

# Bob Hope Primary School Student/Parent Handbook



**School Year 2020-2021**

## STUDENT RIGHTS AND RESPONSIBILITIES

At Bob Hope Primary School, we value student dignity, and emphasize student responsibility. It is our intention that this handbook will provide guidance that will better 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 the link below.

<http://www.dodea.edu/Offices/Regulations/Education.cfm>

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**Bob Hope Primary School**  
*"Learn and Do Our Best"*

Dear Parents and Students,

We'd like to welcome you to another exciting year at Bob Hope Primary School, and hope that you will take full advantage of a variety of learning opportunities. We encourage you to become involved with our school programs, the inviting island life, and international opportunities.

We value our community partnership program at BHPS. Volunteer opportunities are available through PTO, the School Advisory Committee (SAC), the Watch D.O.G.S.(Dads of Great Students) program, and in your child's classroom. Stop by to get started on a background check to allow you to volunteer for field trips and in the classroom.

Just a bit of tradition - the BHPS mascot is the Panda bear.

If you are new to BHPS, you will surely have many questions. Please let us know if important items are missing from this handbook, so that we can improve it. If you have any questions, please call or stop by, as we maintain an open door policy for parents and students. We can't promise that we'll be able to solve every concern, but we will listen attentively and do our best to work together with you to make an already great school even better.



**Lorri A. Vallone**  
Principal



**Heather Weiland**  
Assistant Principal



## **Contact Us**

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

### **Telephone**

Main Office: DSN 634-0093/0094

Commercial 098-961-0093/0094

Calling from US: 011-81-611-734-0093/0094

Nurse: DSN 634-1182 (Commercial 098-961-1182)

Library: DSN 634-0525 (Commercial 098-961-0525)

### **Bob Hope PS Website:**

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

### **Email the Principal:**

[PRINCIPAL.\\*BOBHOPEPS@pac.dodea.edu](mailto:PRINCIPAL.*BOBHOPEPS@pac.dodea.edu)

### **Email the Teacher:**

Firstname.Lastname@pac.dodea.edu

### **Mailing Address:**

Department of Defense Dependents Schools

Bob Hope Primary School

Unit 5166 BLDG 9480

APO AP 96368-5166

**\*\*\* School Hours for Students: 0850-1505 \*\*\***

**Main Office Hours: 0800-1600**

*For your convenience, telephone answering machines are in use after hours.*



**BHPS PURPOSE STATEMENT:**

*“Bob Hope Primary School's purpose is to Learn and Do Our Best.”*

School Motto – *“Learn and Do our Best”*

School Colors – Red & Black

School Mascot – Panda

**DoDEA Mission Statement**

**Educate, Engage and Empower Each Student to Succeed in a Dynamic World.**

**Accreditation**

BHPS 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. Bob Hope Primary School and the Pacific South District was most recently awarded full accreditation status in April 2016. The district will be undergoing accreditation during the 20-21 school year with AdvancEd/Cognia.

# Calendar for Bob Hope Primary School 2020-2021

**Class Hours: 0850 -1505**  
**Tuesdays: 0850-1405**

## 2020

July						
S	M	T	W	T	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	

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

September						
S	M	T	W	T	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			

October						
S	M	T	W	T	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

November						
S	M	T	W	T	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					

December						
S	M	T	W	T	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		

Aug. 13 New Student Orientation 1330-  
 Postponed  
 Aug. 14 Oral Reading Record Training  
 Aug. 17 First Day of Return for Teachers Aug.  
 17-18 CCRSL Training for teachers  
 Aug. 20 Class Lists Emailed to Parents  
 Aug. 21 Sneak a Peek for All Grades: 1330  
**First Semester (86 Instructional Days)**

**Quarter 1 (41 Instructional Days)**  
 Aug. 24 1st Day of School (for grades 1-2)/Ringing -In Ceremony 0930  
 Aug. 31 1st Day for Kindergarten  
 Sep. 7 Federal Holiday--Labor Day-No School  
 Sep. 10 First Day for Sure Start  
 Sep. 15 Open House 1700-1800  
 Sep. 24 SAC Meeting 1530  
 Sep. 25 CCRS Training - No School for Students  
 Oct. 9 CSI Professional Development Day-No School for Students  
 Oct. 12 Federal Holiday--Columbus Day-No School  
 Oct. 22 End of Quarter 1  
 Oct. 23 No school for students--Teacher work day

