks		Gym Shoes	2	Pocket Folders
	2	Glue Sticks	1 pack	Colored Markers		Plastic Supply Box	1 box	Crayons
		Erasers		Scissors		Paint Shirt		
<b>5<sup>th</sup> Grade</b>	3 packs	Pencils		Erasers	5	Spiral Notebooks	1	1.5" Three Ring Binder
	1 pack	Colored Pencils	2	Highlighters		Watercolor Paints	1 pack	Notebook Dividers
	2	Glue Sticks	4	Composition Notebooks		Backpack (no wheels)	3 packs	Loose Leaf Paper-Wide
	1	Glue Bottle	1 pack	Colored Markers		Gym Shoes	1 box	Crayons
	6	Pocket Folders		Scissors		Plastic Supply Box		
<b>6<sup>th</sup> Grade</b>	2 packs	Pencils		Erasers	1 pack	Notebook Dividers	1	2-3" Three Ring Binder
	2 packs	Colored Pencils	3	Highlighters-different colors		Backpack (no wheels)	4 packs	Loose Leaf Paper-College
	3	Glue Sticks	1	Black Sharpie		Gym Shoes		Scissors
	5	Pocket Folders (3-hole)	1 pack	Colored Markers		Plastic Supply Box		



### **DoDEA Vision**

Communities committed to success for ALL students!

### **DoDEA Mission**

Provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

### ***M.C. PERRY ELEMENTARY SCHOOL VISION STATEMENT***

The Vision of our school is to empower students to achieve excellence in scholarship, character, and citizenship as independent lifelong learners.

**I will pursue excellence.  
I am responsible for my actions.  
I am a lifelong learner.  
Success begins with ME!**

### **GUIDING PRINCIPLES**

#### **“School Community”**

Our school community consists of students, staff members, parents, military and civilian community members.

#### **“Empower Students”**

Students are provided with skills and knowledge needed to meet individual excellence.

Teachers will incorporate standards-based instruction and differentiate methods to meet the individual needs of students. Students will exhibit responsible learning behaviors based upon the eight pillars of character. The community will provide support by taking an active role in student learning.

#### **Guiding Principles/Eight Pillars of Character**

- Success for All Students
- Trust and Respect for Others
- Uncompromising Advocacy for Students
- Development of Lifelong Learners
- Equal Access to Quality, Rigorous Education
- New and Motivating Challenges to Inspire Excellence
- Teaching with High Expectations
- Safe and Stable Learning Environment

#### **“Excellence in Scholarship”**

All students are expected and encouraged to achieve their personal best in academics.

Teachers hold students to high standards of learning. Academic excellence is reinforced and praised in honor roll assemblies, displays of student work, and academic competitions. The community is informed of student achievements via school newsletter, intranet, school news channel, district-wide publications, local media, and community displays.

### **“Excellence in Character”**

Our community promotes ethical decision-making; all community members are expected to make choices that are good, right and proper.

Community members are guided by eight principles of good character: integrity, courage, trustworthiness, responsibility, caring, respect, fairness, and citizenship. These principles are reinforced in the school calendar and school newsletter. Good character is publicly recognized through classroom rewards and recognition, and at monthly Student of the Month assemblies, which are open to the entire community.

### **“Excellence in citizenship”**

Our community promotes good citizenship; all community members are expected to obey laws and rules, do their parts to improve the community, cooperate, and act responsibly toward others and the environment.

Our students and faculty work in cooperative learning groups. Our students are exposed to a diverse community through character education, guidance groups, conflict resolution, interpersonal relationships, extra-curricular activities, host nation classes, field trips, and a Student Council.

### **“Independent learners”**

Students are given the knowledge and skills needed to act and think for themselves.

Students are taught to develop their own questions and find answers. Teachers differentiate instruction in order to support and encourage a variety of learning styles and strategies.

### **“Life-long learners”**

Our community supports life-long learning for all community members by providing skills and knowledge that extend beyond the classroom.

Teachers help students to learn core, standards-based knowledge, and provide opportunities for student-driven, inquiry-based learning. All community members are invited to continue life-long learning through professional development, extra-curricular activities, and attending classes offered by the school.

## ***SCHOOL IMPROVEMENT OBJECTIVES***

### **Student Performance Goal #1:**

By June 2015, students will demonstrate a meaningful increase in Basic Understanding in Reading skills as measured by the TerraNova subtests and local assessments.

### **Student Performance Goal #2:**

By June 2015, students will demonstrate a meaningful increase in number and number relations skills as measured by the TerraNova math subtests and local assessments.

## ***ACCREDITATION***

All schools in DoDEA Pacific are accredited by AdvancED. M. C. Perry Elementary School’s commitment to accreditation assures parents and the community that the school is focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation. Perry ES adheres to high quality standards based on the latest research and successful professional practices.

To earn accreditation our schools met 5 student data research-based accreditation standards, school improvement goals, hosted an external Quality Assurance Review, and implemented a continuous school improvement process using the NCA CASI Performance Accreditation Framework model.

### ***AFTER-SCHOOL CLUBS/ACTIVITIES POLICY***

Students must leave campus after school dismissal unless they have parent permission to remain on campus for after school activities and clubs. Students can sign-up for after school activities one once per semester, usually in September and in late January. Competition for extracurricular activity spots is stiff. Although we try to accommodate as many students as possible, the earlier you get your child's application submitted is better. However, students recommended by teachers as needing academic tutoring will take precedence.

No child will be allowed to stay for after school activities unless a parent permission slip is on file. Club sponsors take student attendance. If your child misses after-school activities three times, the club sponsor has the authority to remove the student from the list, thus allowing the next child on the waiting list an opportunity to participate. Parents will be notified by the school sponsor of the student's removal from after school activities.

Students are to report to their after school clubs at the exact time the activity begins. Students are allowed in the building only upon the arrival of the sponsoring teacher. Students are expected to leave the school campus upon completion of the after school activity. No student is allowed to remain on campus after school or after activities without a parent/sponsor being present.

### ***ARRIVAL/DISMISSAL TIMES***

The first bell rings at **0743** and class begins promptly at **0750**. Students shall not arrive at school before **0730** because supervision is not available until that time.

Dismissal for all students is at **1430**. Early dismissal and half-day schedule dismissal is at **1045**. Once students have been dismissed, children are expected to leave the campus.

### ***ATTENDANCE***

It is the responsibility of parents/sponsors and students to be in school on time and only miss school for illnesses and those absences prearranged by parents/guardians to accommodate doctor visits and family vacations. Parents will be consistently and periodically informed of student absences.

Except for **extenuative** circumstances, absences such as family vacations and absences during standardized testing will be unexcused. Parents are encouraged to schedule medical appointments and other discretionary appointments during non-school time to maximize student learning.

Parents/Sponsor are to phone the school when a child is to be absent for any reason. Excused absences may be granted for illness, family emergencies, and death in the family or local hardship situations, religious observances, family trips, and medical appointments that cannot be arranged during non-school time. A student who has been absent from school is required, upon return to school, to present a signed note from a sponsor/parent/legal guardian stating the reason for the absence. If a student is sick and has been absent for 3 or more consecutive days, a doctor's note is required to be submitted to excuse the absences.

Parents/sponsor of those students with a noted pattern of unexcused absences or tardiness will be contacted to resolve the issue. While every attempt will be made to assist parents and students with resolution of attendance problems, ultimately if the pattern is not resolved in a timely manner, the school may contact family services, or sponsor's command to help. It is critical your child attends school on time and every day as much as possible. Parents are to inform the school office prior to any extended absence so that arrangements for completion of school work may be made. There will be no academic penalty for excused absences. Students are responsible

for the work missed during their absence from class. Work missed during any absence must be made up in a reasonable amount of time, usually equal to the length of the absence.

During all pre-approved extended absences, a student educational monitoring plan will be developed to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

If students are sent home because of illness, they must be picked up by their sponsor/parent/legal guardian or an individual designated and authorized by their sponsor/parent/ legal guardian. If a student is absent due to disciplinary suspensions, those days are excused and the student will be expected to make up all work. Any assignments and school work the student is unable to complete during the suspension absence will be completed within a time period equal to the length of the suspension.

A student who is absent from school without the permission of his/her parent/sponsor is unexcused. The parent/sponsor will be formally notified by the principal when a student has two unexcused absences and on the occasion of every subsequent unexcused absence. Students with unexcused absences will not be given the opportunity to make-up class work missed due to the unexcused absence. Unexcused absences may also result in disciplinary action including detention, removal from class, and in-school and out-of-school suspensions.

Students with excessive school absences will be monitored by the Student Support Team to ensure students complete all required work and successfully master course objectives.

While elementary students tardiness and absenteeism is often not the child's fault, but failure of the parents to insist the child gets to school on time, research studies have shown that patterns of chronic tardiness and absenteeism in elementary school not only are likely to carry their poor attendance habits into secondary school, but also into the marketplace. Poor attendance at any level of education is also a statistical risk factor and a high indicator for poor grades, getting into trouble, having problems in their communities, and dropping out of school. The good work habits of being on time, working hard, and doing your very best work is instilled as an elementary student and is vital for future success.

**Refer to DoDEA School Attendance regulation number 2095.01 for more detailed information about DoDEA's attendance policy. A copy of the DoDEA School Attendance policy is available in the school main office.**

DoDEA Be Here Policy can be located at <http://www.dodea.edu/attendance/index.cfm>

**Here are a few of the highlights of the policy:**

- All students are required to attend school for 180 instructional days per school year.
- Academic penalties will not be imposed for excused absences.
- Whenever a student needs to be out for more than five days, the teacher will provide a Student Educational Monitoring Plan to lessen the impact of a student missing instruction in class.
- Excused absences can include:
  - Personal illness
  - Medical, dental, or mental health appointment
  - Serious illness in the student's immediate family
  - A death in the student's immediate family or of a relative
  - Religious holiday
  - Emergency conditions such as fire, flood, or storm
  - Unique family circumstances warranting absence and coordinated with school administration.
  - College visits that cannot be scheduled on non-school days
  - Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

## **TARDINESS**

If a student will be tardy the parent/sponsor must escort the student to the office or send a note explaining the tardy reason. An unexcused tardy will be given if students come to the office without a note or parent. A pattern of excessive tardiness, unexcused or excused, will be referred to school administration for disciplinary action.

