

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

DoDEA Student Handbook

SY 2020-2021



dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Iwakuni Elementary School specific information begins on page 36

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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, "Eligibility 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.

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			
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)	3.0 credits	3.0 credits

	<ul style="list-style-type: none"> ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 		
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) <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	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) 	1.5 credits	1.5 credits

	<ul style="list-style-type: none"> ● 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>		
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.

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

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.
	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.

Europe and Pacific Regions	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.

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.

Iwakuni Elementary School
Iwakuni, Japan



Motto

“Producing Lifelong
Learners”

School Logo



School Colors

Red, White, and Blue

Ms. Latressa T. Renée Cobb, Principal

Ms. Mary Mullins, Assistant Principal

DoDEA Vision

Excellence in Education for Every Student, Everyday, Everywhere!

DoDEA Mission

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

DoDEA Blueprint

The Blueprint focuses on five major goals that pave the way for student achievement and excellence for our organization.

GOAL 1: Student Excellence: Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life.

GOAL 2: School Excellence: Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships.

GOAL 3: Talent Excellence: Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students.

GOAL 4: Organizational Excellence: Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the goal.

GOAL 5: Outreach Excellence: Partner with internal and external stakeholders and industry leaders to advance student and organizational success.

DoDEA Community Strategic Plan (CSP)

As the mechanism for articulating DoDEA's strategic plan, the CSP presents the key elements of the plan in a manner that first establishes a foundational understanding of DoDEA's strategic vision, mission, core values, goals and planning themes.

Strategic Goal 1 - Student Excellence

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally and physically for life, college and career readiness.

Strategic Goal 2 - School Excellence

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

Strategic Goal 3 - Talent Excellence

Recruit, develop and empower a diverse, high-performing team to maximize achievement for each student.

Strategic Goal 4 - Organizational Excellence

Build a great, enduring and responsive organization that provides the appropriate resources, direction and services in pursuit of highest student achievement.

Strategic Goal 5 - Outreach Excellence

Foster family, school and community partnerships to expand educational opportunities for students.

Letter from the Principal

Welcome to the 2020-2021 School Year!

On behalf of the faculty and staff of Iwakuni Elementary School, I would like to extend a warm welcome. We are committed to DoDEA's vision of Excellence in Education for Every Student, Every Day, Everywhere. Realizing that learning extends beyond the confines of a classroom, our goal is to provide a world class education that focuses on the whole child. In our efforts to do this, we know that by working as a team with all stakeholders, we can achieve our vision.

Our staff is dedicated to cultivating lifelong learners who develop into global citizens respecting and valuing the diversity around them. Iwakuni ES provides a nurturing learning environment that is data-driven and student-centered providing rich educational experiences. As we work together as a team collaborating and communicating, we are confident that this will be a successful school year. Elementary school is an exciting time for our young learners to explore, problem-solve, create, and flourish. We are excited to be on this journey with you!

The Iwakuni ES Student-Parent Handbook was designed with you in mind to better help you learn what Iwakuni Elementary School is all about. We ask that you use this guide as a resource throughout the course of the school year so that you will have a basic knowledge of some of the policies, procedures, and programs that will affect you. As we always strive to continuously improve, as updates are made to the handbook, you will be notified.

Information regarding student expectations, progress reporting, academic schedules, extra-curricular programs, health services, and school supply listings are just some of the many entries you'll find within this handbook. Parents are encouraged to review its contents and to discuss items with students. Since this handbook offers only a snapshot of what Iwakuni ES is all about, students and parents are further encouraged to ask questions to school personnel at any time so that individual needs can be addressed and met.

Again, we welcome you to Iwakuni ES. We are looking forward to a wonderful school year full of excitement, fun, creativity, and learning. Please know that we are always here to work together for the success of all our students. We look forward to a wonderful partnership!

Thank you for your support in making Iwakuni ES a "Great Place to Learn"!

Ms. Latressa T. Renée Cobb
Principal
Iwakuni Elementary School

SCHOOL CONTACT INFORMATION

Iwakuni Elementary School
PSC 561 Box 1874
FPO AP 96310

DSN Line: 253-3164
Commercial line: 0827-79-3164

OFFICE HOURS

School days: 0730 to 1530

Summer hours:

Morning from 0730 to 1130 (**Lunch 1130 to 1230**) Afternoon from 1230 to 1530

SCHOOL DAY FOR STUDENTS (HOURS)

Arrival at 0735
First Bell at 0750
Tardy Bell at 0755
Dismissal at 1435
Early Dismissal at 1330 (Tuesdays only)

The first bell rings at **0750** and class begins promptly at **0755**. Supervision for students does not begin until **0735**. Students should not arrive at school before this time.

Dismissal for all students is at **1435**. Half-day schedule dismissal is at **1045**. Every Tuesday students will be dismissed at **1330** for teachers to receive professional development. Once students have been dismissed, children are expected to leave the campus promptly.

EMERGENCY DRILLS, SAFETY, AND EMERGENCIES

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.

