

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

SY 2020-2021

**DoDEA / EJ King Middle-High
Student Handbook**



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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 are available on the DoDEA [Web site](#). The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

General Information

Interstate Compact on Educational Opportunity for Military Children

Policy Reference: [DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

The Department of Defense (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 this interstate compact, which 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 can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of 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 work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

Access to School Facilities

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

Visitors and Volunteers

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. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas)

Policy Reference: [DoD Instruction 1342.15, "Educational Advisory Committees and Councils," December 7, 2012](#)

Policy Reference: [DoD Instruction 1342.25, "School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," October 30, 1996](#)

DoDEA school administrators, in partnership with sponsors/family members, students and military leaders, promote communication through the establishment of advisory committees to address issues (school initiatives, procedures and policies) at the local level. This is one way for parents to get involved in their child's education. Consult your child's school to learn more about school advisory committees (DoDEA-Europe and DoDEA-Pacific) or school boards (DoDEA-Americas).

Enrollment

Student Registration Process

Policy Reference: [DoDEA Regulation 1342.13, "sports Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended](#)

Policy Reference: [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 information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence

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

Student Immunization Requirements

Policy Reference: [DoDEA Regulation 2942.01, "School Health Services," September 2, 2016](#)

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, "Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases", 7 October 2013](#)

Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, "School Health Services," September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. 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.

It is the responsibility of the sponsor/parent/guardian to provide their child's most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

STUDENTS IN NON-COMPLIANCE AFTER 10 DAYS MAY BE DISENROLLED, UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED.

Immunization Exemptions

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, “Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases”, 7 October 2013.](#)

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child’s health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child’s enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child’s enrollment at the school.

If an immunization is not administered because of a parent’s religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

DoDEA immunization requirements can be found at:

<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

Student Grade-Level Placement

Policy Reference: [DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010](#)

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, 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. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA 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 1–8.

Grade-level status (grades 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 DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. 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.

In accordance with DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

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, as appropriate, based upon their individual circumstances.

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 DoDEA Student Records Center located at <https://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your child’s school.

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

Policy Reference: [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 an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language

proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

Accelerated Withdrawal

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

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, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the parent/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.

Students must attend school on the accelerated withdrawal date.

1st Semester Date – Friday, December 4, 2020

2nd Semester Date – Tuesday, May 11, 2021

High School Graduation Information

Graduation Requirements

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

A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3, of 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 - differ depending on the year a student enters 9th grade			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) 	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10; or Honors) ● World History 9 or 10, aka Global Studies) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> ● 1.0 credit (Algebra) ● 1.0 (Geometry) ● 1.0 credit (Math course code 400 or above) ● 1.0 credit (Algebra II or identified equivalent course) 	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry or Physics) ● 1.0 credit (Science elective) - must be Physics for Class of 2023 and beyond 	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> ● 2.0 credits (World Language [WL] course) <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits

Career Technical Education (CTE)	<ul style="list-style-type: none"> ● 1.5 credits (CTE course offering) ● 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> ● 0.5 credit (Lifetime Sports) ● 0.5 credit (Personal Fitness) ● 0.5 credit (Activity & Nutrition or equivalent PE) <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> ● 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> ● 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> ● 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	–	0.5 credit
Summary			
Minimum Total Credits		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
AP and/or IB Courses and Requisite Exams		–	4 courses
Minimum GPA		2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.			

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

Transferring Course Credits to a DoDEA School

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

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Policy Reference: [DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children,” February 4, 2016](#)

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 to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program 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 DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

Policy Reference: [DoDEA Administrative Instruction 1375.01, “Home-School Students,” October 15, 2018](#)

DoDEA recognizes that home schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependent(s). Home-school students who are eligible to enroll in a DoDEA-Europe, DoDEA-Pacific, and DoDEA-Americas school are eligible to utilize DoDEA auxiliary services without being required to either 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 participate (walk) in a DoDEA commencement ceremony.

Report Card and Grading Information

Grading and Grading System

Policy Reference: [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

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 student 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 4–12, 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 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 \(https://dodea.gradespeed.net/gs/Default.aspx\)](https://dodea.gradespeed.net/gs/Default.aspx) for instructions.

A traditional letter grading system will be used for grades 4–12 report marks.

<i>Grade</i>	<i>Numerical Range</i>	<i>Description</i>
<i>A</i>	<i>90 – 100</i>	<i>Excellent: Outstanding level of performance</i>
<i>B</i>	<i>80 – 89</i>	<i>Good: High level of performance</i>
<i>C</i>	<i>70 – 79</i>	<i>Average: Acceptable level of performance</i>
<i>D</i>	<i>60 – 69</i>	<i>Poor: Minimal level of performance</i>
<i>F (failing)</i>	<i>0 – 59</i>	<i>Failing (No credit awarded)</i>

For purposes of calculating a student’s high school GPA, the following scales shall be used:

Unweighted Standard Scale	Weighted Advanced Placement (with AP exam)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

For grades K–3, achievement codes rather than letter grades will be used.

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
Europe and Pacific Regions	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.
	P	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.
	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

Progress Reports/Report Cards

Policy Reference: [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

In accordance with the policies and procedures in DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least 20 instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence.

Achievement codes will be given at the end of the second, third, and fourth marking period for students in grades K-1. Grades will be given at the end of each of the four marking periods for students in grades 2-12. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. 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.

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 also 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. DoDEA encourages all communication to take place through official school email accounts.

Attendance

Student Attendance

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

In accordance with the policy stated in 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 and that they successfully meet academic standards and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, student, classroom teacher, school personnel and, in some cases, the Command. Students with excessive school absences (or tardiness) shall be monitored by the Student Support Team to assist 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.

Assessments

System-wide Assessment Program

Policy Reference: [DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018. 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, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

1. Align to clearly defined standards and objectives within the content domain being tested,
2. Valid and reliable and controlled for bias, and
3. Be one of several criteria used for making major decisions about student performance/achievement.

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.

Special Education

Special Education Services

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

Policy Reference: [Department of Defense Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015](#)

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning

needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact your child's school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

Disability Accommodations and Nondiscrimination

Policy Reference: [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](#)

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019](#)

Apart from special education, 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 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 and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child's school for specific details.

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

Policy Reference: [DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018](#)

In accordance with the policy in DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018, all DoDEA personnel will participate in the identification and reporting of incidents of child abuse and neglect. School personnel shall report all suspected or alleged child abuse to the local FAP office, child welfare service agency (if available), and their immediate supervisor within 24 hours. All employees shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Suicide Risk and Threats Towards Others

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

Suicide Risk

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment are communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For any additional assistance in this process, please contact the District school psychologist ISS.

If a parent or legal guardian disagrees with school recommendations for evaluation of a student’s dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at

<https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

Threats Towards Others

When a DoDEA student makes an explicit or implicit threat, or if the student’s behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.

2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

System Programs and Services

School Counseling Services

Policy Reference: [DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009](#)

Policy Reference: [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," July 13, 2009, 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 lifelong 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 are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be 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 secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and 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.

Please contact your school counselor for additional information regarding the school counseling program.

School Psychology Services

Policy Reference: [DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010](#)

Policy Reference: [DoDEA Manual 2946.4, “School Psychological Services,” June 2004](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. 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.

School Health Services

Policy Reference: [DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse’s responsibilities include:

- Providing leadership in promoting personal and environmental health and safety by managing communicable diseases, monitoring immunizations, providing consultation and health-related education to students and staff to promote school health and academic success;
- Providing quality health care and intervening with actual and potential health problems through health screenings, health assessments and nursing interventions, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Providing case management services to direct care for students with chronic health conditions, to ensure their safety, and to increase their access to the educational program; and
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

Student Illness

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child's benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student'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; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- 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.