After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress as well as the instructional flow. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

## ***BICYCLES/SKATEBOARDS/SCOOTERS /WHEELIES***

Bicycles, skateboards, scooters, roller blades, or wheelies are a safety hazard for our small, congested campus. These items are **not** permitted to be ridden on campus during the school day. Bicycles and scooters may be stored and locked at the bicycle rack located in front of the school. These items are never allowed on the school's playgrounds.

## ***BOOKS AND LIBRARY BOOKS***

Textbooks adopted by DoDDS are ordered from the same book companies that are used by many schools in the United States. Books are issued to students free of charge; however, the sponsor is held financially responsible for the cost of lost or damaged textbooks and library books.

Students transferring during the school year must turn in their books and workbooks to their classroom teachers. At the end of the school year, students will return all books.

Parents should note that willful misuse, damage or destruction of any school property is unacceptable. Students, as well as sponsors, will be held responsible for repair, replacement, payment, or another form of approved corrective action regarding lost or damaged school property. Intentional destruction of government property will involve the Provost Marshall Officer.

## ***BULLYING***

Bullying is the intentional, ongoing, and persistent tormenting and harassment of others through verbal, physical, written, or electronic means. This includes spreading gossip and starting rumors, sexual innuendo, making fun of another's clothing or any physical or social characteristic, taunting, making animal noises when the other person is around (such as oinking, clucking, barking, or mooing), pushing, shoving, or blatant assault, stealing or hiding possessions, or any other more subtle methods of coercion such as manipulation through trickery or threats. Cyber-bullying includes any of the above actions or threats of actions over the phone, cell phone, or in writing by e-mail, or on social websites, or by forwarding such writings to others. Sexting when students send each other pictures or sexually graphic writing is a crime and as such will be prosecuted.

- All students should be able to enjoy a safe learning environment free of bullying.
- Bystanders are very powerful and should be encouraged to stand up and show courage to confront, not support, and report the person who is a bully.
- Bystanders must know that there will be no retaliation for making a report.
- Incidents of cyber-bullying will result in immediate termination of email privileges at school.

Disciplinary actions may be imposed for student conduct:

- while on school property;

- while en-route between school and home or any school activity;
- while on vehicles owned by the Government or contracted by DoDEA schools for the transport of students;
- during the lunch period on a school day, whether on or off campus; and
- when the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions.

Refer to DoDEA Regulation 2051.1 for specific information regarding disciplinary rules and procedures.

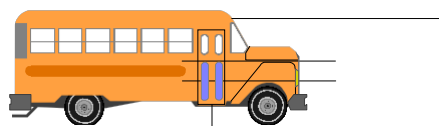
Parents are the most important people in a child's life. Their love, affection, support, and approval are a fundamental need of all children. Because parents are number one in importance, they are also number one in the ability to influence and motivate their children toward responsible behavior. If your child should receive a Discipline Slip, discuss what alternative behaviors he/she could have chosen that would have resulted in a more positive outcome. If a child views the school and parents as working together as a team, there is a much greater chance that the negative behavior choice will not be repeated.

All children are entitled to a school environment free of fear and conducive to learning. Bullying is the intentional, persistent tormenting of others through verbal harassment, physical assault, hand (notes, letters) and electronically written information (e-mail, websites-cyber-bullying), or other more subtle methods of coercion such as manipulation. Bullying interferes with a student's ability to learn and cannot be tolerated.

The school administrator and educators take accusations of bullying seriously. Any bullying situation is thoroughly investigated and the appropriate consequences are determined (see Discipline). Incidents of cyber-bullying will result in immediate termination of computer privileges at school.

Discipline is viewed as an opportunity for a child to learn more appropriate behavior. The school counselor or school psychologist counsels students who engage in this type of inappropriate behavior. Students are taught to identify more appropriate ways to interact. Continued inappropriate behavior may result in "in-school" suspension, out of school suspension or expulsion.

### **BUS TRANSPORTATION**



Bus passes are issued and managed by the DoDEA Complex Transportation Office (CTO), 253-5333. Bus passes are required to board the school buses and should be carried by students at all times. Buses are available to temporary quarter's residents. When selecting off-base quarters, parents should be aware of bus routes so a house can be selected near the bus route. **BUS ROUTES CANNOT BE EXTENDED OR MODIFIED TO ACCOMMODATE INDIVIDUAL STUDENTS.** Prior to moving into off-station housing, please consult the CTO for the nearest bus stop locations.

Any time a parent does not want their elementary school child to ride the bus home; the parent must call the front office or send a **note** to inform the teacher. Young children often become confused about what they are to do, or which day they are to stay on base instead of riding the bus home. If a student does not have written permission from parents to remain after school, the student will be instructed to ride the bus home as usual.

Friends of students who live off base cannot ride the school buses without approval from the DoDEA Complex Transportation Office; plan accordingly.

Bus routes are established based upon general housing patterns. On base bus transportation is provided only to students enrolled in the PSCD, Sure Start, or Kindergarten program. Bus stops are designated to provide convenient locations for the majority of the children in a given geographical area. It is the responsibility of the

sponsor to have students at the bus stop at the scheduled time. Drivers are not authorized to wait at the bus stop for children arriving late.

Parents are responsible for the conduct of their students on buses and at bus stops. The bus driver and security attendant are in charge of the bus and all passengers onboard. Students must cooperate with the driver and security attendant and follow all instructions for the safety of everyone riding the bus. The following bus rules must be observed:

- When entering the bus, riders should fill the seats from the rear forward.
- Windows shall remain closed unless the driver gives permission to open them.
- Noise should be kept to a minimum so the driver can concentrate on traffic conditions.
- All passengers shall be seated while the bus is in motion and children **must** wear a seat belt.
- Passengers shall remain seated until the bus stops at the appropriate bus stop or destination.
- At no time will passengers extend any object or any part of their body from a bus window.
- No eating or drinking is allowed on the bus.
- Passengers will not use foul language, throw trash or paper from bus windows, or leave trash or paper when vacating.
- Vandalism will not be tolerated. Preserve the bus interior.

Bus transportation is a privilege, not a right! Consequently, misbehavior may result in suspension of bus transportation privileges and suspension from school. Parents may be assessed for any damages to the school bus caused by their child(ren).

### **SCHOOL CALENDAR**

Perry ES monthly calendar of events is posted on the schools intranet site. The calendar can be accessed at: <http://perryes.pac.dodea.edu> Early release dates and no-school days are posted on each month's calendar, in the monthly parent newsletter, on the school marquee and on the commissary marquee.

Students are dismissed at 10:45 on Early Release days. Upon school dismissal, students are to leave campus immediately as our faculty is involved in professional development. Parents are encouraged to participate in our professional development activities. An agenda for each professional development is available in the front office for your perusal.

### **CELL PHONES**

Cell phones have become a parent's tool to monitor their children's whereabouts after school. While at school student's cell phones will be turned off. Students are not allowed to make or receive phone calls, send texts, or use their phone as a camera during the school day.

Students are expected to keep their cell phone in their backpack during the school day. Any interruption of classroom routines will result in the phone being brought to school administration. The student may retrieve his/her confiscated cell phone at the end of the school day from the school administration. Depending on the circumstances, parents may be required to pick up the cell phone from the office. Should a student need to contact a parent, the school has phones for student use.

### **CHAIN OF COMMAND FOR DEPARTMENT OF DEFENSE DEPENDENTS' SCHOOLS (DoDDS)**

M.C. Perry Elementary School is part of the Department of Defense Dependents' Schools, Pacific Region (DoDDS-P).

Pacific Area Director  
Department of Defense Dependents Schools, Pacific  
Unit 35007  
FPO AP 96386-0796  
Telephone: (DSN) 645-2340/2241; (Commercial) 098-876-0279

Japan District Superintendent  
Department of Defense Dependents Schools, Pacific  
Unit 5072  
APO AP 96328-5072  
Telephone: (DSN) 225-3940/3941; (Commercial) 0425-52-2510/1 Opr, Ext 53940/1

Dr. Suzanne Landrum, Principal  
M.C. Perry Elementary School  
PSC 561 Box 1874  
FPO AP 96310-1874  
Telephone: (DSN) 253-3327; (Commercial) 0827-79-3327

### ***CHILD FIND***

DoDEA Schools identify and provide services to any student in the community, aged 3-21 year of age, who may have developmental delays or educational disabilities requiring educational or other interventions. Children grow and develop at different rates and most follow a path of predictable milestones. Some children however, experience delays in one or more of the five developmental areas:

1. Physical Development
2. Social-Emotional Development
3. Cognitive (Thinking) Skills
4. Communication
5. Self-Help Skills

M.C. Perry ES has a program to screen students for vision, hearing, language, speech or other special needs. For more information, please call 253-4562 or 253-3327.

### ***CLASSROOM VISITATION***

Parents are welcome to visit student classrooms at any time with prior arrangement with the classroom teacher. Please contact your child's classroom teacher stating the date and time you wish to visit. Upon arrival at school, parents must sign the visitor log and receive a badge identifying them as an authorized school visitor. **This procedure must be strictly observed for the safety of students.** (DoDEA Reg.4700.2, 47.2.6 Visitor Control)

If you desire to meet with a teacher(s), a conference must be scheduled in advance with the teacher(s). Conferences will be held with parents at a time convenient to both teacher and parent. Teachers are unable to accommodate unscheduled conferences with a parent.

Volunteer opportunities exist for parents that are interested in being actively involved in the school. Parents are encouraged to volunteer in their children's classes. Also, the Parent Teacher Organization (PTO) has many opportunities for parent volunteers. If you are interested in volunteering in the school or with PTO, please contact the school's main office for additional information.



## ***CLOSING OF SCHOOL IN EMERGENCIES***

The following procedures will be observed whenever it is necessary to cancel or close school due to inclement weather or other emergencies.

### **BEFORE THE SCHOOL DAY BEGINS**

- The principal will coordinate with Commanding Officer MCAS Iwakuni to cancel school for students.
- Announcements will be made on the television or AFN Radio.  
Announcement will be posted on the Japan District Facebook page:  
<http://www.facebook.com/dodea.japan>
- School may be cancelled or have a 2 or 3-hour delayed opening if weather conditions permit. AFN Radio will always have the latest information. Any decision will apply to all students, whether living on or off-base.