**Quarter 2 (45 Instructional Days)**  
 Oct. 26 Begin 2nd Quarter  
 Nov. 5-6 Parent Teacher Conferences-No School for students  
 Nov. 11 Federal Holiday-Veterans' Day (observed)-No School  
 Nov. 19 SAC Meeting 1530  
 Nov. 26-27 Thanksgiving Break, No School  
 Dec. 4 CCRS Training - No school for students/Accelerated Withdrawal  
 Dec. 21 Begin Winter Recess, No School  
 Dec. 25 Federal Holiday - Christmas  
 Jan. 1 Federal Holiday - New Year's Day  
 Jan. 4 Instruction resumes  
 Jan. 14 End of Quarter 2 & First Semester  
 Jan. 15 No school for students--Teacher work day  
 Jan. 18 Federal Holiday - Martin Luther King, Jr. Day-No School

**Second Semester (88 Instructional Days)**  
**Quarter 3 (44 Instructional Days)**  
 Jan. 19 Begin 3rd Quarter & Second Semester  
 Feb. 1 CCRS Training - No School for Students  
 Feb 12 CSI Professional Development Day-No School for Students  
 Feb. 15 Federal Holiday - President's Day-No School  
 Feb. 18 SAC Meeting - 1530  
 Mar. 24 End of Quarter 3  
 Mar. 25 No school for students - Teacher workday  
 Mar. 26-Apr. 2 Spring Recess, No School

**Quarter 4 (44 Instructional Days)**  
 Apr. 5 Instruction Resumes  
 Apr. 19 CCRSL Training-No School for Students  
 Apr. 22 SAC Meeting -1530  
 Apr. 30 Professional Development Day-No School for students  
 May 28 Recess Day-No School for Students  
 May. 31 Federal Holiday - Memorial Day-No School  
 Jun. 9 End of Quarter 4 and Second Semester-Early Release for Students  
 Jun. 10 No School for Students - Teacher Work day

## 2021

January						
S	M	T	W	T	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						

February						
S	M	T	W	T	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						

March						
S	M	T	W	T	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			

April						
S	M	T	W	T	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	T	W	T	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					

June						
S	M	T	W	T	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			

Color & Symbol Key		
	No School for Students	Holidays
	Parents Invited to School	Beginning & End of Quarters
	Accelerated Withdrawal Dates	December 4, 2020 // May 11, 2021



## **DoDEA School Rules, Regulations and Procedures**

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

### **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**

BHPS offers a variety of after-school activities for students. Activities may change from year to year, but examples might include Academic Assistance, Art, Dance, Running Club, Zumba, and Reading. Most activities are held directly after

school. 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:

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

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

- 1). Personal illness
- 2). Medical, dental, or mental health appointment
- 3). Serious illness in the student's immediate family
- 4). A death in the student's immediate family or of a relative
- 5). Religious holiday
- 6). Emergency conditions such as fire, flood, or storm
- 7). Unique family circumstances warranting absence and coordinated with school administration
- 8). College visits that cannot be scheduled on non-school days
- 9). Pandemic event

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

Educational research clearly shows the correlation between consistent attendance and academic achievement. Additionally, Bob Hope Primary School 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 634-0093 or use the following quick-link by 0900 to report their child's absence:

- [BHPS.Attendance@pac.dodea.edu](mailto:BHPS.Attendance@pac.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.

### **Bikes, Scooters, and Skateboards**

Students may ride bikes, scooters, and skateboards to school, but not on campus. Bike racks are located on the sidewalk on Moore Avenue. 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](mailto: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:

1. School attending.
2. Grade and name of children.
3. Physical address of your residence.
4. Digital photograph of your children.
5. 4 digit personal identification number (PIN) if the student is in Sure Start or Kindergarten grade level. The PIN for SS/KN students is the last 4 numbers of the Parent or Sponsor's social security account, and for security purposes it is required for picking up students of this age group at the bus stop.)

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:

<http://www.dodea.edu/Pacific/Okinawa/ODSO/Parents/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:

- In accordance with installation directives regarding child supervision, children of kindergarten and SureStart age must be met by someone age 12 or older at the bus stop. That individual must know the last four numbers of the sponsor's social security number, called a PIN, and relay this number to the Security Attendant for verification before the child will be released to them from the bus. Those Sure Start and Kindergarten students not met by someone with the correct number will have their parents called by the OSTO to verify their identification before the child is released or to have other arrangements made.
- 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.