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

Parent Notification

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

- Any illness or injury that causes concern or inability to participate in school activities
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns

- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting or diarrhea
- Wounds that may require stitches

Allergies and Chronic-Acute Conditions

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

Policy Reference: [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](#)

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 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. 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. 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 to food, drug, insects, etc., that your child may have;
- Providing the school nurse with medication/doctor’s orders/emergency care plan/parent permission form;
- Teaching children at home about their food allergies and the importance of not sharing any food with others in school or elsewhere; and
- Notifying the classroom teacher about your child’s allergens and checking with the classroom teacher prior to bringing in any food for classroom celebrations.

Medication at School

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 Consent Form. 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. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child’s use at school, but they must be accompanied by a physician’s prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency 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 must be in control of his or her medication due to a life-threatening

medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

First Aid and Emergency Care

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

School personnel will administer first aid as efficiently as possible 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. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the 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.

It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.

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

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019](#)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

Student Rights and Responsibilities

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

Students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

Scholastic Integrity

Students are responsible for their own scholastic integrity by 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. There will be 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.

Freedom of Religious Expression

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

According to Enclosure 3 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012, students may observe religious practice in school, such as celebration of religious holidays, engaging in private prayer, saying grace before meals, and wearing yarmulkes and head scarves, so long as the practice does not violate student standards or cause substantial disruption. 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 practices or discussion.

Interscholastic Athletics

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019](#)

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional 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.

Student Dress Code

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012. Please refer to your school’s Web site or school handbook for specific dress code policy.

Search and Seizure

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis. The school affords students and parents adequate prior notice of its general search policy through the issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student's personal belongings, including bags and the interior of student vehicles on school property; and in a student's desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

A targeted search of a student's person shall only be conducted under exigent circumstances. When possible, a targeted search of the student's person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

Student Conduct and Discipline

Discipline

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)

Policy Reference: [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 of DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012. Student behavioral management 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," March 23, 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 following 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). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

School Bus Behavior

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)

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, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended.

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

Policy Reference: [DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019](#)

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019 (DoDEA AI 1443.02, and for cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended.

The right to be free from other related abusive misconduct includes physical and/or emotional misconduct that does not qualify as sexual assault or sexual harassment, but that is still intended to make a student feel pressured, uncomfortable, physically threatened, in pain, embarrassed, or offended. It also includes the right to be free from an adult, or another student, trying to exploit their position of authority or influence over a student to force or manipulate them into an inappropriate personal and/or sexual relationship, even if the student does not think it is harmful. DoDEA does not recognize sexual or romantic interactions between any student and a DoDEA employee or volunteer to ever be consensual, even if the student is of the lawful age of consent.

Students who are experiencing sexual assault, sexual harassment, PSB-CY, or other related abusive misconduct should report it in accordance with Sections 4 and 5 of DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019.

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to someone they know, a

student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA's "Sexual Harassment Awareness and Prevention" webpage to learn more at www.dodea.edu/sexualHarassment.

Technology

Computer Access/Internet Policy/Electronic Devices

Policy Reference: [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, "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is assigned a user account. In accordance with Enclosure 4 of DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

- Students shall use DoDEA 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. **Failure to adhere to this policy may result in loss of computer use privileges.**

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

Transportation

Student Transportation Services

Policy Reference: [DoDEA Administrative Instruction 4500.02, "Student Transportation Services," August 13, 2018](#)

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student's primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student's IEP and/or required by Section 504 guidelines. "Curb-to-curb" only applies to students with disabilities who require such service as documented in the student's IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

The following sections of the handbook are aligned to Ernest J. King Middle-High School procedures:

Ernest J. King Middle-High School Information

Pacific East District Chain of Command

For any questions involving a particular class, parents are to first contact the teacher involved or the counselor to arrange a conference. If additional assistance is needed, follow the remaining DoDEA chain of command from the lowest to highest listed below:

Dr. Lashaunda Norman, Assistant Principal
Mr. Lorenzo Brown, Principal
PSC 476 Box 9, FPO, AP 96322 - (315) 252-3059

Mr. Donald Williams, Community Superintendent Dr.
Judy Allen, Superintendent
District Superintendent Office, Pacific East
Unit 5072, APO, AP 96326
Yokota Air Force Base - (315) 225-3940

Mrs. Lois Rapp, Director of Student Excellence DoDEA-
Pacific
Unit 35007, APO, AP 96376 - (315) 644-5878

Mr. Thomas Brady, Director, DoDEA Headquarters 4800
Mark Center Drive
Alexandria, VA 22350-1400 - (571) 372-0590

School Contact Information



Addresses

PSC 476 Box 9

FPO, AP 96322-0001

King School Website: <https://www.dodea.edu/EJKingHS/>

Phone Numbers

DSN Phone: 252-3059 / 3046

Commercial Phone: 0956-50-3059 / 3046

Stateside Phone: 011-81-9560-50-3059/3046

Fax (DSN): 252-3622

Fax (Commercial): 0956-23-3622

Stateside Fax: 011-81-9560-50-3622

Office Hours

0730-1600 Monday- Friday Closed Federal Holidays

School Hours: (0730 – 1430)

0730 - Students allowed in the building

0745- Class in session

1430- Students are released Mon., Wed., Thurs., & Fri.

1330- Early release on Tuesdays ONLY

Supervision is not provided for students who arrive earlier than 0725 or remain on campus later than 1500 unless they are participating in a supervised school activity. These procedures are designed for the safety and well-being of the students.

All school employees (administration, faculty, and staff) can be contacted via email using the following format: `Firstname.Lastname@dodea.edu`

DoDEA and EJ King's Mission, Vision, Purpose, and Goals

For any questions involving a particular class, parents

This section of the DoDEA Student Handbook is filled with important information regarding school's local policies and procedures. This planner is being provided by school and community organizations to assist E.J. King's students with organizing his/her daily, weekly, and long-term assignments. This planner will improve students' organizational skills, as well as, serve as a helpful reference for students, parents, and teachers to provide academic support at school and at home. This initiative aligns with DoDEA's Vision, Mission, and EJ King's School Purpose and Goals.

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

VISION: Excellence in Education for every student, every day, everywhere.

GOALS:

Strategic Goal 1 – Student Excellence

Strategic Goal 2 – School Excellence

Strategic Goal 3 – Talent Excellence

Strategic Goal 4 – Organizational Excellent

Strategic Goal 5 – Outreach Excellence

PURPOSE STATEMENT: To educate, inspire, and empower students to become successful, life-long learners in a global environment.

SCHOOL IMPROVEMENT GOALS: All students will improve their literacy skills (reading and writing) across all content areas.

History of Sasebo Schools

A brand new, one-story wooden structure housing six classrooms, one auditorium, an office, a girl's and boy's restroom was located in the center of the still devastated Sasebo City. It was October 1948, and the building was officially named Sasebo (American) Dependents School, APO 27. At the time, the U.S. Army ran most American schools in Japan and even Sasebo, with its naval base facilities, was no exception. Behind the main building was a Quonset Hut accommodating the seventh and eighth grades in the first half of the building and ninth through twelfth in the second half. The total enrollment for grades one through twelve started out with forty-eight students. Most were Army children.

In September 1945, the U.S. Marines landed on Sasebo and laid the foundation for the present U.S. Fleet Activities, Sasebo. The U.S. Army came and slowly the base and the American community were established in the heart of Sasebo City. The residential areas were named Dragon Gulch, Dragon Vale, and Dragon Heights. The school was named "Dragon School." A sign with the picture of the Dragon and the name "Dragon School" was built by the Army Engineer Corps and placed on the front of the building. Out of over forty such schools in Japan, Kyushu alone had dependent's schools in Kumamoto, Beppu, Ashiya, Kokura, Hakata, and Itazuke.