### **DURING THE SCHOOL DAY CLOSURES**

- The principal will coordinate the closing of school with Commanding Officer MCAS Iwakuni.
- Commanding Officer MCAS Iwakuni will coordinate announcing school closure time with AFN and will inform local commands. Working parents will be notified of school closures through the local commands so they may return home to receive students.

### **PROCEDURES FOR BUS RIDERS**

- The principal will call the Transportation Office and request buses. Bus students will be sent home. Bus departure time will be announced on AFN.
- Students in grade 6 will be released at their bus stop. However, students in grades Pre-Kdg-5th will not be released until verification is made of a parent, an older brother or sister, or the emergency contact person is available to supervise them.
- If no one is at home, the child will be returned to school and placed under supervision until a parent can be contacted.
- If a student must be returned to school, the parent or guardian will be required to pick the student up at school as soon as possible. Once all school personnel are dismissed to go home, any students remaining at school will be taken to PMO, where their parents can pick them up.

### **PROCEDURES FOR WALKERS**

- Students who walk to school will be dismissed within 30 minutes of the time that school closure is announced. The principal will inform teachers when students may be released.
- Students in grades 6 will be released automatically at the dismissal time. Students in grades Pre-Kdg-5 will be sent home after verifying that a parent, or an older brother or sister or emergency contact will assume responsibility.
- If no one is at home, the students will be kept at school under supervision until the parent can be contacted.
- When all school personnel are dismissed to go home, the students remaining at school will be taken to PMO, where their parents can pick them up.

## **DELAYED CLOSING OF SCHOOL**

- If conditions exist that make it unsafe for students to travel home by bus or on foot (severe weather, civil disturbances, etc.) students will be kept at school under faculty supervision.
- Parents should listen to AFN Radio before calling the school office.
- Updated information will be posted at <http://www.facebook.com/dodea.japan>
- When travel by bus and on foot has been deemed safe, the school will be closed and students sent home following the procedures listed above.

## **CONCERNS**

Parents who have a question, concern, or complaint should attempt to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures apply, in order, as needed:

1. The parent discusses the matter with the teacher concerned.
2. The parent and teacher meet with the principal.
3. Matters un-resolvable at school level are referred to the District Superintendent of Schools, Japan.  
(See Chain of Command)

These procedures follow the line of authority from teacher to district superintendent and focus on resolution at the most immediate level. Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems later on.

## **CONFERENCES: PARENT/TEACHER**

In an effort to help the student, it is important that the classroom teacher and parents work together. Conferences may be initiated by either the parent or the teacher at any time as needed. Conferences are valuable opportunities for parents and teachers to plan cooperative strategies to help students.

Parent/Teacher conferences are scheduled for all parents at the end of the first quarter grading period. Report cards of elementary students are given to parents at that time and school performance is discussed. Third quarter conferences for elementary students are intended to be for students where there may be concerns or for parents of new students.

Teachers are available for after-school conferences by appointment. Parents desiring a conference shall contact the teacher by email or leave a message in the school office for the teacher to return their call. The teacher will return the call, respond electronically, or send a note home to schedule the conference.

Parents who are unable to attend a scheduled conference shall notify the teacher, in advance, by note, email, or telephone message so that the conference can be promptly rescheduled. Frequent parent/teacher conferences or other communications are encouraged.

## **CONFERENCES: PARENT-ADMINISTRATOR**

The principal has an open door policy, but it is strongly recommended that parents desiring a conference with administration call the school for an appointment; this will help avoid waiting due to previously scheduled commitments and meetings.

If the subject of the conference concerns policies or practices of an individual teacher, a conference should first be held with the teacher involved. Problems that cannot be resolved at the most immediate level should then be brought to the attention of the school administration.

## ***DAILY SCHEDULE***

0730 Arrival  
0743 Entry Bell  
0750 Tardy Bell  
1345 Sure Start Dismissal  
1430 Dismissal Bell

Scheduling a short nutrition break with a healthy snack each day is recommended. Young bodies need to eat often to sustain their energy and focus on academic tasks. Snacks should be limited to healthy options. High sugar foods and sodas are not permitted at school. Please do not send these items as snacks for your child.

## ***DISCIPLINE***

Learning time is highly valued at M.C. Perry Elementary School. Good discipline optimizes order and student safety. It is marked by self-control and an understanding of appropriate standards of conduct. As children mature, they become increasingly capable of judging appropriate conduct accurately.

Students are expected to maintain standards of behavior, which will bring credit to them and their families, show recognition and consideration of the rights of others, and contribute to a healthy and positive educational atmosphere. School rules apply at all school functions after normal school hours or at other locations. Sponsors are ultimately responsible for the conduct of their dependents at school.

It is DoDEA policy that managing student behavior is a shared responsibility consisting of teaching and reinforcing positive student attitudes and the behaviors needed for effective learning. The responsibility for appropriate behavior and attitude toward school rules and learning is shared by each student, his or her sponsor/parents/guardians, the teachers and school staff, the military command, and school communities.

Failure to exhibit appropriate student behavior and attitude is cause for concern and may result in disciplinary actions administered progressively and fairly. Disciplinary actions may include: verbal warnings and reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service, counseling programs, out of school suspension for up to 10 days, and other behavior management techniques. These should be considered prior to resorting to more formal disciplinary actions that remove a student from school for a long term suspension or expulsion as a first offence; except when a student poses an immediate threat to his or her safety or the safety of others.

DoDEA Reg. 2051.1 outlines the above information and provides overall guidance on the imposition of disciplinary procedures and actions. Specifically:

- Corporal punishment by teachers, principals, or other persons employed by DoDEA is prohibited.
- Discipline must be administered consistent with the student's behavior management plan, where applicable.
- Students with disabilities are subject to the same disciplinary rules and procedures, including removal to an alternate educational setting, short term suspension from school or from riding the school bus. Removal times are limited by statute before convening a manifestation meeting to determine the degree in which the disability may be culpable in the behavior.
- Special rules must be followed when a disciplinary consequence for a child with disabilities would result in a change of placement.

### **DoDEA Principals shall:**

- Dispense and exercise general supervisory control over the administration of school discipline within the school.

### **DoDEA Teachers and Educational Staff Members shall:**

- Utilize the range of behavior management techniques, to include the independent exercise of minor disciplinary actions for minor student misconduct.
- Ensure students know the nature of his/her misconduct and understands why the disciplinary action is being imposed.
- When there is a doubt about the culpability of persons involved, or possible mitigating circumstances, the student facing discipline should have an opportunity to express his or her reasons for the alleged misconduct.

**DoDEA Students shall:**

- Comply with all DoDEA student disciplinary rules, regulations and procedures.

Students are expected to conduct themselves according to the standards of student behavior determined by the teachers within their classrooms and the school-wide rules. Students are expected to maintain standards of behavior, which will bring credit to them and their families, show recognition and consideration of the rights of others, and contribute to a healthy and positive educational atmosphere.

Discipline slips will be issued by the teacher or specialist when a child continues inappropriate behaviors that go against the rules and/or behavior standards of the school, or the behavior is severe enough to warrant immediate administrative intervention. The purpose of the Discipline Slip is to inform the parents and administration of the child's behavior choice and is a consequence for a negative behavior choice as the incident is entered in the child's discipline record. **All students referred to Administration must have a Discipline Slip.**

The staff member initiating the referral will indicate his/her name on the discipline slip. Date and time that the incident happened, rules that were broken will be noted and comments made. Parents will receive a copy of the discipline slip informing them of the incident.

If inappropriate behavior continues, the child's parent will be notified and the child will serve a one-day, in-school suspension as a consequence. If a student causes disruptions while serving an in-school suspension, his/her parent will be called to take the child home. Our goal is to positively affect the future behavior choices. Because parental support is critical to our mission, administration reserves the right to contact the parent at any point in the discipline process.

Parents are the most important people in a child's life. Therefore, it is the expectation that lines of communication flow frequently and consistently from the teacher to the parents.

**Action Steps:**

- Teachers provide early, ongoing regular training by means of direct instruction, modeling, and two way discussion beginning immediately within the year in order to ensure that all students are aware and knowledgeable about school policies pertaining to student responsibilities, appropriate behaviors and attitude, and that they understand what constitutes bullying and harassment.
- Teachers will intervene early and shape appropriate behavior. If students refuse to respond to low level interventions, a discipline slip may be written. School administration or their appointee (counselors, teachers) may be called upon to informally counsel students about the consequences of continued misbehavior. Once a discipline slip is written, a copy of discipline slip will be sent home for signature and the parents notified by email and/or phone. Parents may be called for a parent-student conference. Teachers may also refer students to the counselor.
- Continued misbehavior will result in additional disciplinary actions including, detention, loss of privileges, in-school suspension, out of school suspension, or expulsion with the possibility that the child be sent back to the states and not allowed to attend a DoDDS school. Detailed steps are outlined below;

**Policy:**

1. Level 0 (zero) – First occurrence. Students referred to the counselor. Discipline slip sent home. Parents notified by email and/or phone. Recommend parent-student conference.

2. Level 1 – Second occurrence. One (1) week loss of recess. Small group or individual counseling (recommended). Administrator – Parent - student – teacher conference prior to readmission. School Liaison and Base Station Inspector notified.
3. Level 2 – Third occurrence. Two (2) day out of school suspension. 2 weeks loss of recess. Individual counseling (recommended). Administrator - Parent – student – teacher conference prior to readmission. School Liaison and Base Station Inspector notified.
4. Level 3 – Fourth occurrence. Three (3) day out of school suspension. Loss of recess – Time TBD. Individual counseling (recommended). Administrator - Parent – student – teacher conference prior to readmission. School Liaison and Base Station Inspector will be notified.
5. Level 4 – Fifth occurrence. +5 day out of school suspension. Loss of recess – Time TBD. Individual counseling (recommended). Administrator - Parent – student – teacher conference prior to readmission. School Liaison and Base Station Inspector will be notified. PAC HQ notified.

Note: Disciplinary action contingent on seriousness of offense. Some offenses may warrant an immediate 10 day suspension and/or processing for expulsion.

### ***DISMISSAL POLICY - DAILY***

The dismissal bell rings at 1430. Each student must observe the following rules:

1. Elementary students must leave the school grounds as soon as they are dismissed. Students who walk are not allowed in the area where the buses are being loaded nor are they allowed to remain on campus.
2. Parents who pick students up at school are not allowed to park in the areas where the buses load. Please arrange with your students to pick them up in the designated area. Building 589 has a large parking lot that is designated as an auxiliary school parking lot.
3. School buses are scheduled to depart approximately 10 minutes after the dismissal bell. If a student misses his/her bus, a parent must pick up the student.

