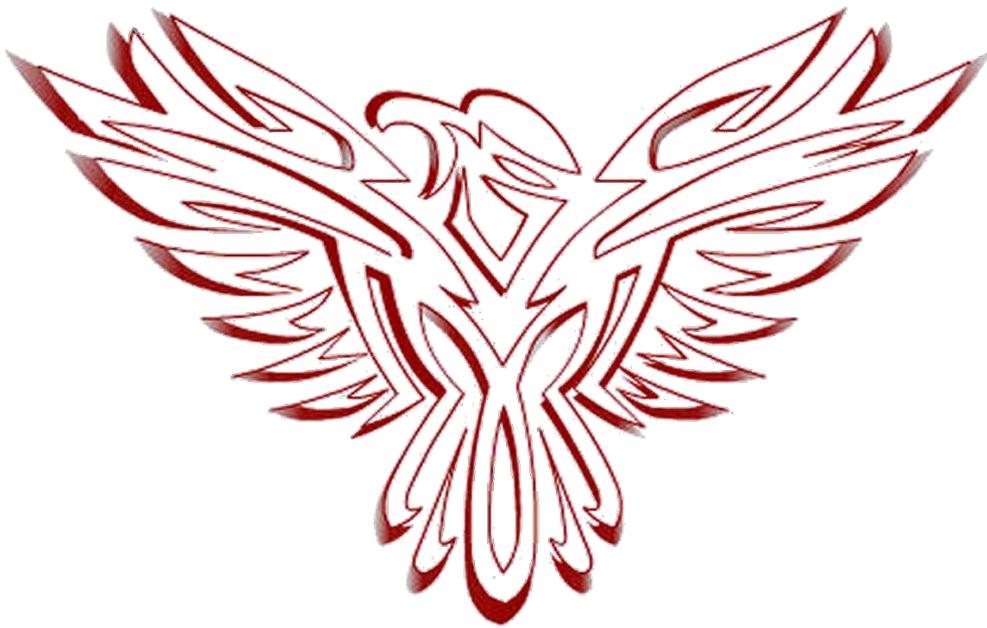


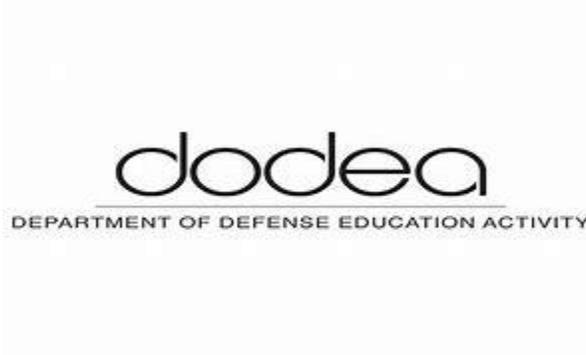
Amelia Earhart Intermediate School

“Where Young Minds Take Flight”

Student/Parent Handbook



School Year 2020-2021



STUDENT RIGHTS AND RESPONSIBILITIES

At Amelia Earhart Intermediate School, we value student dignity, and emphasize student responsibility. This handbook will provide guidance to enable our students to exercise good judgment, make responsible decisions, and feel safe in the school environment. Detailed information about the DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities, can be found at <http://www.dodea.edu/Offices/Regulations/Education.cfm>

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Dear Parents and Students,

It is our pleasure to welcome students, parents, visitors, and all stakeholders to our community school for SY20-21. We understand and accept the responsibility of ‘empowering students to achieve academic and global success’ and support students as they achieve their highest potential in all academic areas as they develop and become responsible citizens and lifelong learners. We believe in Excellence in Education for Every Student, Every Day, Everywhere.

We have a strong sense of pride for our school and provide a curriculum that not only aligns to the DoDEA standards, but is also relevant and rigorous enough to prepare our students for the 21st century. At Amelia Earhart Intermediate School (AEIS), we provide a safe, positive learning environment where students are given ample opportunities to succeed.

All teachers and staff follow the Department of Defense Education Activity (DoDEA) curriculum standards and programs which can be found at www.dodea.edu. We work collaboratively with the children, parents, and the community through the Parent Teacher Organization (PTO), the Continuous School Improvement Team (CSI), the School Advisory Committee (SAC), and with our military partners to offer various activities throughout the school year to support our students.

We are fortunate enough to have many military and civilian volunteers to support our students at events and other volunteering opportunities. We cannot do it without you. Educational data has shown that there is a direct and positive correlation with parent involvement and student success. We welcome and strongly encourage parental and community collaboration to create a positive school and home-learning environment. Please volunteer in your child’s classroom or in our other clubs and programs.

Please contact the school via email or at 634-1329 if you have questions, concerns, or positives that you would like to share. Participate in the SAC, PTO, or join us for our Parent University & Principal Coffee Talks. We will advertise and discuss the latest information regarding our curricular standards, innovations, or health safety tips. You will also receive emails, as well as a weekly newsletter called the ‘FIREBIRD FLYER’ which will have important information that is relevant to our students.

Since we are a neighborhood school, students arrive at school via school bus or walk to/from school. Please assist us with the congestion in the parking lot by parking in approved areas only and keeping the area and crosswalks safe for our students. **Also, for safety reasons, students should not arrive prior to 8:35AM.** Upon arrival at 8:35AM, students are asked to immediately line up out on the “blue top” with their classmates in their teacher’s designated area. During the first week of school, all teachers will be outside to assist students in locating their designated areas. Please keep in mind that STUDENTS ARE NOT PERMITTED TO PLAY ON THE PLAYGROUND BEFORE SCHOOL OR AFTER SCHOOL UNTIL 3:05PM. Children must be supervised as well.

Please take time to examine our school website, "Like Us" on Facebook, join the PTO, review our parent-student handbook, and/or contact us. We need you! I encourage you to fill out a volunteer packet. If eligible, we encourage you to apply with DoDEA as a substitute teacher. Stop by the front office for details. Please note that the substitute application process can take time, so the earlier you apply, the better.

Again, welcome to Amelia Earhart Intermediate School. We look forward to working with you.

Sincerely,

Dr. Jason Federico
Principal



Mrs. Kristi Maier
Assistant Principal



AMELIA EARHART INTERMEDIATE SCHOOL

Contact Us:

Change of address or contact information, or just a question – contact us at:

Telephone:

Main Office: DSN 634-1329

Commercial 098-961-1329

Calling from US: 011-81-611-734-1329

FAX: 011-81-98-934-6804

Nurse: DSN 634-1385 (Commercial 098-961-1385)

Amelia Earhart IS Website:

<https://www.dodea.edu/AmeliaEarhartIS/>

Email the Principal:

Jason.Federico@dodea.edu

Email the Teacher:

Firstname.lastname@dodea.edu

Mailing Address:

Department of Defense Dependents Schools

Amelia Earhart Intermediate School

Unit 5166 Bldg. 9481

APO AP 96368-5166

School Hours:

Regular Office Hours: 0700-1600

School Hours: 0850-1505 (Mon, Wed, Thu, Fri)

School Hours: 0850-1405 (Tue – early release)

Holiday Hours: 0800-1500

Summer Hours: 0800-1500 (Jun 14 through Aug 14)



Amelia Earhart Intermediate School Purpose Statement

*“To Help Students Become Respectful,
Responsible Citizens and Life-Long Learners.”*

Amelia Earhart Intermediate School Philosophy

*“Success In Education Is A Partnership In
Responsibility.”*

School Mascot and School Colors

Mascot: Firebirds

School Colors: Red and White



DoDEA’s Purpose, Vision, Mission, and Core Values Statements

Purpose: World Class Instruction Every Day for Every Student in Every Class

Vision
Excellence in
Education for Every Student,
Every Day, Everywhere

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

CORE VALUES

- Student-Centered:** Students are at the heart of all we do.
- Excellence:** We strive to exceed expectations in all we do.
- Continuous Improvement:** Our organization, its systems, and processes will be continually reexamined and improved.
- Lifelong Learning:** Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.
- Diversity:** We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.
- Individual Potential:** Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.
- Shared Responsibility:** Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.
- Trust:** We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.

Accreditation

AEIS is accredited by the North Central Association and Commission on Accreditation and School Improvement (NCA- CASI), a subsidiary under the auspices of AdvancED Worldwide. Accreditation visits involve regular validation visits to each school and district to ensure that quality standards of education are maintained. AEIS and the Pacific South District was most recently awarded full accreditation status in April 2016.

AEIS 2020-2021 Year-At-A-Glance Calendar

August						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	WD	WD	WD	WD	WD	22
23	24	25	26	27	28	29
30	31					

September						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
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				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	21	22	WD	24
25	26	27	28	29	30	31

November						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	25	H	27	28
29	30					

December						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	WD	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	WD	26	27
28	29	30	31			

April						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

June						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	WD	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

H = Holiday	= First Day of School	= Semester Acceleration Date
C = Conference	= Early Release - Dismissal @ 2:05	= Early Release - Dismissed @ 11:35
WD = Teacher Workday		Last Day of School
CCR = Career & College Readiness Training	= No School	
PD = Professional Development Day		

****Any changes to the calendar will be updated in the Firebird Flyer**

DoDEA School Rules, Regulations and Procedures

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

Accelerated Withdrawal/Early Departure

[\(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014\)](#)

In its efforts to support the military family, DoDDS offers an Early Withdrawal Plan for families PCSing to a new duty location. Please note that this plan is not intended for family trips or early departures for summer vacation. The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student’s teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

Eligible students departing on or after this date in mid-May (check the CALENDAR section in this book for the precise date) will receive a completed report card indicating that he/she is promoted to the next grade if he/she is doing satisfactory work. For families PCSing, an advance notice of ten (10) school days is required for records to be completed for hand-carry by the sponsor.

Families leaving early for other reasons, such as summer vacations, will not have report cards available early, nor should they expect for their children to receive credit for incomplete schoolwork. Report cards will be held at the school office until the family returns. Report cards for such students departing before the Early Departure Date will not indicate promotion to the next grade level, but will contain a statement such as, “If this student had remained in school until May X or later, s/he would have been promoted to the next grade. As a general rule, students must be present 20 days or more each quarter to receive grades.