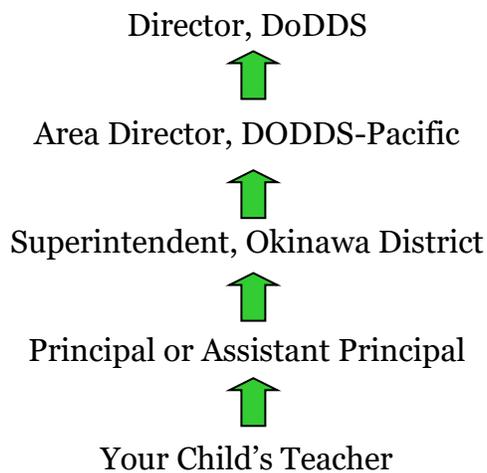
- Throw or shoot objects inside or out of bus.
- Use profane or abusive language, or make obscene gestures.

### 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](http://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 DoDDS 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 Bob Hope Primary 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.

As proud as we are of our school, we would be naïve to think that no bullying behaviors occur at BHPS. 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.

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 DoDDS 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 DoDDS 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 be suspended from school only after the Case Study Committee has determined that the behavior that precipitated the proposed suspension is not directly related to the student's handicapping condition except in situations where the continued presence of the student poses a hazard to himself or others.

### **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 DoDDS' 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:

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



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
PACIFIC SOUTH DISTRICT  
OFFICE OF THE DISTRICT SUPERINTENDENT  
UNIT 5166 APO AP 96368-5166**



## **Gender Neutral Dress Code**

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.

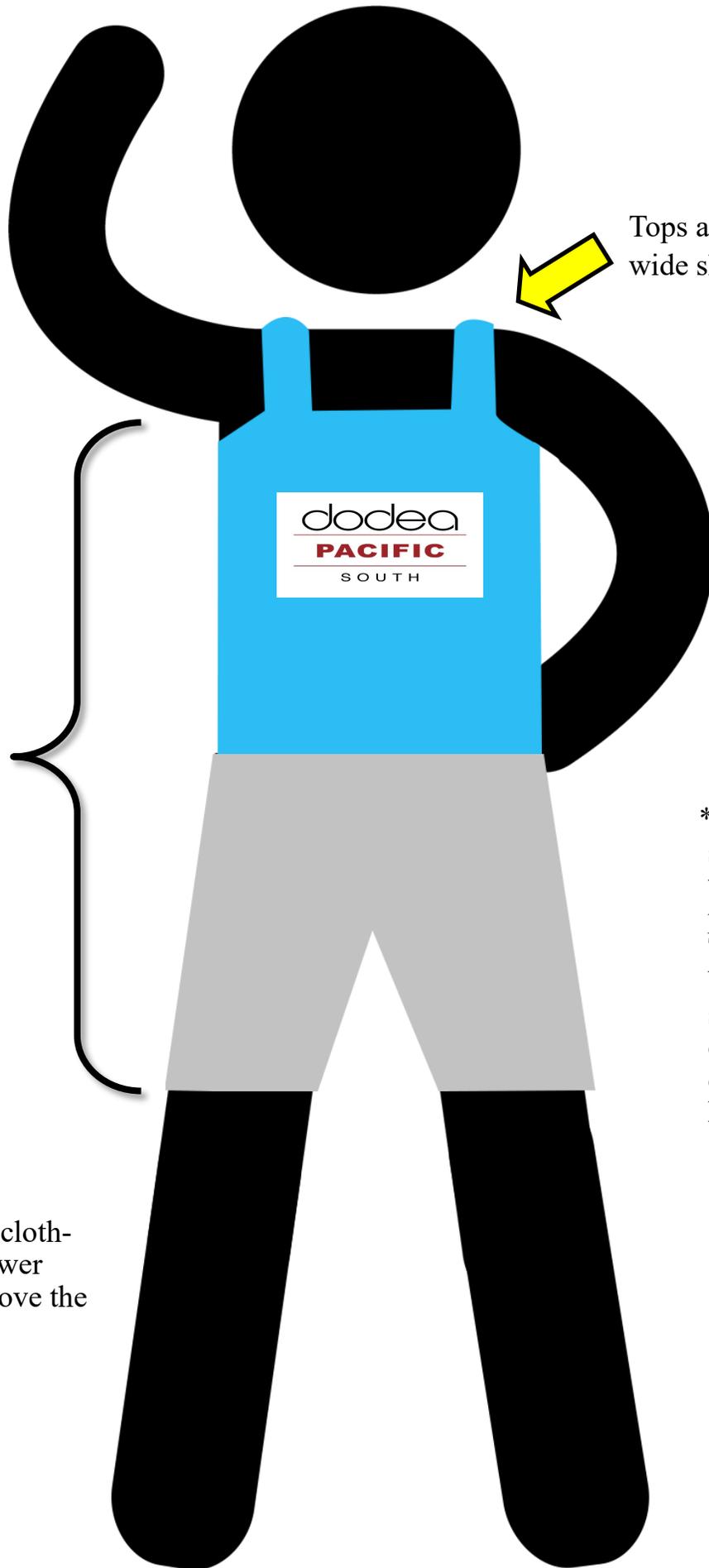
### Requirements:

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

### Clothing Parameters:

1. 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.
2. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
3. 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.
4. Sunglasses may not be worn inside the building.
5. Clothing and accessories that endanger students or staff safety may not be worn.
6. 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.

The 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.



Tops are to have 2 inch wide shoulder straps

Clothing must cover areas from one armpit across to the other armpit & down to no shorter 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.

\*Rips or tears in clothing should be lower than 8 inches above the knee cap.



### **Education Student Services**

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student's school. 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.

### **Bob Hope Primary School Counseling 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
<b>TC4 - TC3 - TC 2</b>	0600-0559	<b><i>NORMAL SCHOOL HOURS</i></b>
<b>TC 1</b>	0600-0759	<b><i>NO SCHOOL</i></b> - Buses return children if enroute. Staff and teachers work. Tune to AFN radio and/or television.
	0800 - 1159	<b><i>NO SCHOOL</i></b> - Buses recalled. Early dismissal possible. Tune to AFN.
	1200 - 1520	<b><i>NORMAL SCHOOL HOURS</i></b>
<b>1 CAUTION (TC-1C)</b>	0600 - 0559	<b><i>Everything closes.</i></b> Stay indoors and tune to AFN.
<b>1 EMERGENCY(TC-1E) 1 RECOVERY (TC-1R)</b>	0600 - 0559	Nothing moves except emergency vehicles. Stay indoors and tune to AFN.
<b>STORMWATCH (TC-SW)</b>	0800 - 0559	<b><i>NO SCHOOL</i></b> – Staff and teachers report to work within 2 hours of first announcement. Be prepared for “All Clear” or return to higher cyclone condition.
<b>ALL CLEAR (TC-AC)</b>	0600 - 0759	<b><i>MODIFIED SCHOOL HOURS</i></b> – 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.
	0800 - 1059	<b><i>MODIFIED SCHOOL HOURS</i></b> – 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	<b><i>NO SCHOOL</i></b> – 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 and Policy,” September 5, 2004)

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

- 1). Minimum 2.0 GPA;
- 2). Completion of 26.0 units of credit; and
- 3). Completion of specific course requirements.

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

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

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits

AP and/or IB Courses and requisite exams	-	4 courses
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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.

<a href="#">Housing Verification</a>	This form is needed to verify your housing location for school zoning.
<a href="#">Internet Usage</a>	All students must sign an Internet Usage Agreement to ensure proper use of the Internet and Government computers.
<a href="#">PCS</a>	This form will help our registrar prepare your student's records for a PCS move.
<a href="#">Pre-Planned Absence</a>	Use this form to plan for any upcoming absences.
<a href="#">School Volunteer</a>	This form must be completed prior to volunteering in the classroom or chaperoning any field trips.

## 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 [DoDEA Web site](#) for instructions.

### Kindergarten – 3<sup>rd</sup> Grade:

The grading system for students in grades Kinder through 3<sup>rd</sup> 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 Life Skills:
  - 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 4<sup>th</sup> and 5<sup>th</sup>:

The grading system for our 4<sup>th</sup> and 5<sup>th</sup> 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:

<b>A</b>	Excellent	90-100%
<b>B</b>	Very Good	80-89%
<b>C</b>	Fair	70-79%
<b>D</b>	Minimal	60-69%
<b>F</b>	Failing	50-59%

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

<b>E</b>	Exceeds grade level expectations
<b>M</b>	Meets grade level expectations
<b>S</b>	Steady progress toward grade-level expectations
<b>L</b>	Limited progress toward grade-level expectations

### **For Learning Skills:**

<b>1</b>	Consistently Observed
<b>2</b>	Occasionally Observed
<b>3</b>	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 will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

### **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. Teachers respectfully request 24 hour notice for any conferences in order to prepare. Please avoid engaging the teacher in a prolonged discussion during instructional time.