### ***DISMISSAL POLICY - EARLY DISMISSAL FROM SCHOOL***

Students cannot be released to anyone other than the parent(s) or guardian without being added as an emergency contact on the DoDEA Student Registration Form 600. If a parent intends to pick up a student before regular dismissal time, a note should be sent to the teacher that morning or the previous day. Do not call the office unless it is an emergency. We make every effort not to disrupt classes.

A parent who wishes to take a student out of school during the school day (for a medical appointment, for example), should go to the front office to sign the child out of school. The office staff will contact the teacher so the child can be released from class. Please do not go to your student's classroom without checking with the office first.

### ***DRESS CODE***

School is our business and students are expected to dress accordingly. M.C. Perry Elementary School supports parents in their responsibility for ensuring appropriate student dress. We encourage our students to dress comfortably, follow good grooming practices, and select clothes that are appropriate. Dress and grooming standards should not be disruptive to the learning process nor create an unsafe condition for the student or others.

Specifically, the student dress code is as follows:

- No excessively baggy pants.

- No undergarments showing.
- No spaghetti straps for upper grade (4th – 6th) girls. {Must be covered}
- No short skirts/shorts – as a rule of thumb the hem should reach the tip of the middle finger when the arm is extended.
- Do not wear any clothing that restricts activity or movement.
- No clothing that depicts alcohol, tobacco products, drug or drug use.
- No clothing that has violent, obscene, or racial symbols, graphics or words.
- No head coverings or hats worn inside any building.
- No shoes with wheels, or flip-flops – for student safety. It is strongly recommended that students not wear any open-toe shoes to school – but is not specifically prohibited. Besides climbing stairs, elementary students are active throughout the day. Flip flops or back-less sandals have caused students to trip, fall and cause others to trip and fall. Safety should be the first priority.

### ***EARLY WITHDRAWAL/PCS TRANSFER***

Please notify the school two weeks, (but no less than five working days) in advance of a PCS move so that transfer documents may be prepared. We suggest parents hand-carry student records needed for enrollment at the new school. Final school clearance requires students return all books and pay all fees to include cafeteria account. We will send upon request **copies** of school records. The original student records remain at school, in case more copies are needed later.

### ***GRADES K-6***

Students who will transfer (PCS) more than 20-school days before the end of the school year will be given a transfer evaluation and a report card, with grades to date, to take to their new school where they will enroll for the remainder of the year. They will not be promoted for the year by DoDEA at that time. Students who are leaving (PCS) fewer than 20-school days prior to the end of the school year may be promoted to the next grade depending on academic progress and the completion of school work. Each year an accelerated withdrawal date is provided from DoDEA. Please contact the school secretary for accelerated withdrawal dates.

### ***EMERGENCY CONTACT***

The school must be provided with the name and telephone number of a person who can be called in an emergency in the event a parent cannot be reached. An emergency contact telephone number cannot be the sponsor's home telephone number. If the sponsor's duty telephone number is listed as the emergency number, the name of a person other than the sponsor must be supplied to the school as the designated emergency contact person.

It is recommended that a "**Power of Attorney**" be on file at the Branch Clinic in case a child needs urgent medical attention and a parent is not available. Parents can get more information on filing a "Power of Attorney" by contacting the Branch Medical Clinic.

If the sponsor or emergency contact is not available, PMO will be contacted. The school may also contact the Branch Medical Clinic and the sponsor's commanding officer as needed to cope with the emergency.

**KEEP YOUR STUDENT'S EMERGENCY DATA AT SCHOOL CURRENT.** Please notify the school immediately if there is a change in home or duty phone numbers and/or addresses for your family and those of the alternate emergency contact. In case of illness, accident, or other pertinent reasons, it is critical that school personnel are able to locate and contact parents quickly.

## **SAFETY & EMERGENCIES**

Due to the March 2011 earthquake, tsunami, and subsequent radiation emergency in the northeastern part of Japan, additional safety procedures for a “Shelter-in-Place” designation was developed for the school and compound. All school emergency and safety plans and procedures are continuously monitored, evaluated, and revised as needed to meet the needs of command, DoDEA, and local assessment on emergency procedures. No student is allowed to be checked out during any safety drill. In the event of an actual emergency, base command and PMO will dictate if it is advisable to pick up your child.

**FIRE DRILLS** - Fire drills are required by law and are an important safety precaution. It is against the law to ignore any fire alarm, no matter how inconvenient the timing. It is essential that when the signal is given, everyone obeys orders promptly and clears the building, by the prescribed route, as quickly as possible to a designated Fire Safety Zone location where teachers and staff take attendance. Students stay with teachers during the entire drill or in the event of an actual emergency.

Fire drills are conducted weekly during the first month of school and monthly for the remainder of the school year. At least once per year, students participate in an **Evacuation Drill**, the procedure of which is a continuation of a fire drill. Teachers and staff will direct students to continue from the Fire Drill Safety Zone to the designated Evacuation location at Sakura Theatre. No students are allowed to be checked in or out during any safety drill.

**EMERGENCY OPERATING PROCEDURES** – The safety of students are our highest priority. M.C. Perry Elementary School adheres to and exceeds all DoDEA guidelines for student instruction of emergency procedures. An emergency channel loud speaker is located in the office. School emergency procedures are available in each classroom located near the exit. Teachers are trained at the beginning of each school year and are mandated to discuss and practice emergency procedures using grade and age level language. The school has an active Crisis Team in the event of any emergency and is also part of the base crisis team.

**EMERGENCY SCHOOL CLOSINGS** – In the event it becomes necessary to close the school because of snow, typhoons, or other unusual circumstances, the following procedures are in place:

:

- A. The base Commanding Officer decides school closure for students.
- B. In the event the Commanding Officer closes the entire base, an announcement to that effect will be broadcast on AFN television and radio. If possible, parents will also be emailed information.

## **GRADING**

Grades measure academic performance and indicate the student’s level in meeting achievement of DoDEA academic standards and curriculum objectives. They report achievement relative to measurable curriculum objectives; they do not measure academic potential or social performance.

Report cards are issued to parents four times per year to inform them of their child’s progress. At the end of the first quarter, time will be set aside to conduct parent/teacher conferences. Students must attend 20 school days per quarter in order to receive a report card.

**Grading guidelines for students in grades 4-6 are as follows:**

A+	98 - 100%
A	93 – 97%
A-	90 – 92%
B+	88 – 89%
B	83 – 87%

B-	80 – 82%
C+	78 – 79%
C	73 - 77%
C-	70 – 72%
D+	69 – 64%
D	63 – 60%
F	Anything below 60%

A grade will be given for each major curriculum area. The marking code for the subject areas of Language Arts, Reading, Mathematics, Social Studies, Science, and Health are:

- A    Excellent
- B    Very Good
- C    Good
- D    Minimal
- F    Failing

The special subject area marking code is “P” for Participates, “+” for Shows Strength, and “/” for More Participation Needed.

**Grading guidelines for students in grades Kindergarten - Grade 3:**

- CD - Consistently Displayed  
This student CONSISTENTLY DISPLAYS skills in this area.
- P - Developing/Progressing  
This student is DEVELOPING the skill or PROGRESSING in this area.
- N - Not Yet Evident  
This student needs MORE DEVELOPMENTAL growth or experience to display this skill.

The use of the plus + and minus - may be used with the letter (A, B, etc.) grades at the discretion of the teacher.

Students will be recognized at the end of each semester for maintaining a GPA from 3.5 - 4.0 on the Principal's Honor Roll and the Honor Roll for maintaining a GPA from 2.9 and 3.4 in the major curriculum areas. Any student with a "C" or below does not qualify for the honor roll, regardless of their GPA.

For any child demonstrating unsatisfactory progress or achievement, parents will be notified by their child's classroom teacher with enough time to correct the deficiency. Notification will occur as soon as unsatisfactory achievement is evident, no later than the midpoint of the nine week grading period.

Parents are encouraged to check the electronic grade book for grades 4-6<sup>th</sup> to monitor student progress. Gradespeed is an online grade book application where parents may access their child's assignments and grades. The goal is to increase parent communication and to encourage parents to take a more active role in their child's education. Each teacher's timeline for grade entry will vary so you may want to check with the teacher to get an idea of how often you can expect grades to be updated. Any concerns about your child's grade should be brought to the teacher promptly.

Parents and sponsors should limit electronic communication through the Parent Connection 'Notes to Teachers' feature to only essential and reasonable communications. Please utilize the notes for appropriate written communication. Use the teacher's email address for routine matters. Teachers should respond to you within two business days. Please contact the office if the teacher has not responded to you within that time.



## **GUESTS**

"Visitors" to M.C. Perry Elementary School includes anyone who does not work at school or attend as a student. As part of DoDDS Worldwide School Security System, **all visitors to the school must sign in at the school office.** (DoDEA Reg.4700.2, 47.2.6 Visitor Control) Visitors will be provided a badge to identify themselves. Upon completion of their visit, visitors return the badge to the school office and sign out of the building. Visitors are welcome, but this procedure must be strictly observed for the safety of the students.

## **HEALTH SERVICES**

M.C. Perry Elementary School employs a registered nurse whose responsibilities include: arranging for care of injuries, monitoring general health status of students, identifying health needs and conferring with students, parents and teachers concerning specific health problems, providing a screening program including vision and hearing screening, maintaining health records on each student, monitoring immunization compliance per DoDEA requirements, implementing health programs and health education and counseling. In essence, the school nurse is an excellent information and counseling resource to the school and community.

DoDDS personnel (other than the nurse) are not authorized to give any medication to any child at any time for any reason. Students may not medicate themselves at school to include any medication, aspirin, cough drops, etc.

If an accident or illness occurs at school, the teacher will notify the school nurse. If it is necessary for the student to go home or referred to a medical facility, the nurse will contact one of the parents, or the person listed as the emergency contact. In the event of serious illness or injury requiring immediate medical attention, the parents will be notified and an ambulance will be called.

Accurate home and duty telephone numbers of parent/sponsor and emergency contact person is mandatory for the safety of our student! Parents must provide the school with updated contact phone numbers and a medical power of attorney statement if TDY.