As the years went by, the enrollment increased. School Year 1953-1954 opened with an enrollment of 150 students, grades 1-12. The Dragon School's enrollment kept growing and approximately fifty students in grades 7-12 moved to the third floor of the Command Post Building (now the location of Sogo Hospital). The U.S. Army left, and the Navy took control of most of the facilities. School administration came under the Chief of Naval Personnel in October 1955.

In 1956, schools located on the U.S. Naval Bases and Air Stations were given names of U.S. heroes of the past. The Sasebo Dependents School was named after the famed World War II Hero, Fleet Admiral Ernest J. King. Thus, the official name of Ernest J. King School, Navy 3912, FPO (San Francisco, California) became effective School Year 1956/57.

In February 1958, the entire elementary grades 1-6 abandoned the ten-year-old "Dragon School" and moved into the second floor of the "Command Post Building" (The children called it "Children's Prison instead of Command Post). Later, the building was renamed "Community Building," which was more appropriate since the tenants included Bank of America, The Base Library, Shore Patrol, Stars and Stripes Office, Civilian Personnel, a Beauty Shop, Pass Office, and the Telephone Exchange. The Sasebo District Court and the Prosecutor's Office now stand at the Old Dragon School Site.

In 1966, the Department of Defense took over the dependent schools worldwide, and the Headquarters was located at Yokota Air Base. The Vietnam War increased the home ported ships for Sasebo. The population of the American Community was at its peak. There were over 870 students,

kindergarten through twelfth grade in the "Community Building" with over forty-five classrooms and a faculty of over fifty, comprising the entire three story building. After the Vietnam War was over, the school population dropped considerably.

In February 1979, the entire population of sixty-five students (K - 12) walked to the present site. Hario Housing Complex was completed in 1988. A school having kindergarten through sixth grade was named after Rear Admiral Jack N. Darby. The Darby School was inaugurated on 14 October 1988.

October 1998 marked the 50th Anniversary of E.J. King School and the 10th Anniversary of J.N. Darby School.

(As reported by Mr. Adolph Portaria, former teacher at Jack N. Darby School, August, 1998)

Note: Two schools were created in May 2003 by splitting the former E.J. King Unit School into Sasebo Elementary School (K-6) and EJ King High School (7-12).

School One-Page Calendar At-A-Glance



EJ KING MIDDLE/HIGH SCHOOL | 2020-2021 CALENDAR



AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 First Day of School- Attend All Classes
29 SAT Test
31 PTO and Coffee Hour
 A Days
 B Days
 * Every Tuesday is Early Release Day at 1:30pm

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

01 PTO and Coffee Hour
06 ACT Test
12 CCRS- No School for Students
15 Presidents' Day

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day
12 ACT Test
26 SAT Test
28 CCRS- No School for Students

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

01 PTO and Coffee Hour
12 Professional Development Day- No School for Students
13 SAT Test
24 End of 3rd Quarter
25 Teacher Workday- No School for Students
26-2 Spring Recess

OCTOBER '20						
S	M	T	W	Th	F	S
						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

02 Professional Development Day- No School for Students
03 SAT Test
05 PTO and Coffee Hour
10 ACT Test
12 Columbus Day
22 End of 1st Quarter
23 Teacher Workday- No School for Students
30 Parent/Teacher Conferences- No School for Students

APRIL '21						
S	M	T	W	Th	F	S
						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	

05 PTO and Coffee Hour
17 ACT Test
21 CCRS- No School for Students

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

02 PTO and Coffee Hour
07 SAT Test
11 Veterans Day
26 Thanksgiving Day
27 Fall Recess
30 PTO and Coffee Hour

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

03 PTO and Coffee hour
08 SAT Test
28 Recess Day- No School for Students
31 Memorial Day

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

05 SAT Test
07 CCRS- No School for Students
12 ACT Test
21-1 Winter Recess
25 Christmas Day

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

05 SAT Test
07 PTO and Coffee Hour
10 Last Day of School for Students/End of 4th Quarter
11 Teacher Workday
12 ACT Test

JANUARY '21						
S	M	T	W	Th	F	S
						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						

01 New Year's Day
04 PTO and Coffee Hour
14 End of 2nd Quarter
15 Teacher Workday- No School for Students
18 M.L. King Day

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

04 Independence Day

1st Quarter Bell Schedule

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1 (first bell at 7:40) (Announcements – last 5 min of class)	7:45 – 9:10 85 min
A2 / B2	9:15 – 10:35 80 min
A3 / B3	10:40 – 12:00 80 min
LUNCH	12:00 – 12:30 30 min
A4 / B4	12:35 – 1:55 80 min
SEMINAR/ADVOCACY	2:00 – 2:30 30 min

TUESDAY EARLY RELEASE

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1	7:45 – 9:00 (75 min)
A2 / B2	9:05 – 10:20 (75 min)
LUNCH	10:20 – 10:50 (30 min)
A3 / B3	10:55 – 12:10 (75 min)
A4 / B4	12:15 – 1:30 (75min)

2nd Quarter Bell Schedule

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1 (first bell at 7:40)	7:45 – 9:05 80 min
A2 / B2 (Announcements-5 min)	9:10 – 10:35 85 min
A3 / B3	10:40 – 12:00 80 min
LUNCH	12:00 – 12:30 30 min
A4 / B4	12:35 – 1:55 80 min
SEMINAR/ADVOCACY	2:00 – 2:30 30 min

TUESDAY EARLY RELEASE

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1	7:45 – 9:00 (75 min)
A2 / B2	9:05 – 10:20 (75 min)
LUNCH	10:20 – 10:50 (30 min)
A3 / B3	10:55 – 12:10 (75 min)
A4 / B4	12:15 – 1:30 (75min)

3rd Quarter Bell Schedule

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1 (first bell at 7:40)	7:45 – 9:05 80 min
A2 / B2 (Announcements- first 5 min of class)	9:10 – 10:30 80 min
A3 / B3	10:35 – 12:00 85 min
LUNCH	12:00 – 12:30 30 min
A4 / B4	12:35 – 1:55 80 min
SEMINAR/ADVOCACY	2:00 – 2:30 30 min

TUESDAY EARLY RELEASE

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1	7:45 – 9:00 (75 min)
A2 / B2	9:05 – 10:20 (75 min)
LUNCH	10:20 – 10:50 (30 min)
A3 / B3	10:55 – 12:10 (75 min)
A4 / B4	12:15 – 1:30 (75min)

4th Quarter Bell Schedule

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1 (first bell at 7:40)	7:45 – 9:05 80 min
A2 / B2 (Announcements- first 5 min of class)	9:10 – 10:30 80 min
A3 / B3	10:35 – 11:55 80 min
LUNCH	11:55 – 12:25 30 min
A4 / B4	12:30 – 1:55 85 min
SEMINAR/ADVOCACY	2:00 – 2:30 30 min

TUESDAY EARLY RELEASE

A/B DAY PERIODS	MIDDLE - HIGH SCHOOL
A1 / B1	7:45 – 9:00 (75 min)
A2 / B2	9:05 – 10:20 (75 min)
LUNCH	10:20 – 10:50 (30 min)
A3 / B3	10:55 – 12:10 (75 min)
A4 / B4	12:15 – 1:30 (75min)

Two-Hour (2-Hr) DELAY Bell Schedule

A/B DAY PERIODS	MIDDLE & HIGH SCHOOL
A1 (5 Min Announcements)	9:45-10:45 60 Min
A2	10:50-11:45 55 Min
A3	11:50-12:45 55 Min
LUNCH	12:45-1:30 45 Min
A4	1:35-2:30 55 Min

2-HOUR DELAY - TUESDAY EARLY RELEASE

A DAY PERIODS	MIDDLE & HIGH SCHOOL
A1	9:45 – 10:30 45 min
A2	10:35 – 11:20 45 min
LUNCH	11:20 – 11:50 30 min
A3	11:55 – 12:40 45 min
A4	12:45 – 1:30 45 min

Absences: Long-term and Make-Up Work

Students may make up assignments when they are absent. Teachers should provide the makeup work When the student returns to school or in advance if date of absence(s) is known. Arrangements for make- up work are to be made between teacher and student before the date of absence or on the day of the student's return. Students that will be absent for three or more days can request work from their teachers in advance by completing an extended absence form that can be retrieved from the main office.