Access to School Facilities

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

After-School Student Activities

AEIS offers a variety of after-school activities for students. Activities may change from year to year, but examples might include Firebird Singers, Taiko Drumming, Boys and Girls Fitness, Homework Club, and Robotics. Activities are held directly after school on Mondays and Thursday. A list of activities to choose from will be provided to students in September. Parents will be responsible for transportation, and since membership is limited, students must make a commitment to consistent attendance and proper conduct. Further information and details will be published in our newsletter.

Student Attendance

([DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended](#))

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

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

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

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

- 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
- Pandemic event

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

Educational research clearly shows the correlation between consistent attendance and academic achievement. Additionally, Amelia Earhart IS makes every effort to accurately account for each child. Parents play a key role in this process by keeping the Main Office informed of all absences from school via telephone, email, answering machine messages, or office visitation. To avoid an unexcused absence, we ask that parents phone the office at 634-1329 or use the following quick-link by 0900 to report their child's absence:

- AEISAttendance@dodea.edu

Unexcused absences occur when a parent fails to notify the school of the reason for a child's absence, or when a parent permits an absence that does not meet the criteria found in the DoDEA Attendance Policy. More details on the DoDEA Attendance Policy may be found at:

- <http://www.dodea.edu/StudentServices/Attendance/index.cfm>

Whether a child's absence is excused or unexcused, they are required to make up missed schoolwork, which may not be the same work assigned to students who are in attendance. In the case of unexcused absences, credit will not be awarded for the completed work, and grades may well be negatively impacted. For daily illnesses, the student will be provided with make-up work upon return to school, and a number of days equal to the number of absences will be afforded the child to turn in the completed work. In the event of a pre-approved absence, a list of assignments will be provided to the child either in advance or upon return to school (depending upon the amount of lead time provided to the teacher). It is strongly recommended that parents avoid taking family trips at any time of the school year other than the major breaks from school (Winter and Spring Breaks). ***Students arriving late to school are required to be signed in by a parent.**

Pre-Planned Absences:

In the event of a long-term planned absence (3 or more consecutive days), parents should apply for a pre-approved absence 10 days in advance of the absence. Approval for these absences will be based upon the criteria listed in the DoDEA Attendance Policy, which requires that all family trips be scheduled only during the major breaks from school (summer, winter, and spring recesses). The only exceptions would be circumstances involving medical emergencies, mission related requirements, and legal directives (custody requirements). In such situations, official documentation will expedite the process of approval. See Form at end of the Handbook.

Awards Programs

Awards assemblies are held quarterly to present the following awards in the categories below. Parents are highly encouraged to attend.

- Principal's Honor Roll and Honor Roll (4th and 5th grades only)
- Presidential Academic Awards -Grade 5 (last quarter)

Bikes, Scooters, and Skateboards

Students may ride bikes, scooters, and skateboards to school, but not on campus. Bike racks are located on the sidewalk in front of the school. All equipment stored in the racks must be secured with a lock, as the school cannot be responsible for the security of such items. Helmets are required for students riding bikes, scooters, and skateboards to school.

As posted throughout the building, BIKES, SKATEBOARDS, SCOOTER, ROLLER BLADES, and HEELIES are not permitted on school grounds at any time.

School Bus Behavior

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

The school buses are managed and operated by the Student Transportation Office (STO). Their phone contact is 645-2036/7820 (off-base or cell phone: 098-970-7820/2036). Office hours are M-F 0730-1600 and their email contact is Okin-bus@pac.dodea.edu. The school supervises only the loading and unloading of the buses on the school grounds. Infractions may be reported directly to the STO.

Students who ride the bus are required to have a bus pass. To register your child for the bus you may email the following information to the STO:

- School attending.
- Grade and name of children.
- Physical address of your residence.
- Digital photograph of your children.

After determining the best bus stop for your children based on your physical address, the STO will e-mail you the bus route number, pick-up / drop-off times, overhead & street level photos of the bus stops, after which the STO will send the bus pass out on the bus and the new rider can pick up the bus pass from the bus attendant as the rider boards the bus for the first time. The STO can also mail the bus pass to you if time permits. No need to visit the STO!

School zoning maps and information are available at this web link:

<https://www.dodea.edu/Pacific/south/transportation.cfm>

Temporary Lodging Facility School Zone information is available at the STO at: 645-7820/2036 or Off-Base/Cell Phone: 098-970-7820/2036.

Lost & Found: Items left on the bus are normally kept on the bus until the next bus run, or next day. If the item cannot be returned to the student directly, the item will be turned in to the school front office.

Below are some school bus requirements:

- Children without bus passes or an authorization letter will be allowed to ride to and from school for that day only.
- Parents and children should be aware of the penalties that may be imposed for misconduct. Parents will receive a copy of this instruction when they sign their children up for bus passes, and should review the rules with their child/ren.
- Complaints against other children can be reported by calling 645-2036/7820.
- If your child no longer needs to ride the bus, please contact the School Bus Office.

The most dangerous operation in the student transportation system is during student loading and unloading of buses. Most accidents occur when students attempt to cross the road in front of their school bus, and are struck by passing vehicles as they step from the cover of the bus. Unfortunately, local traffic laws do not require traffic to stop for school buses loading or unloading students. The correct is that students exiting a school bus should wait until the bus has departed and then cross the road at an intersection or preferably a marked pedestrian crossing.

School Bus Safety/Behavior Standards:

Parents are to instruct their children on the School Bus Safety Practice and expected behaviors below. Please be advised that, for safety and security reasons, surveillance cameras are installed on the school busses, and that students may be disciplined based on the evidence from such cameras.

School Bus Safety Rules:

Do:

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

Do Not:

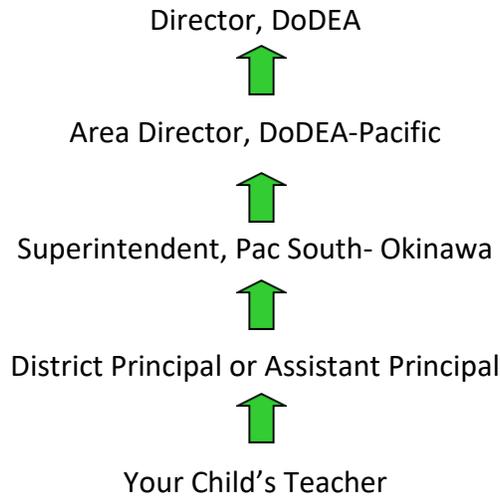
- Make excessive noise or play electronic equipment without earphones.
- Use or possess unacceptable items identified in the school Code of Conduct.
- Tamper with bus controls or emergency equipment.
- Get on or off the bus while the bus is in motion.
- Fight, push, shove, or trip other passengers.
-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

School Bus Emergency Drills:

Just as your children participate in emergency drills at school, they will participate in two bus evacuation drills during the school year. Bus evacuation drills are necessary because of the possibility of danger caused by accidents, fire, or the elements of nature. Contact the School Bus Office for more details.

Chain Of Command

As within the military community, the school has a proper chain of command for parents to follow when attempting to resolve a problem. Your child's teacher will be the first step in the ladder, and s/he should be afforded every effort to resolve a problem prior to elevating it to the level of the principal. If the problem relates to the school bus, please contact the School Bus Office, and likewise, for school lunch concerns, AAFES will be your point of contact (see Lunch Program).



Child Abuse and Neglect

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

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

DoDEA, the community, and military regulations mandate the reporting of suspected child abuse and neglect to the Kadena Family Advocacy Program. It might be noted that in cases of indecision, the school will foremost consider the child's interests, and err on the side of caution by reporting the matter.

Family Advocacy Program

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

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

Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct

[\(DoDEA Regulation 1800.02, "Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct," June 15, 2015\)](#)

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

Sexual Harassment

[\(DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities\)](#)

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

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

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: www.dodea.edu/sexualharassment to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DMEO) Complaints Managers.

Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

Child Find

This program seeks to identify and locate all children, from birth through twenty-one years of age, who may have a handicapping condition - physical, intellectual or emotional and be in need of special education services. Once identified, the needs of these children (ages 3 - 21) can be met through the special education services offered in the DoDEA schools. You can help by spreading the word about the Child Find program among your friends and neighbors. For more information about Child Find and the school's special education program, or if you know of anyone who could benefit from our special education program, please contact the Main Office at 634--1550.

Computer Access/Internet Policy/Electronic Devices

([DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010](#))

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

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

Curriculum

You may access the DoDEA-wide school curriculum standards for each grade level at:

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

Student Discipline

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

Every child at Amelia Earhart Intermediate School has the right to learn and feel safe at school. Incidents of misconduct that interfere with that process must be addressed and resolved. Depending on the nature of the incident, punitive consequences may be imposed, but will always be accompanied by strategies to help that child more effectively self-manage their behavior.

We therefore endeavor to teach children to take control of situations in which they might feel victimized. If however, the circumstances are too overwhelming, a supervising adult is always in the vicinity to assist. If parents learn of such situations, it is crucial to report the matter to the teacher or administration.

The most effective procedure for handling student misconduct is usually to address the action on the spot. Each teacher has a management plan and a set of rules posted in the classroom. Parents are highly encouraged to become familiar with the plan, so that they understand classroom expectations and can better support their child. Discipline is generally handled first by the classroom teachers/specialist/paraprofessional first. For repeated offenses or more serious infractions, the student may be referred to a school counselor or administration. Please be

advised that, for safety and security reasons, surveillance cameras are located around the school campus, and that students may be disciplined based on the evidence from such cameras.

Minor Offenses:

Students may be disciplined for relatively minor or first offenses through a variety of interventions deemed to be appropriate by the teacher or administrator. Such minor offenses in our school include, but are not limited to:

- Repeated disruptions of the learning process in the classroom by talking, laughing or moving about the room, when inappropriate to the classroom activity.
- Failing to follow a school adult's instructions, or leaving class without permission.
- Damaging to school property, or the property of another person.
- Running or horseplay in the hallways or classrooms.
- Lying or using offensive language.
- Littering or eating food in unauthorized areas.
- Violations of the school dress code.
- Using cell phone during school hours (will result in temporary confiscation of phone).