The school nurse is not a substitute for seeing a physician for illness. If a student is ill prior to school, staying home is preferred. Students who are too ill to function in the classroom will be sent to the health office. Parents may be called to take the student home. In the event of serious illness or injury requiring immediate medical attention, the parent will be notified and then the ambulance will be called.

Students who are under doctor's orders and need to take medication during school hours must be sent to the nurse for distribution of such medication. All prescribed medications must be accompanied by a Hold-Harmless Letter, which requires both the physician's and the parent's signature. The nurse or substitute nurses are the ONLY people that are authorized to dispense medication. NO EXCEPTIONS! For additional information, consult the nurse.

Students are not permitted to carry any type of medication to school. This includes all over-the-counter medications. Parents should bring all medicine to the school nurse to be dispensed. A permission form, a "**Hold Harmless**" letter, with a physician's written instructions and signature, along with the parent signature, is required before any medication is administered by the school nurse.

All medication must be in a pharmacy container labeled with student's name and dosage instructions that will remain at school. Students must receive all medication in the health office. No medication is taken to the classroom. A copy of the "Hold Harmless" form is available to print from the nurse's webpage or can be obtained in the school nurse's office. A new "Hold Harmless" form is required each school year and when there is a change in dosage.

Medications for students with severe allergic reactions that have a prescribed epi-pen or students that have prescribed inhalers, are requested to provide a kit or inhaler to be kept in the school nurse's office in case of an

emergency. Students with food/insect allergies or asthma must have an allergy or asthma action plan on file in the nurse's office. These forms are available from the school nurse or the school nurse webpage.

If your child has a chronic health problem or disability, please discuss the problem with the nurse and classroom teachers in order that the most beneficial learning environment can be accommodated. If your child has a food or insect allergy, an action plan needs to be completed by your child's doctor and kept on file in the school nurse's office.

All medications must be picked up from the nurse's office at the end of the school year. Any medication not picked up will be disposed of properly. Please feel free to contact the school nurse at 253-5903 for additional information. If there are any changes in your child's medical condition during the school year, we ask that you notify the school nurse.

Sick students are not to be sent to school. When in doubt, keep them home.

### ***ILLNESS***

When students exhibit one or more of the following symptoms they will be sent home: fever at or greater than 100 degrees, chills, vomiting, nausea, diarrhea, inflamed, itchy, watery eyes, continuous coughing or runny nose, lethargy, or any condition that prevents the student from concentrating or participating in regular classroom activity.

Students with evidence of a communicable disease such as chickenpox, measles, mumps, strep throat, pink eye, influenza, etc. will be sent home and should remain home until they are no longer contagious (refer to your personal physician). Students with *head lice* will also be sent home. Additionally, their classmates will be checked for evidence of head lice, and a letter of this occurrence will be sent to parents.

### ***RETURN TO SCHOOL AFTER AN ILLNESS***

Students may return to school if they have been **fever free** (without the use of medication), nausea free, and /or diarrhea free for **24 hours from cessation of symptoms**, that is, eating, drinking sleeping and playing normally. For contagious illness such as conjunctivitis (pink eye), or ringworm, students may return to school once prescribed drops or ointments are given for at least 24 hours. Students with head lice must be treated with a lice shampoo. They must be NIT FREE. A parent must bring the student to the nurse for a head check following treatment before returning to school. The student must have a note from the school nurse clearing the student to return to class.

### ***IMMUNIZATIONS***

DoD Directive 1342.6/DoDEA Instruction 6205.1 state that DoDEA students must meet specific immunization requirements to attend DoDEA schools. A list of the required immunizations is available on the school webpage or from the school nurse. DoDEA gives thirty (30) days from the date of enrollment, for students to obtain the required immunizations. Students will be disenrolled if immunizations are not completed within the thirty-day grace period. The school nurse reviews all immunization records and notifies parents of needed immunizations.

### ***SCREENING PROGRAMS***

Several routine screening programs including hearing, vision, height/weight and scoliosis are conducted during the school year. Screening permission forms are sent home at the beginning of the school year. Please return the form by the due date.

## ***EMERGENCY CARE AND CONTACT INFORMATION***

In the event of a medical emergency, the school nurse will initiate first aid measures. An ambulance from the Branch Medical clinic will be called if necessary and the parents of the injured or ill student will be notified immediately by an appropriate school staff member (nurse, teacher, or administrative staff). If school personnel are unable to contact the parents, the parent's designated emergency contact will be notified. If we are unable to reach the emergency contact person, in the event of a life-threatening situation school personnel will notify the sponsor's command. **It is imperative to keep home, duty, spouse's work, and emergency contact phone numbers up to date.**

## ***HOME-SCHOOLED STUDENTS***

It is Department of Defense Education Activity (DoDEA) policy to neither encourage nor discourage sponsors from home schooling their minor dependents. DoDEA recognizes that home schooling is a parent/sponsor's right and is a legitimate alternative form of education. Upon request, it is DoDEA policy to provide auxiliary services such as 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 activities. Please call the school for further information.

## ***HOMEWORK***

Homework is defined as assignments to be 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. Parents can help by providing a specific homework time and place with a minimum of interruptions and distractions. In addition, parents can assist their child(ren) by helping them to organize their work using folders, spiral notebooks, memo pads, etc.

The type and amount of homework shall be designed to meet the individual needs of the students (Differentiation). Homework is not assigned merely as busy work or as a disciplinary measure. Homework assignments 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.

Teachers are required to do the following per DSAI 2000.9:

- a) Identify the degree to which homework affects the determination of a student's grades.
- b) Provide clear, concise directions for completion of homework assignments.
- c) Check homework for completeness and mastery of concepts as appropriate to the nature of the assignment and return to students.
- d) Inform parents of student performance and completion of homework assignments as appropriate.
- e) Use the following guide for amount of homework per week:  
Grades 1-3: 2-4 hours  
Grades 4-6: 5-6 hours

Homework will vary with the age and grade of the student and may be assigned at the discretion of the teacher. Please contact the teacher if your student never has homework, or spends excessive time on homework. If your child exhibits signs of frustration or failure, please contact the classroom teacher. Teachers endeavor to modify homework to increase student success.

### ***KISS & RIDE CONTRACT for SAFETY***

M.C. Perry Elementary School has established an area called the Kiss & Ride. This is designed as a safe time and place for adults in private vehicles to load and unload children. The Kiss & Ride is separate from the bus area and establishes a pedestrian traffic pattern to keep children safe. Kiss & Ride times are 7:25-7:45 and 2:25-2:45.

If all drivers cooperate, the adult supervisors, with the assistance of the safety patrols, will be able to provide an efficient and safe transfer of children. To ensure safety for everyone, please observe the following rules when loading and unloading children:

- ✓ Pull forward as far as possible into the designated Kiss & Ride lane before loading and unloading.
- ✓ Load and unload in the Kiss & Ride area only.
- ✓ Keep "good-byes" and "hellos" brief.
- ✓ Remain in the driver's seat.
- ✓ Do not pass other cars.
- ✓ Please try to have children exit from the left side of the car.
- ✓ Do not park in the Kiss & Ride lane/front parking lot and leave the car.
- ✓ Do not park in the front parking lot and call to children.
- ✓ Exit the Kiss & Ride promptly after loading and unloading children.
- ✓ If your child is not present at the staging area please exit the Kiss & Ride lane and get back in line.
- ✓ Follow directions given by staff members.

### ***LIBRARY AND INFORMATION CENTER (IC)***

The M.C. Perry School Complex maintains a complete Information Center (IC) with a collection relative to the student population. With the exception of periodicals (magazines and newspapers), reference and reserve materials, items circulate for a two week period. It is the responsibility of the student to return materials when due. Failure to do so can result in suspension of privileges, payment for lost books and in severe cases, letters to the sponsor's command requesting payment.

The information specialist provides formal library/information skills instruction for all students in grades Kindergarten through 6.

The IC is open daily (M-F) from 7:45 AM until 3:30 PM. Arrangements for the use of the information center beyond normal operating hours can be accommodated with advance notice.

### ***LOST/DAMAGED PROPERTY PAYMENTS***

If an investigation reveals that a student has lost or willfully damaged property, the sponsor may be required to reimburse the U.S. Government. Examples include broken furniture or windows, and damaged or lost textbooks. Specific procedures for reimbursement are based on the actual value of the object in question. Items such as library, textbooks or calculators can be replaced via online purchase. Requests for overdue payments may be referred to the sponsor's command.

### ***LOST AND FOUND ITEMS***

A lost and found box is located along the building adjacent to the playground. Students are encouraged to check for misplaced items before school, during lunch or after school. Property remaining in the box at the semester break and the end of the school year will be turned in to appropriate charities. For smaller, more valuable items such as money, keys, eyeglasses, phones, and jewelry, the lost and found box is located in the office.

## ***LUNCH PROGRAM***

MCCS provides a hot lunch program in the school cafeteria. The Lunchbox system is a pre-paid system. It is the responsibility of the parent or guardian to maintain their child's lunch account. Every effort is made to send courtesy letters; however, sometimes it is not possible. Please verify your e-mail address with the cafeteria staff to ensure you are receiving low balance notices.

You may check the balance of the student's account during school hours via phone, e-mail or in person. Please call 253-3378 for information regarding your child(ren) lunch account balance.

If your child has a food allergy, please notify the cafeteria manager and school nurse. A doctor's note must be provided to the cafeteria manager that indicates the child's food allergy. If replacing one food with another, this too must be included in the doctor's letter. For example, if the child has a milk allergy, then the doctor's note must include that milk is to be replaced with juice or water.

Students in grades Kdg - 6, who eat lunch at school, must remain under the supervision of assigned school personnel in the cafeteria and on the playground, until they are released to return to class.

If you are interested in joining your child for lunch, please note that all visitors are required to sign in at the office.

## ***LUNCH ROOM RULES***

- Be respectful to all adults and children.
- Use inside voices at all times.
- Follow the directions of all school adults.
- Raise your hand if you need assistance.
- Use inside voices at all times.
- Students are expected to use the restroom during their recess. Raise your hand if you need to use the restroom during lunch.
- Remain seated with your feet under the table until the adult on duty dismisses you.
- Check around your area for trash before you leave the table.
- Empty your tray and/or dump your trash before you leave the cafeteria.
- No food or beverage will be taken out of the lunchroom.
- Line up as directed and quietly wait for your teacher.