In general, a student has the same number of calendar days (**not A/B days**) he/she was absent to complete the make-up work. This time frame may be extended if circumstances warrant an extension. Due to the number of missed assignments due to absences last school year, an example is provided below to help all parties better

understand the expectations of work that is missed when absent:

2-day (A & B) Day Absence Example				
A Day	B Day	A Day	B Day	A Day
Monday	Tuesday	Wednesday	Thursday	Friday
Student is present in class and receives assignments and homework	Student is absent	Student is absent	Student is required to request assignments during seminar from all A & B day classes missed	Assignments provided to class on Monday are due. Wednesday assignments should also be due today if not too extensive because assignment(s) should have been picked up during the 90 minute seminar block (unless an assembly has been scheduled). Teacher will indicate due date on IRS based on your specific situation.

1 B-Day Absence Example				
B Day	A Day	B Day	A Day	B Day
Monday	Tuesday	Wednesday	Thursday	Friday
Student is present in class	Student is present in class	Student is absent	Tuesday's A-Day homework is due and student should make an attempt to request missing assignments before, during, or after school from all B Day classes missed on Wednesday.	Monday's assignment is due and Wednesday homework should also be due because assignments should have been retrieved on A Day. Teacher will indicate due date on IOU based on your specific situation.

Assessment and Student Evaluation

General grading information is as follows:

- Student report cards are issued every 9 weeks. The first and third report card are emailed to contact on file, and the second and final report card are mailed to base P.O. Box.
- A student who is starting school for the first time that school year must have been enrolled 20 school days to receive grades for that quarter.
- Grades for a student transferring to a Japan school from another school district will be averaged with the current grade to determine the report card grade.

Students in grades 4-12 will also have access to the online grade book called GradeSpeed. Each parent is strongly encouraged to establish their own account to monitor their students' academic success and attendance online.

Contact the main office or school's Education Technologist, William Arnot, for login information.

Grade Speed parent portal information: <https://www.dodea.edu/Gradespeed/index.cfm>

The DoDEA grading scale is as follows:

In grades four to twelve, the marking code is connected to a numerical scale as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below is Failing= (F)

- M=Missing (calculated as a zero in gradebook)
- I=Incomplete (is not computed in calculation)

Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F at the end of the quarterly marking period. Parents should not hesitate to contact their student's teacher if they have questions or concerns about their student's progress. Do not wait until report cards are issued if you have a concern regarding your student's progress. Timely and accurate reporting of student progress shall be accomplished using the approved DoDEA Gradebook System – GradeSpeed

INCOMPLETE GRADES

The grade of incomplete "I" may be given to a student in a subject to complete the required assignments due to late entry, prolonged illness, or excessive approved absence from school.

USE of the WITHDRAWN “WP” and “WF” Mark

If a student withdraws from a course on or before the 10th school day (or its equivalent), no notation is made on the transcript. The following notations on the transcript will be made for withdrawals made between the 11th-19th school day of the semester: Grade of “WP” (Withdrew Passing) or “WF” (Withdrew Failing), respective to the grade earned at the time of withdrawal. Courses may not be dropped after 20 days into the school quarter. Grades of “WP” or “WF” are not used in GPA calculation, and credit is not awarded.

GRADE POINT AVERAGE (Secondary)

The GPA for all students is calculated on an equitable basis using the same DoDEA quality point value system within the student information system as the basis of calculation. All high school courses taken in grades 9-12, except where noted in the Administrative Instruction 2000.1, are used in computing GPAs. High school course credits received for courses taken in grades 7 and 8 will not be used to calculate the student's high school GPA. The GPA is calculated as the following:

$$\text{Total Quality Points Awarded} / \text{Total Credits Attempted} = \text{GPA}$$

Further specific information may be found in DoDEA Administrative Instruction 2000.1 page 20.

DoDEA students participate in a variety of system wide standardized assessments. Your school will share information with you about the specific assessments and the schedule for the assessments your students will participate in.

Student Tardies

Students arriving at school after the instructional day begins are considered tardy. **A student who is more than 9 minutes tardy to any class should report to the office for a late slip before going to his/her classroom. Parents should come in to the office to sign in their child.** Students who are tardy due to government transportation are excused. Students are responsible for making up all missed work when arriving late to class. The passing time between classes is adequate to get from one class to another.

Students should plan ahead for the need to go to their lockers during class changes. The classroom teachers and registrar will closely monitor tardiness and chronic tardiness will be referred to the administration for appropriate action. The tracking of tardies, and subsequent disciplinary actions, will start over each quarter for all classes. Parents may be contacted if it is noted that a student has numerous unexcused tardies.

Excessive tardies will result in the following disciplinary action:

- 3 tardies to any class = 1 after school detention with a 24 hour notice
- 4-5 tardies to any class = 2 after school detentions with a 24 hour notice
- 6 or more tardies to any class = office referral and parental contact
- No show = reassignment at discretion of the teacher with parental contact or office referral with parental contact

How Parents Can Help

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks or other scheduled school breaks.
- When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).
- Make it a habit to contact their child's teachers/principals to arrange to pick up missed school work, either in advance if the absence is known, or the same day child is absent.

Appointments or Illness

Students will **not** be released from school on the basis of a telephone call. Parents **must** sign-out and

sign-in their children when taking them to appointments and back to school. When students are sent home because of illness, they are to be accompanied by their parent(s) or authorized guardian/emergency contact.

Procedures for Absence Notification

Parents are asked to call the front office when they know their child will be absent. The sponsor must provide the front office with a written explanation of each absence when the child returns to school. The sponsor's note, by itself, does not constitute an excused absence.

Release of Students Policy

During the school day, students will be released only to a parent or to the person named as the emergency contact on the registration form. The only exceptions will be a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached. Contact the Principal in cases of emergency.

School Behavior

All of EJ King's students are expected to behave in a manner that will enhance the safety and welfare of the entire community. This is best accomplished when students FOLLOW DIRECTIONS, SHOW RESPECT, ARE HONEST AND CONSIDERATE OF OTHERS.

Appropriate school behavior is both a DoDEA and a military responsibility for ensuring proper conduct of dependents in the command. Appropriate behavior enhances learning in the classroom and promotes positive relationships with the Japanese community. School administrators have an obligation to keep military or civilian authorities informed of serious or repeated misbehavior when it is apparent that such actions contribute adversely to the American reputation overseas.