Serious Offenses (Possible Grounds for Suspension):

In rare instances when an incident of a serious nature occurs, suspensions from school may be imposed. These incidents usually involve violating another person's safety, security, authority or heritage.

All students who are suspended from class or school must complete all assignments of work and exams during that period to earn credit. A student may be suspended from school for the following forms of misconduct:

- Threatened or inflicted physical injury upon another person.
- Possessed any form of weapon such as a firearm, knife, explosive, or dangerous object.
- Possessed, sold, or otherwise furnished any mind altering substance or drug paraphernalia.
- Stole school, government, vendor, or private property or committed extortion.
- Vandalized school, government, vendor, or private property.
- Possessed or used tobacco or any product containing tobacco or nicotine to include e-cigarettes.
- Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
- Defied the authority of school officials engaged in the performance of their duties.
- Gambling in any form.
- Fighting that endangers the well-being of others.
- Unauthorized presence on the school grounds or on school buses or failure to leave promptly after being told to do so by the principal or staff member in charge.
- Possession of unauthorized communications devices unless authorized by the principal.
- Cursing, gesturing, or verbal abuse based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
- Vandalism, arson, or any threat to destroy in any manner school property.
- Cheating, or plagiarism.
- Use or possession of fireworks.

- Violation of attendance regulations.
- Unauthorized use of computers, software and related technologies; any act that causes physical or financial damage; any threatening, harassing, or indecent messages; or to download obscene material.
- Violation of any law, regulation of the military installation, or policy of the DoDEA system.
- Complicity in the violation of any rule described above.

Highly Serious Offenses (Possible Grounds for Expulsion)

For those instances where the consequences of an infraction will result in a student being suspended from school in excess of 10 days (consecutive or cumulative) or expulsion, a Discipline Committee Hearing will be held in accordance with existing DoDEA regulations. These regulations and student due-process rights are available in the main office of each school.

- Causing serious physical injury to another person.
- Possession of any firearms, knife, explosive, other dangerous object of no reasonable use to the pupil at school.
- Unlawful sale of any mind-altering substance, as a second offense.
- Making or participating in the making of a bomb threat.

Suspension of Special Education Students:

Special education students MAY receive conventional disciplinary consequences for a limited period of time (10 days or less consecutive OR 10 or less cumulative) unless or until it is determined that misconduct is a manifestation of a student's disability. (AI 2051.1; AI 2510.01; Chapter 12 DoDEA Procedural Companion).

Detention and Student Due-Process Rights:

In enforcing attendance and discipline policies, it is essential that due process be followed. DoDEA 2051.1, "Disciplinary Rules and Procedures," dated March 2, 2000, defines the DoDEA's policies on student discipline and due process. In essence, due process affords students the right to protection from arbitrary, capricious, and unreasonable decisions. Four important elements in due process procedures are:

- Students have the right to be informed in writing of the rules which regulate behavior as well as situations that will result in disciplinary measures.
- Students have the right to an informal hearing in all disciplinary actions.
- Students have the right to a formal hearing in the expulsion process.
- Students have the right to appeal all decisions and be informed of all appeal procedures available to them.

Corporal Punishment:

Corporal punishment is not practiced nor condoned in DoDEA. Permission to administer corporal punishment will not be sought by school officials nor accepted from any parent or guardian.

Pacific South ELEMENTARY School Discipline Matrix

6.2.17

LEVEL 1 BEHAVIORS – DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> Didn't obey instructions (E3.5.12) Disruptive behavior (E3.4) Dress code violation (E3.4) <i>see school policy</i> Eat-unauthorized area (E3.4) 		<ul style="list-style-type: none"> Engaged in horseplay (E3.4) Excessive noise (E3.4) Failure to comply with rules (E3.5.11, E3.5.12) Hall pass violation (E3.5.12) 		<ul style="list-style-type: none"> Internet violation (E3.5.21) <i>see school policy</i> Offensive behavior (E3.5.11) Public displays of affection (E3.5.11) Tardies (E3.4) <i>see school policy</i> Unsafe Behavior (E3.5.11) 	
LEVEL 1 BEHAVIOR CONSEQUENCES					
	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>4th Offense</u>	<u>5th and Subsequent Offenses</u>
School	Admin Counsel and/or parent contact	Reflective Assignment	Loss of Privilege	Parent Conference Referral	Detention
Bus	Warning	1-5 days suspension	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension
LEVEL 2 BEHAVIORS - DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> Abusive acts/lang (E3.5.11) Aggressive behavior (E3.5.11) Alarm violation/offense (E3.5.11) Attendance violation (E3.5.20) Biting/Spiting (E3.5.11) Bullying (infrequent) (E3.5.11) Changing grades (E3.5.18) Cheating (E3.5.18) Damage to property (E3.5.11) Detention violation/no show (E3.5.11) 		<ul style="list-style-type: none"> Disrespect to adult (E3.5.11) Disrespect to student (E3.5.11) Forgery of signature (E3.5.18) Insubordination (E3.5.11) Lying (E3.5.11) Off limits violation (E3.5.11) Plagiarism (E3.5.18) Portable electronic device (E3.5.16) Received stolen property (E3.5.11) Safe rule violation (E3.5.11) 		<ul style="list-style-type: none"> Scuffling (E3.5.11) Sexual off behavior (E3.5.10, E3.5.11) Stealing (E3.5.9, E3.5.11) Tamper with equipment (E3.5.8, E3.5.11) Threats of damage (E3.5.11) Throw/Shoot objects (E3.5.11) Truancy (E3.5.20) Uncooperative with staff (E3.5.11) Verbal abuse/gesture (E3.5.11) 	
LEVEL 2 BEHAVIORS CONSEQUENCES					
	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>4th Offense</u>	<u>5th Offense</u>
K - 2 School	Admin Counsel and/or Parent Contact	Reflective Assignment Loss of Privilege Referral	Parent Conference Detention 1-2 Days Suspension	Loss of Privilege 2-5 days Suspension	5-10 days Suspension Referral
3rd - 5th School	Reflective Assignment Loss of Privilege Referral	Parent Conference Detention 1-2 Days Suspension	2-5 days Suspension	3-10 days Suspension Referral	5-10 days Suspension
Bus	Warning	1 -10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus
LEVEL 3 BEHAVIORS - DODEA REGULATIONS: E3.5.1, E3.5.3, E3.5.4, E3.5.8, E3.5.10, E3.5.11, E3.5.12, E3.5.13, E3.5.14, E3.5.15, E3.5.21					
<ul style="list-style-type: none"> Abusive behavior to peers (E3.5.1, E3.5.11) Bullying (frequent) (E3.5.11, E3.5.15) Excessive detentions (E3.5.11) Fighting (E3.5.11, E3.5.14) Gambling (E3.5.11, E3.5.13) Harassment all categories (E3.5.11) 		<ul style="list-style-type: none"> Left campus without permission (E3.5.11, E3.5.12) Sexual Harassment (E3.5.10, E3.5.11) Sexual Off Behavior (intent) (E3.5.10, E3.5.11) Smoking Tobacco Products (possession) (E3.5.4, E3.5.11) Threatening behavior (intent)(E3.5.1, E3.5.11) 		<ul style="list-style-type: none"> Tobacco/Alcohol (possession) (E3.5.3, E3.5.11) Unauthorized presence (E3.5.11, E3.5.12) Vandalism (minor) (E3.5.8,E3.5.11, E3.5.17) 	
LEVEL 3 CONSEQUENCES					
	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>4th Offense</u>	
School	Parent Conference Reflective Assignment Loss of Privilege	Detention 2-5 days Suspension Referral	3-5 days Suspension	3-10 days Suspension	Discipline Committee 5-10 days Suspension ----- <small>Additional offenses may lead to Expulsion</small>
Bus	1 -10 days suspension		1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus
LEVEL 4 BEHAVIORS - DODEA REGULATIONS: E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6, E3.5.7, E3.5.9, E3.5.11, E3.5.17, E3.5.19					
<ul style="list-style-type: none"> Alcohol related (using) (E3.5.3) Arson (E3.5.17) Bomb Threats (E3.5.17) Burglary(E3.5.7) Damage/Vandalism/Theft – Major (E3.5.7, E3.5.8, E3.5.9, E3.5.17) 		<ul style="list-style-type: none"> Drug Paraphernalia (E3.5.6) Drug Related (E3.5.5) Explosive Device* (E3.5.17, E3.5.19) Fireworks (E3.5.19) Full/Partial Nudity (E3.5.11) Illegal Substances (E3.5.5) 		<ul style="list-style-type: none"> Prohibited Item (E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6) Robbery/extortion (E3.5.7) Smoking Tobacco Products (using) (E3.5.4) Substance Abuse (E3.5.5) Weapon (E3.5.2) 	
LEVEL 4 CONSEQUENCES					
	<u>1st Offense</u>	<u>2nd Offense</u>			
School	Parent Conference 3-10 days Suspension Referral	Discipline Committee 5-10 days Suspension *Additional offense may lead to Expulsion			
Bus	30 plus days – loss of bus privilege		Loss of bus privilege		

*These are guidelines. The school administration reserves the right to determine consequences.

**Schools have a variety of detention and suspension options.

***Student Reflection Sheets may also be filled out by students.

Student Dress Code

[\(DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities, April 17, 2012\)](#)

The Pacific South District Okinawa Schools believe that student dress is a shared responsibility between parents, students, and the schools. It is understood that students express themselves via the clothing they choose to wear. All students are expected to respect the school community by dressing appropriately for a K-12 educational setting. Student attire should facilitate participation in learning activities, along with the health and safety of all students.