## ***PROGRESS REPORTS***

Teachers may send interim progress reports at any time during a grading period before report cards are sent out. Report cards are issued to parents four times per year to inform them of their child's progress. At the end of the first quarter, time will be set aside to conduct parent/teacher conferences. Students must attend 20 school days per quarter in order to receive a report card.

The parents of any student in danger of receiving an **"F"** on his/her report card will be notified by the teacher before the end of the grading period. Notification will be made in sufficient time for the parents to meet with the teacher to plan cooperative strategies to help the child improve his/her academic performance in that class. Do not hesitate to contact your child's teacher if you have questions or concerns about your child's progress.

## ***PARENT TEACHER ORGANIZATION***

The purpose of the Parent Teacher Organization (PTO) is to promote friendly relations and mutual understanding between parents and teachers; to collaborate with school authorities in order to advance educational, artistic and athletic interests, social development and well-being of the students; act as a forum for parents' views and

attitudes toward topics of mutual interest to parents and the school; and provide reciprocal opportunities for school administration to disseminate information to the parents regarding school policies and curriculum.

Membership in the PTO is open to parents, faculty, staff and interested community members. The PTO has monthly meetings and a number of other social and educational programs throughout the year. If you are interested in becoming a member of the PTO, contact the school's main office for further information or PTO's facebook page at <http://www.facebook.com/MCPerryElementarySchoolPTO>.

### ***PUPIL PERSONNEL SERVICES***

Specialists' programs are designed to include exceptional students who have special needs, including gifted and talented, those with unique learning styles, or those who are acquiring English as a second language.

### ***SCHOOL GUIDANCE COUNSELORS***

The M.C. Perry Elementary School Guidance Counselors duties are as varied as the students and families they serve. They are professionals who provide guidance services in the elementary school working with students to help them develop academically, personally and socially. Some areas they are able to provide support for students, parents and school staff include assisting in the identification of the needs of students; interpreting testing information to parents and teachers and developing career awareness skills and study skills.

Guidance counselors assist students with developing strong communication skills by encouraging appropriate behavior patterns for dealing with relationships and classroom activities. They aid students with discovering new interests and how to set and achieve both lifetime and career goals. Counselors work with administration and staff to provide crisis intervention programs and student support programs.

Our counselors work with students through guidance classes, as well as group and individual counseling to help students deal with many academic, social and emotional situations that children face in everyday life. Our guidance program consists of but is not limited to the following curricula and programs:

Individual and Group Counseling - This includes meetings with the counselor to build self-esteem, improve academics, develop behavior plans, and discuss issues such as divorce, deployment, grief, and bullying,

Student Support Team- Administration/Counselors/Psychologist/Staff collaborate to identify strategies to promote success for students experiencing academic or behavioral difficulties in the classroom.

Career Education - Students are able to learn more about careers.

Character Counts Curriculum by the Josephson Institute of Ethics - encourages young people to develop good character with lessons emphasizing trustworthiness, respect, responsibility, fairness, caring, courage, citizenship and diligence.

Trevor Romain Curriculum - This program promotes social and emotional fitness for students addressing the areas of bullying and cliques, study and test taking skills, health, facing fears, and dealing with divorce and death.

Stop Bullying Now Curriculum - Promotes bully-free schools.

TerraNova Standardized Test Preparation - Students in grades 3-6 are taught test-taking skills to better prepare for this national annual test in March.

Student of the Month Program - This program recognizes students who show continuous good and respectable behavior.

Lunch Buddy Mentor Program - This program uses volunteers from the community to support students at recess and lunch.

Deployment Support - This is provided for students and their families. Students make posters, cards, and write letters to deployed military members.

Red Ribbon Month - Program helps students to better understand the dangers of drug and alcohol abuse.

Activities That Teach Curriculum - This curriculum helps students learn about life situations through hands on activities.

Parent University - A combination of workshops is given for parents covering various current educational and behavioral issues.

Educators' Day - Presentations are given for staff and parents on deployment, bullying and test taking skills.

Citizenship Program - Students learn the importance of being a good citizen.

### ***SCHOOL PSYCHOLOGIST***

The School Psychologist helps children and youth succeed academically, socially, and emotionally. The psychologist collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school.

The role of the School psychologist is to work to find the best solution for each student and situation. The psychologist works with students individually and in groups. He develops programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances, and preventing and managing crises.

Other roles of the School psychologist include: assists with the evaluation of eligibility for special services; determines social-emotional development and mental health status; and evaluates learning environments.

The School psychologist provides psychological counseling to help resolve interpersonal or family problems that interfere with school performance. He provides training in social skills and anger management

### ***GIFTED EDUCATION***

Students found eligible for gifted education services have demonstrated areas of unusual strength(s). Services are provided to identify students who have a documented need for differentiation and challenge in their instructional program. Differentiation provides academic challenge and social-emotional support to ensure continued intellectual growth and development.

Eligibility is determined by considering data such as observations, interviews, anecdotal evidence, student portfolio, narratives, rating scales (by teachers, parent, and student), and test scores (to include non-verbal, ability, and standardized test scores). A gifted review committee (consisting of several classroom teachers, specialists, and administration) meets regularly throughout the year to discuss and determine eligibility.

DoDEA schools determine the most effective methods to meet the needs of students identified for gifted education services. Schools consider individual strengths in matching student to services because each student

has a unique profile of strengths. Possible services offered to eligible students include resource classes, classroom differentiation, content or grade acceleration, individualized services, and additional opportunities.

### ***ENGLISH AS A SECOND LANGUAGE (ESL)***

The ESL program serves students who are at various stages in their English language development. These students either have a primary language other than English or have been influenced by another language in their home.

Students must meet the DoDEA guidelines in order to qualify for these services. The services provided are based on the student's needs to be able to participate in the general education curriculum. Our goal is to support the student in their acquisition of English while they continue to develop competence in the content areas. For more information or questions about your child's ESL status please contact the school's ESL Specialist.

### ***FOREIGN LANGUAGE ELEMENTARY SCHOOLS: FLES***

Students in grades K-3 participate in the foreign language in the elementary school (FLES) program. This program introduces students to a foreign language at an early age to lay the foundation and build an appreciation for future foreign language learning. Instruction in the program is given in Spanish and is focused on building listening comprehension and speaking abilities. Students also participate in activities that develop reading and writing skills in Spanish. As a component of the DoDEA Foreign Language program, FLES provides students the instruction and opportunity to expand their multi-lingual language capacity to fully participate in the global community.

For more information please visit <http://www.dodea.edu/curriculum/foreignLanguage.cfm> or contact your school's FLES instructor.

### ***SPEECH/LANGUAGE SERVICES***

The Speech Language Pathologist provides screening, diagnostic, and therapy services on an individual or group basis for any child having a speech, language or hearing impairment.

### ***TEACHER, LEARNING IMPAIRED***

Teacher, Learning Impaired provides services for students identified as having special education needs as defined by the Individuals with Disabilities Act (IDEA) and DoDDS Regulation 1342.12. Identified students are provided with curricular and environmental modifications in the regular classroom.

### ***LITERACY SUPPORT SPECIALIST***

Literacy Support Services are designed to help students acquire the necessary skills to become successful, independent readers. Students who meet the eligibility requirements for Literacy Support meet with the Reading Specialist four to five times per week. Students who meet the criteria for the Reading Support program can enter the program at any time throughout the year.

Programs and materials used in reading support are based on scientific research and are aligned with the recommendations for instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students receive instruction in all areas, with the emphasis varying according to their individual reading needs.



Student's progress is monitored by teachers using a variety of formal and informal assessments throughout the year. They are required to report student progress on a quarterly basis to monitor individual, class, and school wide progress. The Benchmark Assessment Systems (1&2) is a criterion-referenced reading assessment that is used to determine independent and instruction guided reading levels by teachers when needed. Reading accuracy, fluency, and comprehension are the major assessment components that help drive instruction for individual students, to include indentifying students' weaknesses and strengths, planning instruction, monitor reading growth, and preparing students to meet classroom and testing expectations, and providing information to stakeholders regarding reading achievement.

## **RECORDS**

DoD Directive 5400.11 states, "It is the policy of the Department of Defense to safeguard personal information contained in any system of records maintained by DoD Components and to make that information available to the individual to whom it pertains to the maximum extent practicable."

The Family Educational Rights and Privacy Act were signed into law on August 21, 1975. School records open for parental inspection are defined as "any and all official records, files and data related directly to a student."

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

1. Permanent Records Folder (DSP Form 104)
2. Duplicate Report Card.
3. School Health Record (DoDDS Form 120.1)
4. Results of standardized testing.
5. Testing data and documents relating to special classes and programs
6. All records received from previous schools attended by the student.

The official responsible for student records is the school principal and registrar. Only authorized school personnel with a "need to know" (to be determined by the principal) will be permitted access to this information.

Records maintained on our students are commonly referred to as the Cumulative Folder or 901 file. Student files are kept in locked cabinets in the registrar's office. Records contain the enrollment card, the sponsor's current orders, previous report cards and transfer forms. The school health record is considered part of the student's file and it is maintained in the school health office.

Some student files contain results of individual assessments or reports of student progress in special classes such as RIS, ESL, speech, or special education. This portion of the student file is kept in a separate location. When a student leaves, all components of the student file are combined into one package for transfer to the new school.

Records are carefully maintained under the provisions of DoD Directive 5400.11. Parents who wish to review any or all of the components included in their student's file should inform administration. An appointment for the parent/legal guardian will be made and arrangements made to have a teacher, counselor or administrator present to answer questions.

## **REGISTRATION**

DoDDS Instruction 1342.10 governs eligibility for enrollment in the DOD Overseas Dependents Schools. All "command-sponsored," school-age dependents of military and civilian personnel assigned to this area are eligible for "space required" enrollment on a tuition free basis. All students must be re-registered each year. This re-registration generally takes place in the month of April. Other persons interested in enrollment should contact the principal for determination of eligibility and category of enrollment.