Courtesy and good manners, as well as common sense, should dictate student behavior on school grounds. The following rules must be observed:

- **No use of headphones (wireless or non-wireless) in passing between classes or while in motion due to safety concerns with on-going construction. Students may resume with use upon reaching destination.**
- Grades 7 -10 students must stay on school grounds during the school day, except for students that reside on Sasebo Main Base housing and have a signed student release lunch form by parent/guardian. It is the expectation that students eat their lunch during this time period and back to school on time.
- Grade 7 -10 students are to stay in the vicinity of the assigned areas during the lunch period (unless written permission to have home lunch is on file).
- Throwing rocks, sticks, sand, etc. are prohibited.
- Contact sports or games, such as football, baseball, softball, basketball, wrestling are not permitted on school grounds for safety reasons.
- Playground equipment is designed to be used by elementary students only.
- Personal playground equipment such as bats, balls, and gloves are brought to school **only** when authorized by a supervising teacher.
- Personal toys, trading cards, etc. are brought to school **only** when authorized by a sponsor of a specific event.
- Students are expected to dispose of their trash in trash cans throughout the campus and after meals in the cafeteria.
- Students are prohibited from congregating in off-limit areas, such as, the MWR Teen Center area, hallways, door entrances, bathrooms, stairwell, parking lots, gym, construction sites, and other areas that are announced in the daily bulletins.

Bicycles

Bicycle racks are provided on the school grounds; however, the school cannot accept responsibility for loss or damage of bicycles brought to school. Please ensure your bicycle is parked in the designated area(s) and locked.

Bullying

Information regarding DoDEA's Bullying Awareness and Prevention Program may be found at the following website:

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

What is bullying? Bullying is defined as: aggressive behavior that is intentionally cruel physically, verbally, or emotionally that differs from typical peer disagreements and involves an imbalance of power or strength. It is considered to be an extremely serious matter and is not acceptable in any form.

Typically, bullying behaviors are repeated or have the potential to be repeated over time. A child who is being bullied has a hard time defending themselves. Bullying can take many forms depending on the age level but may include behaviors such as: hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying). DoDEA uses various resources to teach all students and adults at the school about bullying. One of our primary resources is www.stopbullying.gov.

Verbal bullying: Name calling, Mocking, Taunting, Harassment, Swearing, Lying about others, etc.

Physical bullying: Spitting, Hitting, Kicking, Slapping, Grabbing, Unwanted physical contact, etc. **Intimidation:** Taking/Damaging/Destroying property, Threatening violence, Retaliation for reporting incidents to parents or school authorities, etc.

Note : Cyber bullying of students on social media sites (whether or not it was posted from a school computer) will also be considered for possible disciplinary action.

E.J King's Dress Code

Student dress and personal grooming are the responsibility of the student and the parents. The school administration reserves the right to advise parents when students come to school dressed in a manner that is disruptive, in poor taste, or affects the health and well-being of the individual or classmates. While Sasebo CFAS does not have a defined dress code, it is the policy that all individuals will present a good public image, and maintain good order, discipline, and morale appropriate in the Japan AOR. Each individual, whether military or civilian, is an ambassador of the U.S. and the U.S. Navy while in this AOR. As such, individual dress, attire, and conduct should reflect credit upon oneself, and the U.S. Navy and the United States. (Fleet & Family Support Center Relocation Program, July 2019)

Students are also expected to be neatly groomed and dressed in clothing that is appropriate for the activities which they will participate in during the school day. **Certain clothing and apparel may be considered inappropriate; therefore, students may be sent home for clothing and/or apparel that:**

- A. is unsafe and unsanitary.
- B. is vulgar, offensive, and that represent rude and disrespectful attitudes or actions.
- C. contain slogans and /or pictures related to drugs, alcohol, tobacco, violence, weapons, death, cults, profanity, vulgarity, or lewd and sexual references.
- D. includes negative depictions of race, ethnicity, religion, national origin, and gender.
- E. is symbolic of gangs or other questionable groups.
- F. is perceived as questionable by school or base authorities.

A committee comprised of students, parents, teachers and administration have designated the following dress code:

- No headgear or hats to be worn inside the buildings (unless medically sanctioned or approval based on religion).
- No sunglasses inside buildings (unless medically sanctioned).
- No spaghetti straps, halter tops, tube tops, one-shoulder tops/shirts, camisole tops, or muscle shirts (female tops must be at least 3 fingers width at the top of the shoulder).
- No bare midriffs or torso showing.
- No pajamas shall be worn unless with special permission, such as spirit week, and must dress code appropriate.
- No undergarments showing while sitting or standing, including sagging pants/shorts/skirts/joggers.
- No obscene slogans or gestures on clothing.
- Shorts and mini skirts may be worn provided they are no shorter than mid-thigh. Typically, mid-thigh is measured by arms resting naturally at your sides, palms lying flat against the thigh, and the hem no shorter than the tip of the middle finger.
- Long skirts with slits above fingertips are not acceptable.
- Safety requires no bedroom slippers, shower shoes, and no spiked heels higher than two (2) inches.

School is our business and students are expected to dress accordingly. Consequences for infractions are:
1st Infraction: If a student is found to be in violation of the dress code, student will be given the opportunity to change or call parents to bring a change before being sent home.

2nd and or more: The above procedure will take place with an addition of assigned detention. School is our business and students are expected to dress accordingly. Administration will make the final determination on the appropriateness of the dress.

Below are pictures that provide some examples of what **IS NOT** appropriate:



** Any garment, to include caps and hats, inscribed, printed or bearing patches with slogans, words, pictures which may be interpreted by a reasonable person to be profane, sexually suggestive or obscene and that may be interpreted as directly and clearly derogatory to any ethnic, racial, religious, any military service or nation.*



** Hair nets, wave-caps/do-rags, handkerchiefs, bandanas or nylon socks on the head are prohibited (even if under a cap) outside of living quarters except while participating in sports or physical training activities. Females may wear scarves (not bandanas) on the head if done in a conservative, fashionable manner.*



** Clothing which is obviously soiled, torn, or excessively worn or frayed is prohibited.*

(Fleet & Family Support Center Relocation Program, July 2019)

Below are pictures that provide some examples of what **IS NOT** appropriate:



**Prohibited items include: Skirts/dresses/shorts that expose any portion of the underwear or buttocks as well as those that are excessively "baggy" or hanging off the buttocks; and jeans that have not been properly hemmed.*



** Undershirts, tank top style athletic shirts/jerseys are not appropriate underwear (except while participating in picnics or athletic events). For women, tops that expose more than one inch of the midriff are unacceptable.*



** Shoes with laces will be tied. Shower shoes, made entirely of plastic or rubber material, are appropriate in living quarters and at recreational beaches and swimming pools otherwise they are not appropriate and are prohibited.*

(Fleet & Family Support Center Relocation Program, July 2019)

Below are pictures that provide some examples of what **IS** appropriate:



WHAT'S OK TO WEAR...

(Fleet & Family Support Center Relocation Program, July 2019)

Early Release of Students

Parents who wish to remove their child from school before the end of the day (for appointments, etc.) should send a note to the teacher and the office as soon as this need is known. If there is a change in a student's regular transportation routine for a particular day, parents are asked to notify the main office prior to 1200.

For safety purposes, no child will be released for any kind of appointment without the parent or other authorized adult coming to the school in person to check the student out at the main office by completing an early dismissal slip. Students cannot be released to non-family members without written verification from the sponsor and please note that a Government issued photo ID is required. The student will be called down to the office; parents or authorized adults are welcome to wait in the office lobby.

Emergency Drills

Your child can expect multiple drills per school year. The drills will consist of fire, lockdown, bomb threat, evacuation, earthquake and shelter in place. Your child will practice these emergency evacuation procedures in preparation for a real event. Any person present at the school during a drill is expected to participate. Fire drills are required by law and are an important safety precaution. It is essential that when the signal is given, everyone obeys orders promptly and clears the building, by the prescribed route, as quickly as possible. Teachers in each classroom will give the students instructions.