Minimum Requirements:

- Clothing must cover areas from one armpit across to the other armpit, down to no shorter than 8 inches above the knee cap (see page 55). Tops are to have at least 2 inch wide shoulder straps. Rips or tears in clothing should be lower than 8 inches above the knee cap.
- Midriffs should not be visible at any point in time. This includes bending over, sitting down, or reaching over your head.
- Shoes must be worn at all times and should be safe for the school environment.
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Headgear including hats, hoodies with the hood up, and caps are not to be worn inside the building.
- Hoodies with the hood down are allowed.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Sunglasses may not be worn inside the building.
- Clothing and accessories that endanger student or staff safety may not be worn.
- Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

Administration at each school reserves the right to determine what constitutes appropriate dress. Upon seeing a suspected dress code violation, a teacher or other staff member will email a school administrator to address the suspected violations. The administrator will determine whether the student is in violation of the dress code, and address the violation as discreetly as possible between classes or at lunch in order to minimize the loss of instructional time. Students who do not adhere to these guidelines are required to correct the dress code infraction before returning to class. Parents will be called if appropriate clothing is not available, or if the student refuses dress-code appropriate clothing. Students may be subject to discipline for violating the dress code, particularly for repeat offenses, and for refusing to cooperate with teacher or administrator requests to bring the student into compliance with the dress code.

Education Student Services

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services [Website](#) for further instruction based on your situation or discuss with an administrator at your student's school. Counseling ([DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003](#) & [DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006](#)) DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 and DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students' academic success. Early identification and intervention of students' academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school.

All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

Amelia Earhart School Counseling Program

The Guidance & Counseling program is an integral part of our classroom education. Our counselors support classroom teachers in the areas of responsibility, respect, and social skills through a variety of teaching models such as the following:

- [Individual Counseling](#) - The counselors assist students in resolving personal as well as academic concerns. This work is done on a short-term basis.
- [Group Counseling](#) - Our counselors facilitate small personal growth groups for students in a safe, guarded environment. Parents are consulted prior to children being placed into these groups.

- Parent Programs - Although our focus is primarily upon students, our counselors can also serve as a valuable resource for parents through parenting classes, discussion groups and private consultations.
- MFLC (Military Family Life Consultant) – Although not technically a school employee, military services provide schools with trained counseling specialists who rotate among schools on a 60-90 day basis. These individuals will often be seen interacting with students on the playground, in the cafeteria or in the classroom, to assist children with strategies for self-management and conflict resolution.

Emergency Evacuation Procedures

Cancellation and Unscheduled Dismissal of School:

It may be necessary at some point during the year to cancel/close the school due to political emergencies, strikes, facility breakdowns, weather, etc. If it is not possible to get written notice out to parents in advance, the U.S. Forces radio and TV will be used to broadcast changes. Parents should make arrangements for an alternative place for their children to go whenever there is no one at home to meet them. The decision to cancel school is made by the Base Commander. When school is canceled, all available communication systems will be used to notify parents as far in advance as possible.

Typhoon Warning Procedures:

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

Condition	Time	Action
TC4 - TC3 - TC 2	0600-0559	NORMAL SCHOOL HOURS
TC 1	0600–0759	NO SCHOOL - Buses return children if enroute. Staff and teachers work. Tune to AFN radio and/or television.
	0800 – 1159	NO SCHOOL - Buses recalled. Early dismissal possible. Tune to AFN.
	1200 – 1520	NORMAL SCHOOL HOURS
1 CAUTION (TC-1C)	0600 – 0559	Everything closes. Stay indoors and tune to AFN.
1 EMERGENCY(TC-1E) 1 RECOVERY (TC-1R)	0600 – 0559	Nothing moves except emergency vehicles. Stay indoors and tune to AFN.
STORMWATCH (TC-SW)	0800 – 0559	NO SCHOOL – Staff and teachers report to work within 2 hours of first announcement. Be prepared for “All Clear” or return to higher cyclone condition.
	0600 – 0759	MODIFIED SCHOOL HOURS – Possible 1 hour delay in start of school. Buses for early schedule schools will pick-up students approximately ½ hour after “All Clear” announcement. Buses for late schedule schools will pick-up students 1½ hours after “All Clear” announcement. Hot lunches will normally be served. Stay tuned to AFN.

ALL CLEAR (TC-AC)	0800 – 1059	MODIFIED SCHOOL HOURS – School will begin 1 hour following “All Clear” announcement for walkers. Buses for early schedule schools will pick-up students approximately ½ hour after “All Clear” announcement. Buses for late schedule schools will pick-up students approximately 1½ hours following “All Clear” announcement. No lunch will be served if “All Clear” is announced after 0900.
	1100 – 1500	NO SCHOOL – staff and teachers work.

If TC-1 is called while school is in progress, children will be released approximately one hour and a half after notification. 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.

Fire Drills:

Students will practice and follow the evacuation plan posted in the room, and leave in an expeditious and orderly manner. Students are not to return to the building during or after emergency evacuation procedures until given permission by an appropriate authority. Fire Drill procedures will be practiced once a week during the first month of school and once a month thereafter.

Other Emergency Situations:

Other safety and security drills to will be conducted in a planned and orderly manner to address the possibilities of earthquakes, bomb threats, and unauthorized intruders in the school. For security reasons, these drills will not be announced in advance.

English for Speakers of Other Languages (ESOL)/Language Services

[\(DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007\)](#)

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

Graduation Requirements

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

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

- Minimum 2.0 GPA;
- Completion of 26.0 units of credit; and

- Completion of specific course requirements.

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

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

High School Graduation Course Requirements:

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

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

Transferring Course Credits to a DoDEA School

[\(DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004\)](#)

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004.

Please contact your child's school for questions regarding course credit transfer process and approval.

Forms

Below you will find links to forms that are frequently requested. Please contact the main office if you are in need of any additional forms. Please the following forms at the end of the handbook.

Internet Usage	All students must sign an Internet Usage Agreement to ensure proper use of the Internet and Government computers.
PCS	This form will help our registrar prepare your student's records for a PCS move.
Pre-Planned Absence	Use this form to plan for any upcoming absences.

Grades & Report Cards

Grading and Grading System

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

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

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

To create an account and access the EGB System please visit the <http://www.dodea.edu/> for instructions.

3rd Grade:

The grading system for students in 3rd grade reflects a developmental philosophy in which children move through a continuum of skills at their own rate of learning. The marking codes are shown below:

- For Reading, Language Arts, Math, Science, Social Studies, Health, and LifeSkills:

CD Consistently Displayed

P Developing/Progressing

N Not Yet Evident

X Not Addressed

- For Art, Music, PE, and Intercultural Education (Host Nation or Japanese Culture):

+ Shows Strength

P Participates

/ More Participation Needed

Grades 4th and 5th:

The grading system for our 4th and 5th graders reflects a more traditional philosophy that is used in

middle and high schools. The marking codes are shown below:

- For Reading, Language Arts, Math, Social Studies, Science, and Health:
 - A** Excellent 90-100%
 - B** Very Good 80-89%
 - C** Fair 70-79%
 - D** Minimal 60-69%
 - F** Failing 50-59%

- For Art, Music, PE, and Intercultural Education (Host Nation or Japanese Culture):
 - E** Exceeds grade level expectations
 - M** Meets grade level expectations
 - S** Steady progress toward grade-level expectations
 - L** Limited progress toward grade-level expectations

- For Learning Skills:
 - 1** Consistently Observed
 - 2** Occasionally Observed
 - 3** Infrequently Observed

Gradespeed

Parents of students in grades 4 and 5 can access grades at any time by using Gradespeed, an online progress report system. Please check with your child's teacher or the Main Office to learn more about Gradespeed access. Information will also be sent out in the school newsletter at the start of the school year. Once your access has been established you may use the following quick-link:

<https://dodea.gradespeed.net/gs/>

Progress Reports/Report Cards

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

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Parent-Teacher Conferences

All DoDEA schools should encourage parents to meet with their child's teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child's classes or progress in school. Parent-teacher conferences are a great way to discuss how parents

and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling. Scheduling Conferences with Teachers

The school believes that frequent communication between the teacher and parent(s) is essential to providing an appropriate education. If you have a question or are concerned about your child's progress in school, the teacher should be your first contact to schedule an appointment. You may contact the teacher directly with a note via your child, or leave a phone message for the teacher to return your call. Conference appointments are made before or after school or during a teacher's preparation period during the school day. Please avoid engaging the teacher in a prolonged discussion during instructional time.

Parent/Student/Teacher Communication

Communication between parents, students and teacher is very important. DoDEA encourages face-to-face or telephonic when possible and teachers should avoid using personal email accounts; communication should take place through official school email accounts.

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. Each school has an official school social media account to be used to communicate with parents and students.

School Health Services

[\(DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003\)](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

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

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

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

The school nurse shall take the following measures:

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

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

Student Health — Allergies and Chronic-Acute Conditions

[\(DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003\)](#)

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

Health Care Program & Medication Policy

First Aid and Emergency Care

[\(DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003\)](#)

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

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

Emergency Notification Procedures

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

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

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

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

Student Illness

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

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

Please visit the DoDEA Student Health Services [Website](#) for further instruction based on your situation or discuss with an administrator at your student's school.

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting
- Wounds that may require stitches

Immunizations

Updated immunizations are a condition of attendance at all DoD schools. Should you fail to meet this responsibility, you will be notified in writing, of the last day your child can attend school without proof of updated immunizations. New students will not be enrolled without up to date immunizations. There are no exceptions to this policy.

A requirement of registration is a legible copy of their child's immunizations for review by the school nurse and to be placed in their child's school record. This is for the wellness of your child, as well as, those s/he are in contact with. DoD Instruction 6205.1 gives parents TEN DAYS in which to provide documentation satisfying the requirements, prior to disenrollment of the student.

Administration of Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate

paperwork for medications to be administered during school hours or for student to carry medication.

For students taking prescribed medication, the school nurse will hold medication in the Health Room and administer the medication as prescribed. No medication will be administered by the school nurse without a "Hold-Harmless" letter from the doctor or dentist. If the physician is prescribing medication to be taken during school hours, the pharmacy needs to prepare a separate bottle for "school use". Emergency medication (asthma, allergy, etc.) can be kept in the school Health Room with a "Hold-Harmless" letter. Remember to request a "Hold-Harmless" letter from your child's physician whenever medication is prescribed for your child for school use. Students may not self-medicate; not even a throat lozenge or Tylenol.