All school emergency safety plans and procedures are constantly being monitored, evaluated, and revised as needed to meet the needs of command, DoDEA, and local assessment on emergency procedures. **No student is allowed to be checked out during any safety drill.** In the event of an actual emergency, base command and PMO will dictate if it is advisable to pick up your child.

FIRE DRILLS Fire drills are required by law and are an important safety precaution. It is against the law to ignore any fire alarm, no matter how inconvenient the timing. It is essential that when the signal is given, everyone obeys orders promptly and clears the building, by the prescribed route, as quickly as possible to a designated Fire Safety Zone location where teachers and staff take

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

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

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

The Installation Commander decides school closure for students.

In the event the Commanding Officer closes the entire base, an announcement to that effect will be broadcast on AFN television and radio. If possible, parents will also be emailed any information available to us.

Typhoon Warning Procedures

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

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

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

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

CLOSING OF SCHOOL IN EMERGENCIES

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

Before The School Day Begins

- The principal will coordinate with Commanding Officer MCAS Iwakuni to cancel school for students.
- Announcements will be made on AFN radio.

- School may be cancelled or have a 2 or 3-hour delayed opening depending on weather conditions. AFN will always have the latest information. Any decision will apply to all students, whether living on or off-base.

During The School Day

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

Procedures for Bus Riders

- The principal will call the Transportation Office and request buses. Bus students will be sent home. Bus departure time will be announced on AFN.
- If no one is at home, the students will be kept at school under supervision until the parent can be contacted.
- The school bus will not make a second trip. If a student must be returned to school, the parent will be required to pick the student up at school as soon as possible. Once all school personnel are dismissed to go home, any students remaining at school will be taken to PMO, where their parents can pick them up.

Procedures for Walkers

- Students who walk to school will be dismissed within 30 minutes of the time that school closure is announced. The principal will inform teachers when students may be released.
- If no one is at home, the students will be kept at school under supervision until the parent can be contacted.
- When all school personnel are dismissed to go home, the students remaining at school will be taken to PMO, where their parents can pick them up.

Delayed Closing of School

- If conditions exist that make it unsafe for students to travel home by bus or on foot (severe weather, civil disturbances, etc.) students will be kept at school under faculty supervision.
- Parents should listen to AFN radio before calling the school office.
- When travel by bus and on foot has been deemed safe, the school will be closed and students sent home following the procedures listed above.

SCHOOL LUNCH PROGRAM



Student Eligible for Free Meals	No Charge
Student Eligible for Reduced Price Meals	\$ 0.40
Elementary Students Paying Full Price	\$3.50
Secondary Students Paying Full Price	\$3.50
Non-Students/Adults	\$5.50
Additional Entrée	\$1.50
Milk	\$0.80
Juice	\$1.00

**Prices subject to change as per MCCS' guidance and requirements; prices listed reflect existing prices at the time of handbook printing.*

The school cafeteria is operated by the Marine Corps Community Services (MCCS). You are encouraged to establish a credit line at the Marine Corps Exchange cash cage. Once the account is established, you can make payments online at www.mypaymentplus.com. Students will have their own individual pin numbers to purchase lunch. Cash is also accepted. Please check your child's balance frequently. **If there is a negative balance, your child will receive a note from MCCS to rectify your account. No child will be denied a lunch, however he or she will be unable to purchase extra entrée or beverage items.**

- Prices are subject to change, all questions regarding the lunch program are to be directed to MCCS, at 253-5430.
- Contact the POCs for additional concerns: Ms. Joan Lutz email: joan.lutz@usmc-mccs.org

If your child has a food allergy, please notify the cafeteria manager and school nurse. A doctor's note must be sent to the cafeteria stating the allergy. If replacing one food with another, this must be annotated in the doctor's letter (e.g., if the child has a milk allergy, then the doctor's note must include that milk is to be replaced with juice or water).

CAFETERIA INFORMATION

PLEASE PRINT LEGIBLY SO THAT WE ACCURATELY CREATE YOUR ACCOUNT

If your contact information is not accurate, we may not be able to contact you regarding your account.

STUDENT'S NAME: First, Last
Required

STUDENT'S GRADE LEVEL:
First, Last

SPONSOR'S NAME: Required

SPONSOR'S UNIT:

SPONSOR'S WORK PHONE: Required

SPONSOR'S WORK E-MAIL: Must be .mil, .org
Required

SPOUSE'S NAME:

SPOUSE'S PHONE:

ADDRESS: (BOX #):

Welcome to Iwakuni!

We'd like to share with you a few words about how the Iwakuni Complex Schools Lunch program operates.

The school cafeteria uses a prepaid POS system as a way of tracking a student's school lunch purchases. A deposit is required in the student's lunch account. Each student account is uniquely identified by either a PIN number or fingerprint. Each day, when the student eats lunch, the account is debited.

There are several ways to deposit funds into your student's account.