EMERGENCY EVACUATIONS and INCLEMENT WEATHER

Emergency evacuation procedures are in place for Force Protection Condition (FPCON) and other security emergencies. We will hold periodic drills to insure that our students and staff are prepared in the event of an evacuation. In case of severe weather please become familiar with your communities procedures for notifications. These decisions are made by the base leadership in coordination with school officials.

Homework

According to the DoDEA Homework Policy Letter (2000.9), the development of study skills must be an integral part of DoDDS regional, district, and school educational policies. DoDDS strongly supports the philosophy that homework is a necessary adjunct to school life, which serves different purposes according to the student's grade level.

Grade Speed Guidelines

To enable better communication between teachers, students, and parents and to ease confusion that sometimes occurs with grading, it is recommended that the school use the following indicators in GradeSpeed:

Blank Grade : assignment not yet graded

I (incomplete): assignment not yet turned in but still excused

- Excused absences such as illness or Far East events
- Teacher made specific arrangements/modifications with individual students to receive more time
- A zero (0) has not been assigned

M (missing): assignment not turned in, deadline past

- Unexcused absence
- Extra time given for excused absence has past
- Zero (0) on the assignment
- Assignment may or may not be made up depending on teacher discretion.

E (excused): assignment excused—student does not need to complete

- Specific situations as determined by individual teachers

0 (zero): assignment completed and turned in but student did not receive any credit

- No correct answers
- Assignment was plagiarized

When entering assignments into GradeSpeed, teachers will utilize the “assigned” and “due” date categories so students and parents will be correctly informed.

- Teachers can still edit assignments and change due dates as needed
- If teachers have the same class on A and B days they will note in their syllabus how they enter these dates, always A-day date, always B-day date, etc.

Academic Detention

Teachers may assign academic detention before or after school as a safety net to ensure academic success. Please refer to teacher's individual syllabus for more specific information. Students will receive at least a 24 hour notice upon receipt of assigned academic opportunity. Along with assigned teacher detention, E.J. King also offers FREE after school tutoring from 2:30 – 5:30 PM from a certified teacher on staff, as well as a DoDEA activity school bus to Hario Village. Students are released at 5:15 PM to have time to walk and catch the activity bus. It is asked that a student remain in tutoring the entire time if they live in Hario Village and will be riding the school bus for accountability and liability concerns. The parent must email (not written) the teacher that is conducting the voluntary tutorial session if child(ren) must leave before 5:15 P.M. If academic detention is assigned by a teacher (NOT VOLUNTARY), one may NOT leave the session early, even with parent permission, without completing another day of assigned detention.

There will be no academic detention assigned by a teacher on Tuesdays from 1:30-3:00 P.M. due to professional development and/or collaborative sessions. The days of the week that FREE tutoring in all subjects are offered at EJ King HS are Mon., Wed., Thurs., and Fri. Saturday School is offered from 0900-1200 when assigned or requested.

Home Lunch Program

Students in 11th and 12th grade are permitted to leave campus during lunch time. They must sign out at the main office, obtain a pass, and keep it on them until they return to school. Students (Grades 7-12) who live in Dragon Vale or Fiddler's Green are permitted to leave campus with parent permission. Parents must complete the off campus form and turn it in to the main office. Students with the signed form will receive a permanent lunch pass to use instead of signing out at the student affairs office daily. Students who are a part of clubs that meet at School Age Care must also have parent permission to leave campus to attend meetings. Students in clubs will receive a pass from the club sponsor. The parent permission form is located in the main office. This program is a privilege and can be taken away if misused. Students caught leaving campus without a pass will be reported to the office for disciplinary action. It is the expectation that lunch is consumed during the lunch period (not in class) and students return to campus on time. Students who return to school tardy may have this privilege revoked.

Honor Roll

Ceremonies and their dates with criteria for academic honors will be advertised via the school newsletter and Facebook page. Recipients and their parents will be notified via email from the school counselor.

Library/Information center

All your library/information center needs (i.e., hardback books, ebooks, audiobooks, database access, renewals) can be accessed at: bit.ly/ejkingic

Lockers

Lockers are provided for student use and convenience. They are considered school property and are subject to search at any time. Students are cautioned against bringing high value items to school or storing those items in their locker as the school is not responsible for loss, damage, or theft of personal belongings. Lockers are available for student use and are assigned at the beginning of the year. A student does not have to receive a locker assignment; however, please see the main office if a

locker assignment is desired at a later date within the school year. The school provides combinations for all lockers, but students are expected to remember their locker number and combination. General locker rules and guidelines are as follows:

- There should be no graffiti inside or outside lockers. There should be no writing on the lockers and no stickers on the inside or outside of the lockers. Flyers advertising school events are acceptable.
- Pictures may be taped inside of the lockers only. No obscene pictures or drawings are permitted. Students will be asked to remove anything that is deemed inappropriate. Please use good judgment in deciding what to display in the locker.
- Avoid slamming locker doors.
- Keep locker area clean.
- Students should not share lockers.
- Students may not exchange lockers. All students will be held accountable for the locker assigned by the office. Students who exchange lockers without prior authorization will be subject to disciplinary consequences.
- Vandalism of lockers will result in suspension.

Property and Supply Accountability

Each student is accountable for DoDEA textbooks, library books and/or other instructional materials issued for his/her use. Materials should be handled with care to keep them intact and clean for the next student who will use them. In the event of loss, destruction or misuse of materials or U.S. property, sponsors will be held responsible for reimbursement of the item.

Parent Teacher Organization (PTO)

DoDEA schools encourage interaction between parents and teachers to enhance student learning. The Parent Teacher Organization is active at all schools within the Sasebo Complexes. Contact your school for specific information and ways to become involved or email: **ejking.sasebo.pto@gmail.com**

Public Displays of Affection

Public Display of Affection (PDA) is strictly prohibited. An inappropriate display of public affection between students is a behavior that is offensive to other students, parents, teachers and visitors. As such, the following guidelines are in effect regarding such actions during school hours, on school grounds, or at school events at any time. Students are expected to demonstrate mature, respectful, and socially acceptable behavior at all times. Consequences for failure to demonstrate acceptable behavior can range from warning for a first offense to suspension for continued inappropriate displays of affection between students. **Due to COVID-19 and safety precautions, holding hands is NOT permitted.**

School Bus Behavior

Enclosure 8 of DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended

The time students spend going to and from school is an extension of their school day, and school buses are an extension of the school campus. Riding the school bus 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

The Student Transportation Office (STO) bus drivers and monitors will reinforce the policies and procedures in place and provide your dependent(s) with a warning before submitting a school bus referral to the assigned school principal. School buses that have registered student riders in Grades Kindergarten through second (K-2) have bus monitors. **Parents, please take a moment to discuss the standards of conduct and behavior expectations while riding on the school bus with your dependent(s).** Consequences will be assigned if conduct and behavior expectations are not met. Please be aware that Japan Motor Traffic Law Regulations does not require privately owned vehicles to halt for school buses. Likewise, Japan and Installation Motor Traffic Laws require all passengers to be secured by seatbelts while the school bus is in operation.

Students will receive a warning for not wearing a seatbelt and referred to the assigned school's administration thereafter. Below are common rules, expectations, and procedures for students to follow.

ON AND AROUND SCHOOL BUSES, STUDENTS WILL:

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

ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:

1. Fight, push, shove, or trip other passengers
2. Use or possess unacceptable items identified in the school "Code of Conduct."
3. Push while boarding, on, or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise, or play electronic equipment without earplugs.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps, or seats.
9. Engage in public displays of affection.
10. Eat, drink, or litter on the bus.
11. Use profane or abusive language or make obscene gestures.
12. Spit or bite.
13. Harass, bully, or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat, or touch bus operating devices or equipment.
17. Open or try to open bus door.
18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.
20. Violate any other school rule, law or military installation regulation.