Other Health Programs:

Asthma – Our goal is to keep asthmatic children in school as much as possible. Prompt and appropriate treatment is only possible if the school is aware of the treatment regimen your child is receiving and has the medication available for administration in the school setting. The use of the peak flow meters has been useful in the early treatment of asthma attacks, thus reducing the severity of the attack. This will be established for your child, upon the knowledge of the diagnosis.

Attention Deficit Hyperactivity Disorder – The procedure for diagnosis is initiated through the nurse's office. If you have concerns about your child and his/her attention to school work/detail, please contact the school nurse for details.

Screenings

Vision and Hearing - Students are screened yearly for vision and hearing.

Home-School Students

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

Homework

Amelia Earhart IS supports the use of homework as an instructional tool because research in this area indicates that homework, when accompanied by meaningful feedback, enhances student learning, and helps students develop productive study habits. Homework must be academically appropriate and should be an extension of classroom instruction, not an introduction of a new or unfamiliar concept or skill. Homework does not always involve pencil and paper tasks - it may also encompass such activities as reading at home, working on a project, practicing spelling words or notes for a test. If you find that your child is spending an unreasonable amount of time on homework, please contact the teacher to discuss a plan to remedy the situation. On average, and according to the DoDEA Homework Policy guidelines below, students can expect to spend time on a regular basis to complete homework.

- Grades 1-3: 2-4 hours of homework per week
- Grades 4-5: 5-6 hours of homework per week

Instructional Programs

AEIS has special subject and resource educators in addition to our regular 3-5 classroom teachers. The special subjects include Art, Music, PE, and Host Nation/Culture. All students in grades 3-5 are scheduled to have at least one special subject class daily. 3rd grade students attend an additional Counseling or Information Center special.

The resource educators include:

- **Information Specialist:** Otherwise known as a school librarian, this teacher manages the library and related technology systems.
- **Counselor:** The guidance counselors work with students, parents, and teachers to promote understanding of school programs, to assist in the identification of the needs of the students and to interpret the information for the parents and teachers.
- **English as a Second Language (ESL) Teacher:** The ESL teachers work with children who are learning English as a Second Language or who are being raised in families where one or both parents is a non-native speaker of English.
- **Literacy Facilitator (LSS):** The LSS assists classroom teachers in the implementation of the DoDEA reading program. Students with reading deficiencies are helped through small groups, inclusion and the Read 180 program.
- **Communication Impaired Specialist:** The therapists provide screening, diagnostic, and therapy services on an individual or group basis for any child having a speech/language/hearing disorder.
- **School Nurse:** The school nurses work with educational and medical agencies to help plan, organize, and implement the school health program. First aid is provided to ill and injured students.
- **Psychologist:** The school psychologist serves students attending AEIS by testing, diagnosing, and recommending specific actions for remediation as needed.
- **Learning Impaired Teacher:** The learning impaired teachers provide services for the students identified as having a learning impairment as defined by Public Law 94-142.
- **Gifted Education (GE):** The GE teacher provides programs for identified students who have above- average abilities with high levels of task commitment and creative opportunities. Identification of students for the program is the responsibility of the School Enrichment Committee. A parent or classroom teacher may nominate a child for consideration to the program.
- **Educational Technologist:** Supports teachers with the integration of technology.

Internet Usage

AEIS teachers and students have access to the Internet in the school library, computer labs and classrooms. Student access is limited school related assignments and projects, only during teacher-supervised time. Students must abide by and agree with the terms stated in the Internet Agreement (see section on FORMS). Failure to do so may result in a suspension of access as explained below:

- **First offense:** Student will be asked to leave the workstation. Internet privileges will be suspended for one week. Student will write an essay based the guidelines for internetusage.
- **Second offense:** Student will lose Internet privileges for the remainder of the schoolyear.

Interstate Compact on Educational Opportunity for Military Children

[\(DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017\)](#)

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

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

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

Lost & Found

All lost and found items are kept in the cafeteria where children and parents are welcome to check at any time. Parents are encouraged to check the lost and found items if their child has lost personal property. Labeling personal items (especially jackets) will reduce the chances of losing property. It should be noted that AEIS does not monitor the Lost & Found, and is not responsible for any lost property or items contained there within. After the close of the school year, unclaimed lost and found items will be donated to an approved charitable organization.

Lost/Damaged Books

Failing to replace a lost or damaged book could result in a HOLD being placed on report cards or student records. To resolve this issue, parents have two options:

- Replacement with an approved title of equal or greater value.
- Using a personal check made payable to the Treasurer of the United States. The voucher and check must be taken to the finance office on Kadena Air Force Base, where a receipt is issued, and returned to the school as proof of replacement.

Lunch Program

AAFES Lunch Options and Account Management:

Children may buy a lunch or bring their own lunch. The cafeteria meals are prepared through the AAFES School Lunch Program. Accounts may be setup at the Exchange Customer Services counter. For further details, contact the AAFES School Lunch Program at **959-4570**. Please contact the school for the DoDEA Student Id#.

Cafeteria and Recess Procedures

At AEIS, we support the belief that a healthy lunch program must balance good nutrition with a calm and orderly environment. Since lunchtime is one of the few times during the day that students can openly

socialize with friends and classmates, we allow an open conversation time for last half of the period. Since, however, the primary objective of lunchtime involves chewing and swallowing, we maintain the first five minutes of lunchtime as a quiet time to concentrate on eating.

Basic expectations of behavior in the school cafeteria include the following rules:

- Use an appropriate inside voices
- Apply good table manners
- Request permission to leave seat
- Clean area when done eating
- Respect all lunchroom monitors, lunch workers, and custodians
- Food is to be eaten only in the cafeteria.
- Students should not share food.

No soft drinks/carbonated beverages are allowed in school for any grades at any time.

Parents are always welcome to join their child for lunch, and no advance notice to the school is required. However, please confirm your child's lunch time in advance with the teacher, and sign in at the Main Office before proceeding to the cafeteria. Parents may sit at a side table with their child and one guest.

Behavior infractions in the cafeteria will be addressed through alternate seating arrangements and referral to the administration.

***Each grade level will attend recess before going to lunch.

Recess Expectations (Playground)

Students will be provided the opportunity for recess before the lunch period begins. Teachers have the option of providing additional recess. Weather permitting; the students may be taken outdoors to the playground areas for supervised play. Parental requests regarding recess-related issues should be communicated directly with the child's teacher.

- Follow the school rules.
 - Be responsible
 - Be respectful
 - Be reliable
- No rough physical contact, no rough playing
- Do not throw objects (rocks, pinecones, sand, etc.)
- Profanity, rude remarks and insults are not permitted
- Students are to treat all adults supervising the playground with respect.
- Serious student playground behavior and disciplinary issues will be referred to administration.
- All food must be eaten in the cafeteria; drinks, candy, and special treats are not to be eaten on the playground.
- Students are allowed to bring water bottles to school, especially during warm weather.
- Students may return to their classes from recess **only** with a pass from their classroom teacher.
- If students need to use the restroom, they must obtain permission from the lunchroom/playground staff.
- Students are to line up quickly and quietly according to the directions of the monitors/staff.
-

On rainy days, students may play board games, watch a video, work on arts and crafts, or read books that the PTO has purchased for the students to occupy them during recess time. Students are also

required to have a written pass from a teacher to leave the cafeteria and return to the classroom.

Free and Reduced Lunch Program

To apply for free/reduced meals, a current LES/pay stub/tax return (proof of income) must be submitted. Applications must be resubmitted each school year. For more information please call the school office or online at <https://freeandreducedapps.aafes.com/>.

Newsletter

Our school newsletter, *Firebird Flyer*, is published weekly and is sent home via email. If you just moved in, and don't yet have internet access, feel free to contact the Main Office, and we will be happy to supply you with a hard copy. If you happen to change your email address, let us know, so that we can continue to get our school news to you in a timely manner.

Noncustodial Parent Rights

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

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs ([DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160](#))

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

Parties

Classroom parties are not required, but rather are planned at the teacher's professional discretion. They generally occur in October, December, February, and possibly at the end of the school year. In order to respect the diverse values and beliefs in our community (i.e. at Halloween), parents are urged to exercise conservative support in these activities, and always consult with the teacher about party details.

Pick Up and Drop Off Before and After School Policies and Procedures

After School:

Upon dismissal, all students except those participating in after-school clubs are required to leave the school grounds immediately. Parents, please note that the playgrounds are not monitored by school or other personnel, and supervision is your responsibility.

Before School:

Students should report to school no earlier than 0835, and upon arrival, should line up in an orderly manner on the blue top behind the gym by classroom teacher.

Drop-Off and Pick-Up Procedures:

While we enjoy the family culture that comes with being a neighborhood school, it must be understood that parents have the responsibility of supervision for non-AEIS siblings. If the presence of a non-AEIS sibling interferes with the safety, order, or educational program of AEIS students, that parent may be required to make alternate arrangement for the child whenever bringing/picking up their AEIS child at/from school.

Appointments during the School Day:

In the event that your child must be checked out during the school day, please report in person to the Main Office for sign-out. Also notify the Main Office if your child is to:

- go home with someone other than the parent or guardian
- be picked up at the close of school rather than walk home or ride the bus
- follow any after-school plan other than his/her normal routine
- miss his/her regular after-school club/activity

***IMPORTANT** - For accountability reasons, at no time should a parent or designated representative pick up a student directly from the cafeteria, playground, or classroom without following the sign-out procedures noted above.

Parent/Teacher Organization (PTO)

PTO, an organization of parents, teachers, and students, works for a better school environment, as well as coordinates and encourages volunteers. PTO sponsors a variety of activities that benefit all children. We genuinely hope all parents join the association and support its activities.

Pets on Campus

While we are animal lovers at AEIS, we must follow guidelines from Community Health. This means that dogs and other pets are not allowed on the school campus (to include the playground). So, while it would be great to consolidate walking your child to school with your dog's morning walk, please find another time and place for the dog. Thanks for your cooperation in this matter.