Sure Start, PSCD, and Kindergarten teachers and paraprofessionals will schedule special visits to each child's home. This is an opportunity to develop trust between the child and teacher, and also to see the child in his/her most comfortable and familiar setting.

### **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 shall:

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

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

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

The school nurse shall take the following measures:

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

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

## **Student Health — Allergies and Chronic-Acute Conditions**

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

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

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

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

## **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 [Web site](#) for further instruction based on your situation or discuss with an administrator at your student's school.

## **Medical Care for Overseas Non-DoD Dependents**

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

### **Incident Reporting/Accident-Injury**

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

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

### **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**

Bob Hope Primary School 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 of 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**

BHPS has special subject and resource educators in addition to our regular K-5 classroom teachers. The special subjects include Art, Music, PE, and Host Nation/Culture. All students in Grades K-2 are scheduled to have at least one special subject class daily.

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 DoDDS reading program. Students with reading deficiencies are helped through small groups, inclusion and the Read 180 program.
- Math Support Specialist (MSS): The MSS assists classroom teachers in the implementation of the DoDDS math program. Students with math deficiencies are helped through small groups and inclusion.
- 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 KES 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**

Bob Hope Primary School 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 preceding 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 internet usage.
- Second offense: Student will lose Internet privileges for the remainder of the school year.

### **Interscholastic Athletics**

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

### **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 BHPS 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.

### **Breakfast and Lunch Program**

#### **AAFES Lunch Options and Account Management:**

Children may buy a cafeteria breakfast or lunch or bring their own lunch. The cafeteria meals are prepared through the AAFES School Lunch Program. Accounts may be setup at the BX Customer Services counter.

For further details, contact the AAFES School Lunch Program at **959-4570**.



## **Cafeteria Behavior**

At KES, 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 half of the period. Since, however, the primary objective of lunchtime involves chewing and swallowing, we maintain the last half 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 lunchroom monitors and custodians

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.

## **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 Free or Reduced Lunch Programs at 966-7487.

## **Messages to Students/After School Plan**

We kindly request that you have a before and after school plan for your child and that you communicate that plan with your child before school. **Please do not call the school office to request messages** be delivered to your child. Our office staff cannot deliver messages except in very unusual situations or in emergencies.

## **Newsletter**

Our school newsletter is published monthly 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 or encouraged, unless they are part of the educational activity and are planned at the teacher's discretion with administration approval. In order to respect the diverse values and beliefs in our community parents are urged to exercise conservative support in these activities, and

always consult with the teacher about party details. Birthday parties are not appropriate in the educational setting and should be planned for after school hours. **Bringing food to the classroom or cafeteria to be shared with students is discouraged due to potential food allergies. Any food that is provided should be pre-packaged with a label of the ingredients.**

### **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. With parent permission, they may return after 4:00PM to play on the school playgrounds. 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 0840, unless coming for breakfast, and upon arrival, should line up in an orderly manner by their classroom door. The breakfast door will open at 0820.

### **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-BHPS siblings. If the presence of a non-BHPS sibling interferes with the safety, order, or educational program of BHPS students, that parent may be required to make alternate arrangement for the child whenever bringing/picking up their BHPS child at/from school. Kindergarten teachers will review pick up and drop off procedures. Student in first and second grade can be dropped off on Beeson Ave pull in lanes. No cars are permitted in the bus lane during arrival and departure of buses.

### **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. Parents/sponsors are requested to “sign-out” their child when picking him/her up from school. Older siblings are not authorized to sign students out. **The teacher must be notified in writing 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 BHPS, 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 golden retriever’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 BHPS staff members. During the school day, use of the playgrounds is restricted to school students and staff only. After 1600, the neighborhood community has access to the playground. For safety and accountability purposes, all BHPS students (except those in after-school clubs) must leave campus promptly upon dismissal, and report directly home to parents. Pending parent permission, they may return to the school playground at or after 1600, but without school supervision. Restrooms are not accessible after 1515.