School Closures

Schools will follow procedures specific to the Sasebo Navy Base command. The decision to close the school is made by the Base Commander in coordination with school officials. There are times when weather situations could result in school being closed. Please check the school's Facebook page for the latest information, respond to the AtHoc system, and/or contact EJ King Middle-High School at DSN 252-3059 for details regarding notification procedures.

School Grounds

Students who are suspended or expelled from school are **not** eligible to be on school grounds or at school-related activities. These activities are intended for students, family, and community members who promote a positive and appropriate environment. For accountability and safety reasons, all visitors must sign-in at the Main Office before entering classrooms or attending school activities.

School Liaison Officer (SLO)

The School Liaison Office, Christy Johnson, is the military's point of contact for facilitating the delivery of quality school transition and education support services and to help parents ease the impact of the mobile military lifestyle on the academic success of military children. Her contact information is:

Phone: DSN 252-2206

Commercial 0956-50-2206

Email: Christy.Johnson@fe.navy.mil

<https://www.navy.mwr.sasebo.com/programs/203ce2cb-90da-4601-b7a5-84db60d6ec72>

School Sponsored Activities

Participation in school sponsored activities is limited to those students that are currently enrolled at the school. Students are to maintain school dress code. Student conduct is expected to conform to the established school rules and code of conduct. Loitering in the parking lot or other areas of the school is not allowed. Parents are responsible for a student's transportation to and from school activities.

School sponsors and chaperones enforce the following rules:

- Students must be in attendance for all classes the day of the activity. If a student is too ill to attend classes, s/he should refrain from attending school activities later in the day.
- Each activity has specific guidelines stipulating who may attend and these guidelines apply to all attendees.
- Signed administration approval is required for all visitors prior to attending a school activity/event.
- Each student attending the activity must produce an ID card to exit and enter the military base.
- Students are required to complete a King IRS Assignment Sheet, to include teachers' signatures, prior to attending any school sponsored activity where two or more days of classroom instruction and/or assignments will be missed.

School Technology Plan

EJ King's technology plan:

- ENCOURAGE individuals to use technology more and to use it more effectively.
- TRAIN individuals to use technology more and to use it more effectively.
- INCREASE AVAILABILITY of tools for individuals to use technology more and to use it more effectively.

The following *Bring Your Own Technology* plan/guideline is in support of EJ King's current technology plan of encouraging students and staff to use technology more frequently, effectively and innovatively. The BYOT plan/guideline also supports DoDEA's purpose of preparing students for college, career and life by teaching the appropriate use of personal devices in learning/work situations.

BYOT Plan/Guidelines for EJKHS Students and Staff.

2. Mobile technology devices include, but are not limited to: tablets, iPads, iPod Touches, smartphones and eReaders for the use in the classroom for educational purposes, such as reading. Students are NOT required to bring a personally owned technology device to school.
 - Students will NOT be penalized (in grade or participation) for not bringing a mobile device to school either due to choice or lack of ownership.
 - DoDEA, EJKHS, and/or the Japan district will not be responsible for lost, damaged or stolen items.
3. Students may use personally owned mobile technology devices at school **for educational purposes only when permission is granted by the applicable teacher.**
 - Devices may be used ONLY with EXPLICIT permission from the supervising teacher.
 - **Students will NOT use headphones during transitions (passing periods while walking, walking on-campus) due to on-going construction and safety concerns.**
 - Teachers will NOT be required to implement the BYOT in their classroom. BYOT is intended to open opportunities for increased innovative technology use.
 - Students will not be able to print from their devices at school.
4. Before bringing a personally owned mobile technology device to school, students should:
 - Record its model/serial number and maintain that information at home
 - Clearly label the device and peripherals (cables, headphones) with the student's first and last names.
 - Return the signature form with all required checks and signatures indicating full understanding and acceptance of this plan/guideline agreement.
5. Since students are on their own personal devices and networks, DoDEA employees cannot be held responsible for all content which students have access. However, students are still responsible at all times for complying with the Student Code of Conduct, Student Technology Acceptable Use Policies and Guidelines, and the conditions outlined in this document.
6. **Students must obtain permission from a teacher (or administrator with teacher's knowledge) before recording, taking pictures, or publishing images, information, or works of individuals or groups.** Recordings and pictures may be taken for teacher approved projects only, and permission must be obtained for each instance ahead of time.
7. Personal technology devices must be kept on "silent" during class except when used for educational purposes with teacher permission.
8. Students must keep electronic comments and posts relevant to the course content and consistent with educational purposes.
 - Devices confiscated will not be afforded the presumption of privacy for any data stored on the device needed in investigating violations of applicable law and/or school policies.

9. As a recommendation, any mobile technology device that is brought to school should have a fully charged battery at the beginning of the day. There may not be opportunities to recharge the batteries during the day; however, students should take the device home on a daily basis to recharge the battery.
10. Students will not have access to the DoDEA computer network (wired or wireless).
 - EJKHS is not responsible for charges that may occur from accessing any connection that the student may choose to use.
 - Teachers may not require a student to use a network connection on a device.
11. It is not the responsibility of EJKHS staff to troubleshoot personal devices during the school day. Students should check the owner's manual of the device for information about network connectivity or specific features.
 - DoDEA, the Japan district and/or EJKHS are not responsible for devices that lock, freeze up or don't perform during/after the authorized/unauthorized use of the device at EJKHS.
12. School personnel may confiscate any technology device that is used for non-educational purposes during class or any device that is a disruption at any time.
13. Any technology device used to bully, threaten, or endanger the physical safety or emotional well-being of others will be confiscated, held for disciplinary action, and if necessary, provided to law enforcement authorities.
14. Personally owned technology devices not retrieved by students or parents by the end of the school year will be disposed of, and when feasible, recycled.
15. Campus leadership will determine if the use of student owned technology devices is for personal purposes or educationally authorized activities/use if there is a question of appropriate use.

Semester Examination Policy

Exams will be given first and second semester for all subject areas in grades 9-12 and count up to 20% of a student's semester average. This exam may be in the form of a comprehensive assessment or summative project. Grades 7-8 may take a unit or chapter assessment but this score does not count as a semester exam and is calculated with the second and fourth nine weeks average. An exam schedule will be developed and published annually for each district.

DoDEA Manual 2740.1 and the Procedural Guide for Far East Academic and Interscholastic Athletic Programs (2018) provide a uniform interscholastic athletic program and guidance on student travel eligibility that extends to both academic and athletic events.

Athletic Contests: Students must participate in ten days of practice prior to competing in any athletic contest. Students transferring from another school may begin participating in contests immediately if the 10-day practice requirement has been met.

Far East Tournaments : Students may participate in the Far East Tournament if they have been a member of the team/activity for at least one-half of the season. Before departure for any Far East event, another parent and player meeting will occur to review the Code-of-Conduct and to discuss expectations while attending the event. Players whose parents do not attend this meeting will not travel to the Far East event and/or participate in any games at the event.

Non-Circuitous Travel Policy

Students will not be allowed to attend consecutive Far East Tournaments without, at least, one full week of attending classes. (e.g., A student returns from Far East on Friday the 8th. They cannot attend another Far East event on the following Monday the 11th. They would be required to attend school for the entire week and would be eligible to travel again on Monday the 18th.)

Appeal Process for Non-Circuitous Travel Policy

You may apply for an exemption to E.J. King's "Non-Circuitous Travel Policy" that prohibits back-to-back travel. However, to be eligible, you must meet the following eligibility requirements.