Playground Use

The safety and supervision of our students is of primary concern to AEIS staff members. During the school day, use of the playgrounds is restricted to school students and staff only. After school concludes, the neighborhood community has access to the playground. For safety and accountability purposes, all AEIS students (except those in after-school clubs) must leave campus promptly upon dismissal, and report directly home to parents.

The school playgrounds and fields are open and available for neighborhood use with parental supervision after school, on holidays and weekends until 8:00 PM. We do have some community organizations that use our sport fields and buildings. We ask all members of the AEIS Community to help in keeping our campus safe and clean at all times.

Registration, Re-Registration, and Relocation

Student Enrollment: Registration Process

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

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

Student Enrollment: Immunization Requirements

[Immunization Requirements Memorandum](#)

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

- Yellow international immunization records,
- State agency-generated immunization certificates,
- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

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

Tuition Payments:

Parents of tuition paying students are reminded that your child cannot attend school until the tuition payment has been received by the District Superintendent's Office. If you have questions about tuition payments, please contact the DSO at 634-1204.

Re-Registration:

All students **must** be re-registered every year to be eligible to attend school the following year. This re-registration occurs in the spring and is used to determine staffing for the next school year.

Extensions:

If you are extending past your original DEROS, a copy of your extension orders is required to maintain your child's status at the current school.

Withdrawal from School:

- PCS Move - If you are rotating to the United States or going to another overseas assignment, please notify the office at least ten (10) school days in advance. We will need a copy of your PCS orders. Parents will need to come to the school office, between 1400-1600 hours, to pick up a copy of their child's records to hand-carry to your next assignment.
- On-Island Move - If a family moves from one housing area to another, it may be necessary for the child to be transferred to another school. Please notify the office at least three (3) school days in advance. Office personnel will hand-carry your child's records to his/her new school

Religious Holiday Observance

[\(DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012\)](#)

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

Retention

Amelia Earhart IS takes seriously the findings of the vast majority of educational research on the topic of grade retention (see below), and therefore seeks reasonable and logical interventions as alternatives.

"In light of the large body of contemporary research indicating that retention has adverse effects on the social, emotional and intellectual development of children, NAESP views with alarm the continued implementation of retention practices and policies in some districts and states. NAESP believes that such policies deprive the child of age-appropriate relationships, places the child at risk for dropping out of school, and adversely affects the child's self-concept and level of confidence. NAESP therefore urges state and local associations to work cooperatively with legislative bodies, state department of education, local school boards, and local administrators to seek creative alternatives to retention."

National Association of Elementary School Principals (NAESP)

It should be noted, however, that AEIS views each child as an individual and thus, make efforts to consider all factors related to each child's development. If a parent or teacher feels that a child is at risk, the procedure below should be followed.

1. Parents and teacher should meet early in school year to review the child's progress, and design interventions to target the challenges the child is facing. Another meeting should occur 4-6 weeks later to evaluate progress and revise the plan.
2. If progress is not satisfactory, the teacher and parent can seek more specialized support through the school's Student Support Team (SST), where other classroom teachers, specialists, and school administration review the case, and offer additional expertise and possible interventions that might not have been considered.

- 3.If progress remains unacceptable, the SST might recommend alternative assessments be considered to see if a medical, social, learning or language disorder might be impacting the child’s progress.
- 4.If the parents, teacher, and SST remain unsuccessful in their efforts with the child, a placement committee (to include parents, teacher, counselor, and school psychologist) might be established to consider retention. A Lights Retention Scale would be administered to determine whether the child might be a good candidate for retention. Additionally, the placement committee would provide parents with current educational research on the topic of retention. The placement committee would present a recommendation to the school principal for the final decision. This decision may be appealed by the parents to the district superintendent for review.
- 5.If the decision is made to retain the child, in accordance with DS regulation 200.3, this committee will then design an intervention and monitoring plan to promote student success into the following school year, and assure that the student retains a positive self-image. The placement committee will review the student’s progress for three successive grading periods the following school year to ensure that the placement is appropriate.

Scholastic Integrity

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

School Advisory Committee (SAC)

The School Advisory Committee (SAC) is designed to serve as an advisory group to the principal on matters related to the operation of the school. The SAC goal is to enhance communication with all school stakeholders, and to ensure that faculty, parents, and students, have a forum in which to voice concerns and contribute in the decision-making process of their school. Each meeting has an Open Forum session in which all attendees are invited to participate or bring forward topics of concern. Please note – this is not a forum to discuss a child’s academic progress in school or a relationship with his/her individual teacher.

School Psychology

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

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships.

Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration. Please contact your school psychologist for additional information regarding the DoDEA School Psychology Program.

Continuous School Improvement Plan (CSI)

Amelia Earhart IS continues to place emphasis upon improved teaching and learning. Our two goal areas focus upon student writing proficiency and math strategies. Parents are encouraged to become directly involved in their child's education by serving on one of the school's CSI committees. More information is available in the Main Office.

Special Education

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

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

Amelia Earhart IS provides a full range of educational programs for children with learning disabilities. Many medically related services are available through the Educational & Developmental Intervention Services (EDIS). When you apply to attend the school, it is very important to provide all special and/or confidential documents from previous schools. By providing this information to the office, we will ensure prompt placement for your child(ren). In some cases, further educational assessment may be necessary, so as to comply with DoDEA eligibility requirements. Should further assessment be necessary, it will be completed well within the legally allotted time frame. You will always be invited and expected to attend meetings involving your child/ren and address their progress and needs. Prior school records are needed to verify grade placement and grade level history. Please present, at the minimum, the latest report card when enrolling. If not available, a temporary placement will be made until the report card is provided. There is no requirement for a physical examination. But, all students must have an up-to-date Certificate of Immunization. This certificate is obtained from the school and verified by the local medical facility or school nurse.

Disability Services

[\(DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended](#)

[DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001\)](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include

speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

Student Grade-Level Placement

[\(DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004\)](#)

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

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

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

Placement at Beginning of School Year:

Students are placed into classes by the Friday preceding the start of school. A variety of factors are taken into consideration when placing students. Unless an obvious mistake has been made (placing a child in the wrong grade level), the lists posted will be final, and any requests for changes will be deferred for at least two weeks to give the child time to adjust to the new environment, and for the parents and teacher to plan and monitor the child's progress. A form is available in the Main Office for parents to provide input on the optimum educational environment for their child.

Placement after School Year Starts:

When a new child is enrolled, the school will make every effort to place the child in a timely manner. However, consideration must be given to the preparation time needed by a teacher to ensure that the child feels welcome and is provided with appropriate support in the transition. The school registrar

will confirm your child's placement and start date when you register your child.

Requests for Classroom Change:

When requesting a classroom change, parents must follow the procedure outlined below.

- Meet with the classroom teacher to discuss the concern, and develop a plan in an effort to resolve the situation. Monitor the plan with the teacher for at least two weeks.
- If the concern persists, parents should meet with the principal, and provide a letter justifying the request to change classrooms.
- The principal will consider the request and the implications it may have on the child. A decision will be provided to parents in a timely manner. If parents find the principal's decision unsatisfactory, they may appeal the decision to the District Superintendent

Student Rights and Responsibilities

[\(DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012\)](#)

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

Students shall:

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

Study Trips/Field Trips

Study trips are planned by the teacher to support the curriculum, enrich classroom learning, and expand a student's experience within the local culture. For all off-base trips, parents are required to provide written permission for their children to participate. Other siblings may not be brought on field trips, as the degree of supervision may be compromised. Parents may be asked to accompany their child if discipline becomes a safety concern. Field trips should not be considered as a day off or reward, but rather another learning opportunity, and all children are expected to participate. If a parent chooses to not grant permission for the child to participate, they may elect to keep the child at home that day, or request well in advance (minimum 3 days) an alternate educational plan for the child.

Parents should not follow school busses to field trip sites, as this can reduce adult supervision on the bus and create traffic problems if separated. ***For most study trips, a background check will be required for a parent chaperone to supervise other children. This can take several weeks, so start the process early. Stop by our main office to pick up the necessary paperwork to begin the process.**

System-wide Assessment Program

[\(DoDEA Regulation 2000.06, "System wide Assessment Program," March 26, 2010\)](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, "System wide Assessment Program," March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
- 2) Be one of several criteria used for making major decisions about student performance/achievement; and
- 3) Align to clearly defined standards and objectives within the content domain being tested.

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

Telephone Usage by Students

Students are discouraged from using their phones during the school day. Phones need to be kept in the student's backpack and should be put on silent. If a call needs to be made, the student can make a call in the office and these calls should be kept to a minimum and only in urgent situations, not for routine use. Parents are asked to organize after-school arrangements (i.e. clubs, walk, bus and pick-ups) before school.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit with the school registrar to ask for further instruction based on your situation or discuss with the counseling department at your student's school.

Visitors and Volunteers

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

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

Volunteering in the Classroom:

Educational research shows that children value their education more when their parents volunteer in their school. AEIS would like to capitalize on that research by encouraging all parents to get involved in their child's program at school. Below are just some examples for you to consider.

- Reading to children in the classroom
- Sharing a skill, talent, or area of interest
- Chaperoning on field trips
- Serving on the PTO, SAC, or School Improvement Team
- Helping with after-school clubs
- Clerical assistance for teacher
- Organizing class parties

Requirements and Guidelines for Volunteers:

1. You must register in the Front Office to be a volunteer.
2. Volunteers who chaperone on study trips and are with children out of sight from the teacher are required to have a background check. The Main Office can provide you with the necessary forms and instructions. This process can take two weeks or more, so plan ahead.
3. Volunteers are expected to maintain confidentiality regarding school matters and student information. Volunteers must refrain from talking in the community about students and teachers.
4. Smoking is not allowed in government buildings or in the presence of students. Designated areas would include your car and off-campus.
5. Volunteers are not to counsel students on such topics as religious beliefs, sexual topics, family relationships, personal hygiene, or moral issues.
6. Please keep commitments and be on time. If you can't come, please call the office.