### New Students:

1. Copy of sponsor's orders
2. Area clearance message or dependent entry approval message listing school-aged dependents by name
3. \*Civilian sponsors are required to submit orders and letter of employment
4. Student immunization record
5. Birth certificate or passport
6. Bus Transportation Notification Letter
7. DoDEA Form 600-Student Registration
8. DoDEA Form 600B – Questionnaire for Race/Ethnicity and Home Language
9. DoDEA ESL Program Guide Form F4-Complete if Form 600 B is marked yes under Home Language
10. DoDEA Form 620-Educational Pre-Screening Questionnaire
11. DoDEA Form 700-Consent and Authorizations Publicity Form
12. DoDEA Form 2942.0-M-F1-Student Health History
13. DoDEA Form 6600.1-F2-Computer and Internet Access Agreement for Students
14. Tuberculosis Exposure Risk Assessment

### Returning Students: Forms to be completed

1. Sponsor's orders if they have extended
2. Area clearance message or dependent entry approval message listing school-aged dependents by name
3. \*Civilian sponsors are required to submit new letter of employment
4. DoDEA Form 600-Student Registration
5. DoDEA Form 6600.1-F2-Computer and Internet Access Agreement for Students
6. DoDEA Form 700-Consent and Authorizations Publicity Form
7. DoDEA Form 2942.0-M-F2-Returning Student Health History Update
8. Tuberculosis Exposure Risk Assessment
9. Bus Transportation Notification Letter if necessary

### **RETENTION**

Research in education overwhelmingly indicates student retention seldom provides any long-term positive results. Grade retention is not recommended. If a student is having difficulty in academic or social adjustment areas, the classroom teacher will have regular conferences with the parents during the school year to develop strategies to address the problem.

If a learning disability is suspected, the teacher will consult the special education and resource teachers to determine what pre-referral or referral procedure is in order. Pre-referral activities must be outlined and documented before a special education referral is made. If the student is determined not to qualify for special education, the teacher can then contact parents advising them retention is being considered.

The Placement Committee, normally including the classroom teacher, a specialist, the school counselor, the parents, the student (if appropriate) and a school administrator, will meet to consider alternative strategies. After considering input from many sources including testing data, the committee will make a recommendation to the principal for a final decision.

If a child is retained in the same grade for another year, a plan for the next school year must be submitted, in writing, to ensure that the child does not repeat the same curriculum in the same manner.

### **SAFETY**

Students are encouraged to "Think Safety" while on the school grounds. Any safety hazards noted in class or outside the building should be reported to the teacher or to the office.

We are careful to provide a safe environment and to instruct students in safe behavior. These are some of the actions taken to eliminate hazards and injuries:

- Various Department representatives from MCAS Iwakuni conduct Fire, Safety, and Bio-environmental and Security inspections twice each school year.
- Fire safety instruction is provided to students with regularly scheduled drills. Drills are also conducted on evacuation and lockdown.
- Instruction in school, playground and classroom rules is provided to eliminate fighting, running and misbehavior that could lead to injuries.
- Students are cautioned about construction areas.
- Instruction is provided in personal health, hygiene and safety.
- Instruction is provided in earthquake, typhoon and other emergency procedure and awareness.

### ***SCHOOL ADVISORY COMMITTEE***

The School Advisory Committee (SAC) is composed of parents, teachers, and community representatives. The purpose of the committee is to advise the school administration on pertinent matters that have an impact on the quality of education in the school.

Local responsibilities include advising the principal on all matters affecting the operation of the school, such as school policies, instructional programs, staffing as it relates to the instructional programs, budget, facilities, maintenance, administrative procedures, pupil personnel services, educational resources, program evaluation, student standards of conduct, school meal programs and other educationally related matters. School Advisory Committee is advisory in nature and not a policy making board.

Elections are conducted at the beginning of each school year. Meetings are held after school up to four times during the school year, in the elementary school conference room. Time and dates of the meetings are publicized via the Parent/Community Newsletter. Parents are encouraged to attend SAC meetings and to submit items for discussion. Parents who cannot attend but wish to submit an item for consideration may contact any SAC committee member. Also, forms are available in the school's main office if you have an item you would like discussed at SAC.

### ***SCHOOL LIAISON***

The Marine Corps School Liaison provides critical information and resources for military school-aged children, families, and school districts to ensure positive and effective educational experiences. Their office is located on campus in the EDIS side of building #553. Please visit <http://www.mccsiwakuni.com/index.php?p=48> for more information and resources.

### ***SCHOOL RULES***

#### ***GENERAL SCHOOL RULES***

- I am respectful to others.
- I keep my hands, feet, and objects to myself.
- I follow the directions of adults.
- I respect school and personal property.
- I do not disrupt others from learning.

## **BULLYING**

M.C. Perry Elementary prohibits acts of bullying or harassment at all levels. A safe, protective and respectful learning climate is critical for students to learn, grow and succeed. Bullying or harassment is conduct that disrupts both a student's ability to learn and our school's ability to educate its students in a safe environment.

These behaviors are considered bullying or harassment whether they take place on or off school property:

Verbal: Name-calling, teasing, threatening  
Social: Spreading rumors, ganging up on others  
Physical: Hitting, kicking, pinching, biting, shoving  
Cyber Bullying: Using email, Facebook (and other social media), blogs, gaggle, cellphones or other digital technologies to harm others

### **Examples of Consequences:**

1. Warning
2. Loss of privileges and/or recess
3. Reflection writing
4. Temporary removal from the classroom
5. In or out of school suspension
6. Legal action
7. Expulsion or termination

## **PLAYGROUND RULES**

- Shoes must be worn at all times; students wearing backless shoes may be asked to refrain from using the playground equipment.
- No eating or juice drinks on the playground; tell an adult if you leave to get water from the fountain.
- Take turns, play fair.
- Students are not allowed to bring their own toys or sports equipment from home unless requested by teacher.
- When the bell rings or the whistle blows, stop play immediately and walk to your line.
- Include, don't exclude others when playing.
- Bullying of any kind will be an automatic removal from the playground. Even if another student thinks you are bullying him or her, you will be counseled.

### **Use of Playground Equipment:**

If possible, use hand-sanitizer before playing on or playing with playground equipment.

### **Slides**

Slide down, feet first & sitting up. Never head first on your back or stomach. Never slide in groups. Make sure bottom of the slide is clear before sliding down.

### **Climbing Equipment**

Use both hands on monkey bars. When you drop from the bars, bend knees and land on both feet, keeping arms close to the body. When climbing down, watch for those climbing up—never race across or try to reach for bars that are too far ahead. No standing on top of or jumping from any playground equipment.

### **Balls**

When playing dodge ball (or any other games with balls), always aim below the waist. Aiming at/hitting someone in the head and/or hitting someone with unnecessary force will be reason for removal from playground; the playground is not a soccer field! Don't kick the ball recklessly; know where you are aiming when you kick the ball. Never kick a ball toward, or into a group of students. Kicking the ball is mainly for practicing personal skills, not long, sweeping kicks.

### **Tether Balls**

If the ball comes off the line, seek assistance; do not climb the poles for any reason. Do not pull on the ball or use the ball to intentionally hit or hurt someone. Take turns.

### ***Elementary Playground Supervision***

- On overly-warm days, test the temperature of slides and other equipment before allowing students on the equipment.
- Keep all students within sight, all the time. If you cannot see the students, the students are not being properly supervised.
- Refrain from congregating and conversing with other monitors; roam and/or survey the playground continually (especially behind climbing wall).
- Never move an injured child. If a broken bone is suspected or the child is unable to move, send a runner to the Nurse and/or office immediately.
- If you cannot assume your recess duty, ask someone to cover for you before recess begins. When you are on Duty, do not leave the playground without asking another adult to cover for you.
- Encourage students to play fair, take turns, and include others. Step in and counsel students who are misusing equipment, playing too rough and/or teasing others.
- If students are playing uncooperatively, are using inappropriate language, are misusing equipment, and/or playing too roughly, guide student to a time-out area so he/she can rethink the behavior. If behavior continues, inform the student's teacher.
- Be a kid, play with the students! This will go a long way in establishing healthy, enjoyable relationships with students, and you will be modeling safe and friendly ways to play. Often, shy students will play...if invited. You can create or promote these situations. Thank you for your continuous alertness in keeping students safe.

### ***OTHER SCHOOL-WIDE RULES***

- No toys of any kind, cards, electronic devices, or other non-school related objects are allowed at school. If seen, they will be confiscated.
- No weapons, including play weapons, of any kind are allowed at school (See Weapons Policy section).
- No head coverings or sunglasses are to be worn inside the building.
- No gum chewing by the students or staff during the school day.
- Bicycles/scooters must be walked while crossing the street and on school grounds then stored/locked in the bike racks.

- Roller blades must be removed once on school grounds and should be stored in the child's backpack. Please be advised that backpack storage areas are not secure. The bringing of roller blades and other expensive items to school is not encouraged. The school cannot be held responsible for any missing items.
- Due to inadequate storage and safety concerns, rip-sticks and skateboards should not be brought to school.
- Wheelies are not allowed and should not be worn to school.

## ***SPECIAL EDUCATION***

### ***ELIGIBILITY FOR A SPECIAL EDUCATION PROGRAM***

DoDDS educates students with disabilities from ages 3-21 in their least restrictive environment. Eligibility for special services can be determined for students with hearing impairments, speech impairments, visual impairments, language impairments, emotional impairments, health impairments and learning impairments.

### **EVALUATION**

The Individuals with Disabilities Education Act (IDEA) is the law that guides assessment and documentation necessary to determine special education eligibility. Evaluation requires written parental permission.

### **CASE STUDY COMMITTEE**

The Case Study Committee (CSC) consists of parents, administrator, a regular education and special education teacher, and the student as appropriate. The team may also include psychologist, guidance, social worker, reading improvement specialist, occupational, physical or speech language pathologist, or school health personnel. The purpose of the CSC is to determine how best to ensure student success.

### **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

IDEA requires an IEP be developed by the CSC. The IEP includes: (1) long range goals; (2) short term objectives; (3) present level of performance; (4) criteria for success; (5) environmental and curricular modifications; (6) related service; and (6) time in program.

### **PROCEDURAL SAFEGUARDS**

IDEA and DoD Instruction 1342-12 ensures parent and student special rights regarding a free, appropriate education. Procedural safeguards assure parents are an integral part of the team that plans any special education program. No decisions can be made about diagnostic testing, placement, or program changes without parent involvement. All special education records are kept confidential.

### **MEDIATION AND HEARINGS**

When disagreements arise between the school and parents about a special education program, a provision is made for holding informal mediation meetings or due process hearings to settle matters in a prompt, fair and impartial way.

Either parents or DoDDS may initiate mediation proceedings when disagreements arise relating to identification, evaluation, or educational placement, or the free appropriate education of a student. Mediation begins with an informal discussion between parents and appropriate school officials on areas of contention.