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 ask all members of the BHPS 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\\_o\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_o_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**

Bob Hope Primary School 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 Bob Hope Primary School 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)**

Bob Hope Primary School 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.

Bob Hope Primary School 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 DoDDS 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. If registration is completed/submitted to front office before 1130 am, the student will start the next school day. If the registration is completed after 1130 am, the student will start in two school days.

### **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
- 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.



# Bob Hope Primary School School Supply List SY 2020-2021



## Kindergarten

- Book bag or backpack without wheels-Labeled with their name! Must be able to fit a folder or a large library book.
- 8-Glue sticks (Daiso or Elmer's)
- 2 - Rubber erasers
- 2 - Plastic Pocket folders with brads
- 2 boxes – Crayons (24 pack) (Crayola)
- 2 - Primary Journal Bound Composition Notebook- K-2 Writing
- 2 - Regular Bound Composition Notebook
- 1 Pack - Pencils "skinny"
- 1 Set - Colored pencils
- 1 Bottle of glue
- 1 Small set - Watercolor paint
- Child's round end scissors
- Change of clothes- Labeled in a Ziploc bag
- Water bottle labeled with their name. No spill spout.

\*\*Only label the backpack and change of clothing. All other items DO NOT LABEL.

\*\*Your child's teacher will get these school supplies from you at your home visit.

## Grade 1

- 1 book bag/backpack- NO wheels
- 4 - bound composition notebooks (2 primary, 2 regular) - NO spiral notebooks
- 30 - pre-sharpened pencils
- 
- 4 - big rubber erasers - NO pencil top erasers
- 1 - box of colored pencils
- 20 - glue sticks
- 4- plain, plastic 2 pocket folders with prongs - NO pictures
- 1 set of water color paints
- 1 box of washable markers
- 2 boxes of 24 count crayons
- 1 bottle of white school glue
- 1 pair of round end scissors

## Grade 2

- 1 book bag/backpack- NO wheels
- 20 Pre-sharpened #2 pencils
- 20 colored pencils
- 8 glue sticks
- 1 glue bottle
- 5 composition notebooks
- 5 skinny dry erase markers
- 4 plastic folders (with prongs and additional clear plastic pockets at the bottom)
- 4 rubber erasers
- 1 pack of 4 multi-colored highlighters
- 1 plastic supply box (no bigger than 8.5"x 5")
- 1 box of 24 crayons
- Personal pencil sharpeners
- Scissors
- Personal headphones

### **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.**

### **Sure Start**

Sure Start is a preschool program for children who will be 4 years old by September 1. Enrollment priority is given to applicants who have a sponsor in grades E-4/GS-4 or below, and meet the following program criteria:

- Siblings with disabilities
- Primary language of the child is not English
- Single Parent
- Low birth weight

### **System-wide Assessment Program**

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

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

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
  - 2) Be one of several criteria used for making major decisions about student performance/achievement; and
  - 3) Align to clearly defined standards and objectives within the content domain being tested.
- The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting.

## Telephone Usage by Students

Students may use the phone in their classrooms, but only with teacher supervision. 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 the student records [Web site](#) 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. We ask that parents notify the classroom teacher 24 hours in advance of visiting a classroom. 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. Bob Hope Primary School 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 of volunteering in the school:

- Sharing a skill, talent, or area of interest
- Chaperoning on field trips
- Serving on the PTO, SAC, Watch DOGS, 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.

### **Watch D.O.G.S. (DADS of GREAT STUDENTS)**

Bob Hope Primary School sponsors a Watch D.O.G.S. (DADS of GREAT STUDENTS) Program. WATCH D.O.G.S. is a one-of-a-kind school-based, father involvement program that works to support education and safety.

WATCH D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement, organizations in the country. Since the program's creation in 1998, more than 6,450 schools across the country have launched a WATCH D.O.G.S. program of their own. Each school year hundreds of thousands of fathers and father-figures make a positive impact on millions of children by volunteering millions of hours in their local schools through this amazing one-of-a-kind program.

Who are WatchDOGS? Fathers, grandfathers, step-fathers, uncles, and other father figures who volunteer to serve at least one day a year in a variety of school activities as assigned by the school principal or other administrator.

### **Weapons Policy – DoDEA/BHPS Zero Tolerance**

Be assured that Bob Hope Primary School 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	Second Offense		Third Offense	First Offense	Second Offense	Third Offense	Fourth 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.