Weapons Policy – DoDEA/AEIS Zero Tolerance

Be assured that Amelia Earhart has a Zero Tolerance Weapons policy. Please refer to the specific guidance below for details about possible consequences for violators. It should be understood that common, everyday items, such as scissors or pencils, may be turned into a weapon if used to harm others. Conversely, an object that qualifies as a weapon, such as a Boy Scout knife, might be downgraded into a less dangerous category if the child had no intention of using it or showing it to others. Therefore factors of each incident must be considered such as the danger posed to others by the object and the child's intent. Please be advised that the safety of other students must always prevail, and if there is reasonable suspicion that a child is in possession of a dangerous weapon, a search/seizure may be conducted.

Also please be aware of the base ban on replica guns (Plastic BB Guns/Airsoft weapons). These replicas are available at local off-base vendors as well as online sites. A rule of thumb for identifying replicas is that it would frighten or pose a threat to a reasonable person who is not aware that it's a replica. The real danger is that they may be mistaken for a real gun by law enforcement personnel. III Marine Expeditionary Force/Marine Corps Installations Pacific Order 5500.1 and Kadena Air Base Instruction 31-101 strictly prohibit the possession of any gun, including replicas or toy guns. Pursuant to the policies, principals will take appropriate action, including suspension, expulsion or other action against any student found in possession of such items. The safety and security of our students and staff remains our highest priority. We request your assistance to inform your children about the dangers of possessing

replica weapons and the consequences of bringing them to the school campus.

Consequences for Violation of DoDEA Zero Tolerance Weapons Policy

Grade	Inherently Dangerous Weapons	Dangerous Weapons				Potentially Dangerous Weapons				
		First Offense	First Offense		Second Offense		Third Offense	First Offense	Second Offense	Third Offense
	All Cases	No Injury	With Injury	No Injury	With Injury	All Cases				
K - 3	36 week Expulsion	5 day Suspension	10 day Suspension	10 day Suspension	20 day Suspension	18 week Expulsion	1 day Suspension	2 day Suspension	3 week Suspension	18 week Expulsion
4 - 6	36 week Expulsion	10 day Suspension	20 day Suspension	20 day Suspension	40 day Suspension	18 week Expulsion	3 day Suspension	6 day Suspension	6 week Suspension	18 week Expulsion
		All Cases								
7 - 12	36 week Expulsion	9 week Suspension	9 week Expulsion	18 week Expulsion			5 day Suspension	10 day Suspension	9 week Suspension	18 week Expulsion

INHERENTLY DANGEROUS ITEMS: DEADLY WEAPONS

- Firearms, knives, explosives, or other dangerous objects of no reasonable use to the pupil at school or at a school activity. It is not necessary to determine if the student was going to use the weapon.

DANGEROUS ITEMS: REPLICAS AND OTHER ITEMS (NOT INHERENTLY DANGEROUS) USED IN SUCH A WAY AS TO INJURE OTHERS OR INSTILL FEAR

- Small pocket knives, small firecrackers, tools, laser pens, and other objects used to threaten, frighten, or harm others.

POTENTIALLY DANGEROUS ITEMS: REPLICAS OR OTHER ITEMS INAPPROPRIATE (NOT INHERENTLY DANGEROUS) ON SCHOOL GROUNDS THAT ARE NOT USED TO INJURE OTHERS OR INSTILL FEAR

- Unrealistic replicas, toys, or other inappropriate items at school or at a school activity without any intent to use them as weapons.

DoDea Pacific South SY 20-21
AMELIA EARHART
INTERMEDIATE SCHOOL

3rd Grade

- 2 PACKAGES PENCILS
- 2 RUBBER ERASERS
- 1 SET OF COLORED PENCILS
- 6 GLUE STICKS
- 1 BOTTLE OF LIQUID GLUE
- 2 PLASTIC POCKET FOLDERS
- 1 PACKAGE HIGHLIGHTERS
- 1 BOOK BAG OR BACKPACK *
- 1 PAIR GYM SHOES
- 3 SPIRAL NOTEBOOKS
- 3 BOUND COMPOSITION BOOKS
- 1 PACK LOOSE-LEAF PAPER (WIDE-RULED)
- 1 PLASTIC SUPPLY BOX OR POUCH
- 1 BINDER (3 RING)
- 1 PERSONAL HEADPHONES W/ MICROPHONES USB
- 1 WATERCOLOR PAINT SET
- 1 BOX CRAYONS
- 1 ROUND END SCISSORS

4th Grade

- 3 PACKAGES PENCILS
- 6 RUBBER ERASERS
- 1 SET OF COLORED PENCILS
- 1 BOX CRAYONS
- 1 WATERCOLOR PAINT SET
- 1 PKG GLUE STICKS
- 1 BOTTLE OF ELMER'S GLUE
- 1 ROUND END SCISSORS
- 1 PACKAGE HIGHLIGHTERS
- 5 COMPOSITION NOTEBOOKS
- 1 PACK LOOSE-LEAF PAPER (WIDE-RULED)
- 1 BINDER (3 RING, 1 INCH)
- 3 FOLDERS W/ POCKETS
- 1 BOOK BAG OR BACKPACK*
- 1 PAIR GYM SHOES
- 1 PERSONAL HEADPHONES

5th Grade

- 2 PACKAGES OF PENCILS
- 1 PACKAGE OF PENS (BLUE OR BLACK)
- 3 RUBBER ERASERS
- 1 SET OF COLORED PENCILS
- 1 PACKAGE OF GLUE STICKS
- 3 FOLDERS WITH POCKETS
- 1 BOOK BAG OR BACKPACK
- 1 PAIR OF GYM SHOES
- 5 COMPOSITION NOTEBOOKS
- 2 PACKAGES OF LOOSE-LEAF PAPER
- 1 BINDER (3 RING, 1 1/2 INCH)
- 1 PACKAGE OF SUBJECT DIVIDERS FOR BINDER
- 1 PERSONAL HEADPHONES
- 1 WATERCOLOR PAINT SET
- 1 ROUND END SCISSORS

- **PLEASE KEEP ALL RECEIPTS IN THE EVENT THAT NOT ALL SUPPLIES ARE USED.**
- **ALL STUDENTS ARE REQUIRED TO WEAR PANTS/SHORTS AND TENNIS SHOES TO PE CLASS.**

FORMS:

Internet Usage	All students must sign an Internet Usage Agreement to ensure proper use of the Internet and Government computers.
PCS	This form will help our registrar prepare your student's records for a PCS move.
Pre-Planned Absence	Use this form to plan for any upcoming absences.

**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY STUDENT REGISTRATION
FORM 700A Internet Agreement and Consent to Use Information Technology Resources
Terms and Conditions**

INSTRUCTIONS:

1. Sponsors/Parents or Guardians are required to sign for students in grade 3 and below.
2. Students in grade 4 and above are required to sign.
3. Complete a new form for new student enrollment; student transitioning from 3rd to 4th grade; from elementary or middle school to high school; or if a student transfers to another DoDEA school.

PRIVACY ACT STATEMENT

AUTHORITY: 10 U.S.C. 2164 and 20 U.S.C. 921-932; DoD Directive 1342.20, "Department of Defense Education Activity (DoDEA)," October 19, 2007
PRINCIPAL PURPOSE: To obtain consent and authorization needed to allow students to participate in school programs and activities and to disclose certain student information, and acknowledgement of the emergency care that may be delivered to a student by DoDEA's officials and health care providers. Information collected on this form is authorized by the DoDEA system of records notice (SORN) number 26, published at <http://dpclo.defense.gov/privacy/SORNs/component/osd/>.
ROUTINE USE(S): In addition to the disclosures generally permitted under 5 U.S.C. 552a(b) of the Privacy Act, this record or information may be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(2-12), the DoD Blanket Routine Uses described at <http://dpclo.defense.gov/privacy/SORNs/component/osd/> and the DoDEA routine uses found in SORN 26.
DISCLOSURE: Granting the consent and authorization requested by this form is voluntary. However, the failure to complete the form and provide the requested consent/authorization/acknowledgement of notice, may delay or prevent the DoDEA student's enrollment or participation in activities requiring consent or authorization.

Student Last Name	Student First Name	Student ID (School Use Only)

Definition of Information Technology (IT) Resources

DoDEA's IT resources (also referred herein as the "network" (include, but are not limited to, use of or access to DoDEA communications and computer equipment, related software, and services (such as e-mail and Internet access, educational programs and services and social media)). I understand that my school will provide me with instruction and answer my questions regarding these Terms and Conditions before the school will authorize me to have network access.

I. "USE is a Privilege: Conditions of Use"

- A. I understand that access to and use of DoDEA-IT resources (the network) is intended to support my DoDEA education and related research and that my access and use (hereinafter "use") is a privilege, not a right, and that any use inconsistent with these Terms and Conditions may result in the cancellation of this privilege. I understand that the transmission (sent or received) of any material in violation of any U.S., state, or host nation law or regulation, or military installation, or DoD or DoDEA regulation, including this Terms and Conditions, is strictly prohibited and may violate criminal law.
- B. I will not download files or subscribe to bulletin boards or web-pages that are not related to my educational activities. If I have questions about my computer use, I will ask my teacher.
- C. I will respect and adhere to all of the rules governing access to DoDEA IT resources and the rules of any other network or computing resource to which I have access through the DoDEA IT resources.
- D. I will not transmit copyrighted material, or material protected by trademark or as a trade secret.
- E. I will not publish on-line using DoDEA IT resources (including communications and social media resources) the name, photograph, home address or telephone number of another student, faculty, or any other person.
- F. I will not use DoDEA IT resources for commercial advertising or political lobbying, or other partisan activity, and I understand that such conduct is prohibited and may be illegal.
- G. I will be polite; I will use courteous, respectful language in the use of the DoDEA network.
- H. In my messages to others, I will not swear, use vulgarities or, sexual, harsh, abusive, or disrespectful language. I will not engage in conduct that makes fun of, threatens, disrespects, abuses, or otherwise harasses another, or that urges others to take harassing, abusive or disrespectful action against another person. I will not access or transmit images of nudity or sexual acts, bodily waste functions, criminal activity or the intent to commit any of the above. I will not engage in activities that are illegal under, or forbidden by, Federal, state, or host nation laws or regulations, or installations, or DoD or DoDEA regulations, including this Terms and Conditions agreement while using DoDEA's IT resources.
- I. I will obey these Terms and Conditions governing DoDEA IT resources when I use DoD-provided or non-DoD provided IT resources to access the DoD or DoDEA networks.
- J. I will carefully evaluate information I receive while using DoDEA IT resources. As with any research material, I must review it for accuracy and bias.
- K. I will not send "chain letters," or similar widely distributed "broadcasts" or otherwise use DoDEA's IT resources that have the potential to unduly burden or disrupt the use of the network by other users.
- L. I will not encourage children or DoDEA student of any age, but particularly any child under the age of 13, to provide information about themselves to any commercial IT service provider without obtaining prior parental permission; and I will not use DoDEA IT resources to provide information about myself (in addition to basic electronic directory information needed to afford access to the DoDEA network) to any commercial IT service provider without obtaining prior parental permission.
- M. I will not upload or create malicious software, such as, but not limited to, computer viruses, worms, or Trojan horses, or engage in, or attempt to engage in any activity that might harm or destroy data of any user, or harm, disrupt, or interfere with the use of any DoDEA IT resource, another network, or the Internet.