1. Attendance: Not to exceed five (5) days of unexcused absences.
2. Grade Point Average: 3.8 minimum cumulative GPA.
3. Essay or Personal Statement: Write a narrative explaining your rationale to participate in two back-to-back Far East events.

The Principal convenes a committee of the requestor's teachers, administrators, counselor, and union representative to make a determination. It is the responsibility of the student to initiate the process and proposals **MUST** be submitted at a minimum a month before the travel orders and transportation tickets are requested. Submit proposals to the Principal.

Attendance Prior to Events: Students who do not attend school will not be permitted to participate in or attend any school-sponsored event that same school day, which includes a practice or game.

Principals are authorized to make exceptions to this policy. (DoDEA Administrators' Manual – 1005.1).

School Suspension: A student suspended from school may not participate in or attend any school activity until suspension is completed, but will be allowed to make up work.

One-day Study Trips: Students who do not meet the grade standards for multiple-day trips may be involved in a school-sponsored academic study trip when the trip is no more than one day in length.

Non-Sponsored Activities

"Overnight" class trips or overnight sleep-over on campus are not considered to be a school function. Such activities are not approved activities for DoDEA-Pacific schools. Parents or other community groups sponsoring such social trips must accept full responsibility for the event. School or class funds may not be expended for the activity, and therefore, such social activities as senior trips, "skip" days, and trips to the beach are **NOT** school-sponsored and are considered **TRUANCY**. Any school-sponsored activity involving seniors will always be clearly communicated to parents by school officials. If a parent has not received official notice of an activity from the school, please contact the school for verification purposes.

Student Meals

Please contact the Sasebo Naval Exchange (NEX) for information on the Free and Reduced Lunch Program. An application can also be obtained from Fleet and Family Service Center (FFSC), which is the offices adjacent to Main Base post office.

Study Trips

Study trips are an important part of the educational program. Students are expected to participate in these activities in order to extend the DoDEA Curriculum and Standards outside of the classroom as well as to learn about our Host Nation and its people and to appreciate the diversity and difference of cultures. Participation should be accomplished in a manner which:

- Demonstrates respect for the Host Nation and its people.

- Promotes high-level thinking skills and application of existing knowledge.
- Reflects credit on the American community and the school.
- Ensures the child’s own safety.

Absences due to such activities are Excused and the students’ teachers will be notified ahead of time. **The student is responsible for making up any work missed on the study trip day. Assignments are due the next class period unless teacher assign an extended due date.** For example, a student attending a study trip on an “A” day should receive assignments for a scheduled field trip before the date of study trip and it is due the following “A” day. A student does not get an extra “A” day due to them not being present in class unless an extension is provided by the teacher.

Parental permission is required for a student to participate in study trips. Parents are often requested to assist by volunteering to accompany classes and help with supervision. Parents must have a background check on file with the office to manage small groups. Without a background check, you must stay in eyesight of DoDEA employee. Background Check forms are available in the main office or with Administrative Officer. Younger children and/or siblings cannot accompany parent chaperones on the trip for safety reasons.

Volunteers

In order to ensure the safety of all students, DoDEA policy requires that all volunteers complete an Application and background check. Applications are available upon request in the school’s main office or with school’s Administrative Officer.

E.J King Employee Contact Information

Administrative Office Staff			
Brown	Lorenzo	Principal	Lorenzo.Brown@dodea.edu
Norman	Lashaunda	Assistant Principal	Lashaunda.Norman@dodea.edu
Bethea	Carmen	Secretary	Carmen.Bethea@dodea.edu
Gardner	Danielle	School Registrar	Danielle.Gardner@dodea.edu
		Office Clerk	
Administrative Support Team			
Arnot	William	Education Technologist	William.Arnot@dodea.edu
Danjanic	Richard	School Nurse K-12	Richard.Danjanic@dodea.edu
Detrick	Deborah	MS Counselor	Deborah.Detrick@dodea.edu
Gillum	Tabatha	Psychologist	Tabitha.Gillum@dodea.edu
Holley	Jade	HS Counselor	Jade.Holley@dodea.edu
Johnson	Shawn	Admin Officer	Shawn.Johnson2@dodea.edu
Kelly	Walter	Adolescent Counselor	Walter.Kelly@dodea.edu
Matsuo	Munenori	Supply Clerk	Munenori.Matsuo@dodea.edu
Muroya	Yuko	Transportation Admin	Yuko.Muroya@dodea.edu
Norman	Eric	Transportation Manager	Eric.Norman@dodea.edu
Wise	Neva	Instructional Support	Neva.Wise@dodea.edu
Deneen	James	Facilities Manager	James.Deneen@dodea.edu
		Speech/Language Pathologist	

CTE			
Best	Mckinzy	Technology & Media	Mckinzy.Best@dodea.edu
Cizek	Jeff	JROTC – Commander	Jeff.Cizek@dodea.edu
Jackson	Donna	Culinary/AVID/ Dept Chair	Donna.Jackson@dodea.edu
Johnson	Shawn	Technology	Shawn.Johnson@dodea.edu
McGrath	Kevin	Media Specialist	Kevin.McGrath@dodea.edu
Sudul	Renier	JROTC	Renier.Sudul@dodea.edu
Physical Education			
Andrew	Ricky		Ricky.Andrew@dodea.edu
Fine Arts			
Lewis	Paul	Instrumental	Paul.Lewis@dodea.edu
Sperl	Suzanne	Visual Arts/Dept Chair	Suzanne.Sperl@dodea.edu
Language Arts			
Andrews	Gary	ELA	Gary.Andrews@dodea.edu
		ELA/Drama	
Locker	Francine	ELA	Francine.Locker@dodea.edu
Woodcock	Amy	Department Chair	Amy.Woodcock@dodea.edu
Math			
Chen	Todd	Math/Yearbook	Todd.Chen@dodea.edu
Christie	David	Department Chair	David.Christie@dodea.edu
Jocko	Michael	Math	Michael.Jocko@dodea.edu
Patton	Gregory	Math/Music	Gregory.Patton@dodea.edu
Swanland	Guang-Yin	Math/Physics	Guang-Yin.Swanland@dodea.edu
Science			
Anderson	Glenn	Dept Chair/BIO/A&P	Glenn.Anderson@dodea.edu
Cizek	Carole	Science 8/MS AVID	Carole.Cizek@dodea.edu
Jenkins	Debra	Science 7/MS AVID	Debra.Jenkins@dodea.edu
Reuss	Nicole	Chemistry	Nicole.Reuss@dodea.edu
World Language			
Kaneko	Yutaka	Japanese/Intercultural	Yutaka.Kaneko@dodea.edu
Marti	Imara	Dept. Chair/Spanish	Imara.Marti@dodea.edu
O'Mara	Christopher	Japanese/Business Law	Christopher.O'Mara@dodea.edu

Social Studies			
Elliott	Travis	AP HumGeo/SS	Travis.Elliott@dodea.edu
Geier	Quintin	Dept. Chair/AP SS	Quintin.Geier@dodea.edu
Sewell	Mark	AP Psychology/SS	Mark.Sewell@dodea.edu
Exceptional Support Team			
Arocho	Erin	ELA & Math	Erin.Arocho@dodea.edu
Stober	Gregory	CSC Chair	Gregory.Stober@dodea.edu
Best	Megumi	Educational Aide	Megumi.Best@dodea.edu
Docker	Wendy	Educational Aide	Wendy.Docker@dodea.edu
Lampley	Nadera	Educational Aide	Nadera.Lampley@dodea.edu
Stober	Arda	Educational Aide	Arda.Stober@dodea.edu
Virtual School Monitor			