### ***STUDENT PLACEMENT***

If a student enrolls in school between the hours of 8:00 a.m.-10:00 a.m., the office staff will notify the teacher. In most cases, the child may begin the following day. If a student enrolls after 10:00 a.m., he/she must wait an additional day. Teachers must be notified the day before a student enters class so that a desk, textbooks and other materials are prepared.

Parents should bring all previous school records, report cards, school health records, etc. that are available at the time of initial enrollment to assist in proper planning and placement.

At the beginning of school, no changes will be made in student placement until after the first two weeks of school. Requests to change classes will **only** be granted under very unique and extraordinary circumstances. The following procedures are followed when there is an impetus for student movement:

- Parent should first express concerns to classroom teacher. The concerns should be specific, not generalized and/or based on the opinion of others. Parent must then allow ample time for issues to be resolved before requesting changes in placement.
- If issues are not resolved to the parents' satisfaction, the next step is to write a formal letter requesting a change in placement. This letter should include the parents' rationale and justification for requesting the move. This letter will be presented to the principal.
- The principal will notify the teacher immediately upon receipt of a letter requesting a change in placement. Administration, teacher, and parents will meet to discuss issues and develop a specific plan to address concerns.
- The measures that are discussed between parent and teacher will be implemented over the next ten school days, with the student, parents, and teacher working together in a good faith effort.
- If concerns are adequately addressed, the change in placement request will be set aside. If after ten days the concern still exists, the placement committee will convene as soon as possible to review the information and make a recommendation regarding student placement. Both parents and teachers will be invited to this meeting to present their views, and then the committee will meet privately to discuss and make a determination based on the information provided. The placement committee then makes a recommendation that is forwarded to the administration for final determination of student placement.
- Any/all student movement will be based on the number of students in each class. Classes currently with the lowest number of students at the time of change will be considered first. There may be extenuating circumstances during which this procedure will not be followed; such cases will be handled on a case-by-case basis.

### ***STUDENT'S RIGHTS AND RESPONSIBILITIES***

- a. The following rights are retained by students effective SY 2012-2013:
  - (1) Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160 (Reference (d)). Director of Department of Defense Education Activity Memorandum (Reference (e)). DoDEA Administrative Instruction 2500.14 (Reference (f)), and

DoD Instruction 1342.12 (Reference (g)), without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.

- (2) Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyber bullying), drugs and alcohol, and other unwanted conduct, consistent with References (d) – (g) and DoDEA Director Memorandum “Safe and Drug Free Schools” (Reference (h)).
- (3) Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution (Reference (i)); freedom from unwanted search and seizure under Amendment IV of Reference (i); and due process under Amendment V of Reference (i). These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.
- (4) Right to fair and appropriate discipline in accordance with DoDEA Regulation 2051.1 (Reference (j)).
  - b. 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.
  - c. The Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with Reference (j).
  - d. Schools allow equal access to school facilities by student sponsored non-curriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4.
  - e. The Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial or any rights or remedies in any administrative, judicial or other forum.

For further reading/references, visit this link: [http://www.dodea.edu/foia/iod/pdf/2051\\_02.pdf](http://www.dodea.edu/foia/iod/pdf/2051_02.pdf)

### ***STUDENT SUPPORT TEAM***

The Student Support Team (SST) is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. One might think of the SST as a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to student needs.

The SST has a vital role in creating a high achieving school as expressed in the following goals: 1) enable teachers to teach students more effectively, 2) enable students to acquire academic and social competencies, achieve standards, become independent learners for life, and 3) create a collaborative culture among all staff. The SST is not viewed as a gatekeeper to the special education process.

The Student Support Team’s primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual.



## ***STUDY TRIPS***

Occasionally, students are taken on a field trip as a class project. Students are encouraged to participate if at all possible. Parents are frequently requested to accompany the class on these trips in order to help supervise. Parents of students who may need special supervision will be asked to accompany their student on field trips. Such trips are sponsored and the school pays for transportation.

Transportation is authorized only for DoDDS students, teachers and chaperones. Costs to students are generally limited to entrance fees, food, personal requirements, etc. Parental permission is required for each student to participate in study trips. Please return these forms promptly. Without a signed permission slip, the children may not attend and will be assigned to another classroom for the day.

## ***TEACHER PROFESSIONAL DEVELOPMENT***

Continuous professional development of teachers is mandated by federal, DoDEA, and teacher union guidelines to ensure that teachers have the information, skills and training needed to deliver highly skilled instructional practices in the classroom. Teacher quality has a direct influence on the scholarship and achievement of the students.

In support of regular professional development, M.C. Perry Elementary School “banks time”. The school day starts a little earlier each day, thereby enabling the school to have a half-day dedicated to professional development each month. This “early release” day gained by our “banked time” is to allow professional development topics as determined by staff members needs, designed to improve skills and proficiency as well as stay current on new trends in education. These half days are in addition to those that are mandated by the DoDEA Headquarters, Area and District offices for specific training topics. As always, parents are welcome to attend these meetings.

Although our calendar dates for these events may change, we have listed the preliminary dates for professional development in the calendar in this handbook. Notification of revised dates will be emailed in monthly newsletters, available on the intranet, on the school marquee, and at the commissary marquee. Events and calendar items also may be announced on AFN TV and radio, as well notes brought home by the student.

## ***TEACHER WORKDAYS***

Teacher workdays listed on the school calendar are DoDDS scheduled days, at the end of each quarter. These days are used by the teachers to finalize grades for student report cards.

## ***TUITION PAYMENTS***

Space available, tuition paying, federally-connected sponsors must present a letter from their sponsoring agency authorizing DoDDS to bill the agency or firm for tuition. Organizations will be billed in advance of each semester. The billing document, DD 1131, will be attached to a cover letter stating that the billing is in accordance with their letter of request. The school will provide each tuition-paying sponsor (organizational or self-pay) with a letter, at the time of registration, explaining DoDDS tuition payment policy for first and second semesters. For sponsors paying tuition directly at the school (self-pay), a Cash Collection Voucher, DD 1131, will be prepared by the school to process the payment.

Tuition payments can only be accepted in the form of a money order or check. Payments must be made in US dollars. Both checks and money orders will be made payable to "Treasurer of the United States." The check or money order will be attached to the Cash Collection Voucher, along with all other supporting documentation, and

forwarded by the school to the DoDDS-Pacific Service Center, Fiscal Division. Dependents of self-pay sponsors cannot complete the enrollment process or attend classes until the required tuition is paid.

**TYPHOON WARNING PROCEDURES**

The following is the current policy on school attendance during typhoon conditions:

<b>Condition</b>	<b>Attendance</b>
2, 3 or 4	Students will attend school as usual
1	Students will not report to school
All Clear	If all clear is announced between 0600~0759, students will report to school with approximately a 2-hour delay.

If condition "1" is called while school is in progress, children will be released as soon as possible, based on notification of sponsors and availability of bus transportation.

These typhoon conditions may change at any time. AFN radio and television are the official sources for information regarding typhoon conditions. School and bus schedules will be announced over AFN.

**VALUABLES**

The school cannot accept responsibility for valuables, such as watches, cameras, cellphones, electronic items, or money, brought to school. Please keep these items at home.

**VISITORS**

All visitors to M.C. Perry Elementary School must check in at the Main Office, sign the Visitor's Log Book, and be issued a visitor's pass (badge). (DoDEA Reg.4700.2, 47.2.6 Visitor Control)

When a student wishes to have another student guest, a letter of request should be submitted to the Principal's Office for approval three (3) days in advance of the visit. If approved, the student's teachers must be notified in writing and agree to the visit. The guest must check in at the Main Office, sign the Visitors' Log Book, and a badge will be issued. At the end of the visit, the visiting student must check out and return the visitor's pass (badge) to the Main Office.

**VOLUNTEERS**

Parent volunteers are needed. If you are interested and available, please call our office at 253-3327. Services of volunteers are used in our library, reading programs, classrooms, special education programs, lunchroom, playgrounds and computer labs.

**WEAPONS POLICY: ZERO TOLERANCE**

DoDEA, DoDDS Pacific DDESS Guam, and M.C. PERRY ELEMENTARY SCHOOL ARE AN ABSOLUTE WEAPONS FREE ZONE. THERE IS ZERO TOLERANCE FOR WEAPONS OF ANY KIND ON SCHOOL GROUNDS. If students are found with a weapon, they will be subjected to school disciplinary measures ranging from suspension to expulsion. If it can cause bodily harm or be perceived as a threatening object that instills fear, it is considered a weapon.

No weapon of any type shall be brought to school including all knives, BB guns or any authentic-looking replicas of any weapon. Bringing items to school, which in themselves may not be inherently dangerous but are used to instill fear or cause injury, will also result in suspension/expulsion from school.

### ***Definitions of Weapons***

#### ***Inherently Dangerous Items: Deadly Weapons***

Weapons in this category include but are not limited to firearms, knives (over 2" blade), explosives (to include fireworks), realistic replica guns, num-chucks, ninja knives, metal "brass" knuckles, blackjacks, large chains and/or other dangerous weapons of no reasonable use to the pupil at school or at a school activity.

#### ***Potentially Dangerous Items***

This category includes items not inherently dangerous used inappropriately to injure others or instill fear at school or a school activity. Unrealistic replicas, laser pens, small firecrackers, small pocket knife (less than 2" blade), or other inappropriate items at school with any intent to use them as weapons or instill fear would fall into this category. For instance, a piece of glass on the ground is not a weapon, but if picked up and used or possessed with intent to provoke fear, it becomes a weapon.

#### ***Inherently Dangerous Items Consequences***

If a child brings an inherently dangerous item to school or school activity, the child will immediately be removed from class, and suspended, pending further investigation and discipline to seek expulsion. The Disciplinary Committee will convene a Formal Hearing. Based upon the determination of the hearing, the child may be expelled from school for a period of 36 weeks.

#### ***Potentially Dangerous Items Consequences***

In cases involving potentially dangerous items, an "informal" hearing will be held between the student and the administration. First offenses may result in suspensions from one to two days (K-3 students) or one to three days (grade 4-6 students) depending upon the absence/presence of intent. Second offenses may result in suspensions from two to five days (K-3 students) and from three to six days (grade 4-6 students). Third offenses may result in expulsion of the student. Suspensions of more than 10 days require a formal hearing with a Disciplinary Committee.