STUDENT NAME: _____

II. Consequences of Failure to Follow These Terms and Conditions

- A. I understand that I am subject to discipline under the DoDEA Disciplinary regulation, to include suspension or expulsion, and/or to temporary or permanent loss of use of DoDEA IT resources, if I send messages or access or download files inconsistent with these Terms and Conditions. Furthermore, I may be subject to criminal prosecution if my conduct violates law.
- B. I understand that any use of DoDEA IT resources, whether I employ DoDEA-owned or other IT resources to access DoDEA IT resources for a purpose that creates, or that causes, a disruption in the school, may subject me to DoDEA disciplinary action, including loss of privileges to use DoDEA IT resources, and to such other penalties as are prescribed by law or regulation.
- C. I understand that I will lose privileges and be held accountable under law and regulation for intentional destruction or damage to any DoDEA IT resource.

III. Privacy

- A. I understand and agree that accessing the Internet or e-mail through DoDEA IT resources generally requires that the school disclose my name or student identification number, grade, and my school and/or home e-mail address to non-DoD providers of the particular service (like e-mail or any web-based educational program, or to a social media service). I further understand that when I use web-based or social media services, the service provider may collect additional information about me or my computer or phone (such as cookies, my Internet searches, IP addresses, the sites that I visit, and with whom I communicate, and the content of my communications). I also understand the service provider may ask me to provide additional personal information about myself or others. I further understand that should I release information to a software service provider, I have no control over the disclosures that providers may make of that information. I understand and agree that I may not provide a service provider with information about other persons and that I am solely responsible for consulting with my parents about whether to provide information about myself and the consequences of providing that information, and that DoDEA accepts no responsibility and no financial or other liability for my providing or failing to provide such additional information, or for the consequences of my action. I further understand that I may violate law or regulation if I assist or encourage a child under the age of majority, especially one under the age of 13, to provide information through the network without prior parental consent.
- B. I understand and agree that DoD and DoDEA monitor use of all DoDEA IT resources and that I have no privacy concerning my use of DoDEA IT resources, whether I access them from DoDEA-provided or private equipment. I understand that DoD or DoDEA may download from DoDEA IT resources, store, and use evidence of my use in connection with any administrative action or discipline under these Terms and Conditions, the DoDEA Disciplinary regulation, or any applicable law or regulation, and that DoD or DoDEA may report conduct and supporting information that it suspects violates law to appropriate enforcement authorities.

IV. No Warranties

- A. I understand that DoDEA makes no warranties of any kind, whether expressed or implied, for the IT resources it provides. DoDEA is not responsible for any damages (including, but not limited to, loss of data, delays, non-deliveries, misdeliveries, or service interruptions, or for injuries resulting from access to any Internet site, or any consequential damages) that I may suffer from my use of DoDEA IT resources.
- B. I understand the use of any information obtained by my use of DoDEA's computer resources is at my own risk. DoDEA specifically denies any responsibility for the accuracy or quality of information obtained through its IT resources.
- C. I understand DoDEA has no obligation or authority to defend me against any legal actions brought against me by anyone arising from my misuse of DoDEA IT resources or violations of any U.S. or foreign laws, or software licenses.

V. Security

- A. I understand that security on any IT system is a high priority, especially when the system involves many users. I will notify my teacher if I notice a security problem. I will not demonstrate the problem to other users.
- B. I will not give my user password to other individuals, or allow other persons to use DoDEA-provided IT resources, e-mail access, or internet access. Any activity associated with my account will be considered my activity. It is my responsibility to protect my account and password.
- C. I may be denied access to IT resources if I am identified as a security risk.

SIGNATURE BLOCK

SPONSOR/PARENT/GUARDIAN SIGNATURE: _____

PRINTED NAME: _____

DATE: _____

STUDENT SIGNATURE (GRADES 4-12 ONLY): _____

PRINTED NAME: _____

DATE: _____



“Where Young Minds Take Flight”

STUDENT WITHDRAWAL REQUEST

“RELEASE OF STUDENT RECORDS TO PARENTS”

STUDENT NAME: GRADE:

SCHOOL: AMELIA EARHART INTERMEDIATE SCHOOL HOMEROOM TEACHER:

REASON FOR WITHDRAWAL: PCS (ATTACH ORDERS)

OTHER:

LAST DAY OF ATTENDANCE:

SPONSOR NAME:

DUTY PHONE: CELL:

WORK EMAIL: HOME EMAIL:

FORWARDING ADDRESS: (IF NOT KNOWN, PERMANENT STATESIDE)

A copy of the records will be ready to pick up after 2:00 pm on the student's last day or at the following mutually agreed date and time . This copy will include all academic and health information in the cumulative file and is provided for the parents to hand carry to the next school.

PLEASE SIGN TO INDICATE RECEIPT OF RECORDS:

SPONSOR / PARENT SIGNATURE DATE REGISTRAR INITIALS

SCHOOL USE ONLY	
<input type="checkbox"/> Academic file <input type="checkbox"/> Form 600 / DSPA 2030.2 <input type="checkbox"/> Report Card <input type="checkbox"/> Health Record <input type="checkbox"/> Standard Test Data <input type="checkbox"/> Gifted Education <input type="checkbox"/> ESL <input type="checkbox"/> Literacy Folder <input type="checkbox"/> Read 180 <input type="checkbox"/> CSC File	<input type="checkbox"/> Separate Student Clearance Checkout Sheet used & attached <input type="checkbox"/> Information Center <input type="text"/> (initials) <input type="checkbox"/> Cafeteria <input type="text"/> (initials) <input type="checkbox"/> Books / School Property <input type="text"/> (initials) <input type="checkbox"/> Official Transcript (Secondary only) <input type="checkbox"/> Other: <input type="text"/>

Our Philosophy: “Success In Education Is A Partnership In Responsibility”



DEPARTMENT OF DEFENSE
 EDUCATION ACTIVITY
 AMELIA EARHART INTERMEDIATE SCHOOL
 UNIT 5166
 APO AP 96368-5166



“Where Young Minds Take Flight”

Permission for School to Release Student Records

Student Name _____ Grade _____

I authorize the release of my child’s cumulative academic records and other pertinent information such as special education records, health records and any other information maintained by the school. I release every person and institution from any and all liability resulting from or pertaining to the furnishing of the requested documents.

Parent/Guardian Signature _____ Date _____

Jason Federico, Principal



Our Philosophy: “Success In Education Is A Partnership In Responsibility”



“Where Young Minds Take Flight”

REQUEST FOR PRE-PLANNED ABSENCE

Absences of a week or more can be very detrimental to a student’s academic progress. There is a loss of direction, explanations and practice in class under the guidance of the teacher. Every effort should be made not to plan a vacation trip during instructional days. While we realize unexpected emergencies arise, regardless of the type of absence, the teacher will decide the nature and extent of the make-up work that is necessary for the child to complete.

THE FOLLOWING WILL APPLY TO ALL PRE-PLANNED ABSENCES:

1. If parents know of an excused absence, they should notify the teacher in advance. Please do this at least three days prior to the absence period.
2. Extended absences of more than one week require that the parents discuss this matter with the teacher and/or an administrator. The teacher will determine how missed assignments can be best completed.
3. Regardless of the type of absence, once it is excused, the teacher will decide the nature and extent of the make-up work that is necessary for the child to complete.
4. Students will be able to get class assignments and homework from their teachers in advance or when they return to school as agreed upon by the parent and teacher.

Student Name: _____

Grade/Teacher: _____

Date of Request: _____

Date of Planned Absence From: _____ to _____

Reason for Absence: _____

Parent Signature

Date

Teacher Signature

Date

Principal Signature

Date

Registrar Initial & Date

Our Philosophy: “Success In Education Is A Partnership In Responsibility”

LUNCH SCHEDULE

SY 2020-2021

Lunch Times	Names	Grade	Table #
1055-1125 ER (4A)1210-1245 (4B)1130-1205	Davis	4	1
	Cheramie	4	3
	Furusho	4	5
	Korkowski	4	6
	Vieitez	4	8
	Tremblay	4	10-11
1130-1200 ER (5A)1050-1125 (5B)1210-1245	Foster	5	1
	Callahan	5	3
	V. Turner	5	5
	Freeman	5	6
	Maxwell	5	10-11
	San Nicholas	5	13-14
1210-1240 ER (3A)1130-1205 (3B)1050-1125	Tykwinski	3	1
	Barbitta	3	2
	Cruz	3	3
	Delp	3	4
	McKnight	3	5
	Belcher	3	6
	Honnold	3	7
	Schneider	3	8
	Winans	3	10-11



**STANDARD™
RESPONSE PROTOCOL**

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



**LOCKOUT
SECURE THE PERIMETER**

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



**LOCKDOWN
LOCKS, LIGHTS, OUT OF SIGHT**

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



**EVACUATE
TO A LOCATION**

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



**SHELTER
FOR A HAZARD USING SAFETY STRATEGY**

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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DoDEA Dress Code