- An online payment and account monitoring service is available at www.mypaymentsplus.com. It is free to create an account!
- You may send cash or checks with the student to deposit at lunch time. If you do so, please endorse the check to Iwakuni Complex Schools Lunch Program; cash should be placed in a sealed envelope with the student's name and grade.
- Credit and debit card, cash and check payments can be made at the MCX cash cage (customer service) during their regular business hours, which include evenings, weekends and holidays.
- Parent/Guardians may come into the school to make a Cash or check payment from:
0800 to 1100 and 1230 to 1400

You are responsible for monitoring your student's account balance.

Online account monitoring is free. You may also check the balance of your student's account during school hours via phone **253-5430** or in person.

It the responsibility of the parent or guardian to maintain their student's lunch account. If a delinquent account cannot be resolved in a timely manner further action may be directed to the Sponsor's Chain of Command for resolution. If you are experiencing financial difficulties, we can refer you to the appropriate channels to apply for free or reduced price lunches.

All menu items with the exception of the USDA standard meal are classified as a la carte. A la carte items cannot be charged to a negative balance. A standard lunch will be charged to any student who requests one. **If you do not wish your student to purchase certain items please contact the cafeteria to place restrictions on your student's account.** Also, funds may be transferred from one family member's account to another family member's account to prevent negative account balances. If you do not want funds transferred you must notify the cafeteria manager.

Please notify the Cafeteria Manager if your student has Special Dietary Needs.

Lunch Prices are as Follows- Standard Lunch: Elementary \$2.75, High School \$3.00, Reduced Lunch \$0.40.

Please feel free to contact me personally if you have any questions. Thank you and welcome aboard!

Joan Lutz
School Lunch Program Manager
Joan.lutz@usmc-mccs.org

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.

Students may be sent home for more appropriate dress.

Students are 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 items are inappropriate.***

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.

*****Students are expected adhere to the dress code of the Marine Corps Air Station.**

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. DoDEA strongly supports the philosophy that homework is a necessary adjunct to school life, which serves different purposes according to the student's grade level. The assignment of academically appropriate homework is an extension of classroom instruction and supports teacher instructional objectives. It is DoDDS policy that homework will be assigned in accordance with the needs and objectives of individual students and in support of the learning objectives of particular curricular areas. It should be recognized that "homework" will include assignments that are more than paper and pencil tasks. Assigned homework will reinforce instruction accomplished in class; it will not introduce new or unfamiliar concepts or skills. DoDEA policy recommends that the high school students grades 9-12 spend 10-15 hours per week working on homework.

ASSESSMENT AND STUDENT EVALUATION

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

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

A	Excellent
B	Very Good
C	Good
D	Minimal
F	Failing

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

Grading guidelines for students in Grade 3 is as follows:

CD - Consistently Displayed

This student CONSISTENTLY DISPLAYS skills in this area.

P - Developing/Progressing

This student is DEVELOPING the skill or PROGRESSING in this area.

N - Not Yet Evident

This student needs MORE DEVELOPMENTAL growth or experience to display this skill.

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

For any child demonstrating unsatisfactory progress or achievement, parents will be notified by their child's classroom teacher with enough time to correct the deficiency. Notification will occur as soon as unsatisfactory achievement is evident, but not later than midpoint of the nine week grading period.

Parents are encouraged to check the electronic grade book for grade 4 and grade 5 to monitor student progress. GradeSpeed is an online grade book application where parents may access their child's assignments and grades. The goal is to increase parent communication and to encourage parents to take a more active role in their child's education. Each teacher's timeline for grade entry will vary so you may want to check with the teacher to get an idea of how often you can expect grades to be updated. Any concerns about your child's grade should be brought up to the teacher promptly.

Teachers may send interim progress reports at any time during a grading period before report cards are sent out.

ATTENDANCE

Attendance is taken each morning and absences are recorded in the student management system, ASPEN. If a student is absent, parents/sponsors should do one of the following:

- Call the school at DSN 253-3164 to report the absence and the reason for the absence
- Submit a medical note or other valid documentation for absences of more than 3 days

The principal has the final authority in determining whether an absence is excused or unexcused.

Parents/sponsors will receive an email notice informing them when a student is absent without prior notification from parents/sponsor. Absences not verified by parent/sponsor within two school days of the absence will be marked as unexcused.

Parents/sponsors of students who will be absent for more than five (5) days will need to complete a Student Monitoring Plan with the classroom teacher at least one week prior to the extended absence period. During all pre-approved extended absences, the student monitoring plan will be developed to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments. Students are expected to complete all missed work.

Records of students who are absent for seven (7) or more days during a semester will be referred to the school counselor to determine if the Student Support Team (SST) should convene to review the student's academic and social emotional progress and if appropriate, develop or revise an intervention plan for the student. When appropriate, Command assistance may be requested to ensure appropriate action or services are implemented to improve school attendance.

Student Tardy

The tardy bell rings at 0755 which is the beginning of the instructional day. Late arrivals will be considered "tardy unexcused" unless a written excuse from the parent/sponsor is received by the school registrar. A parent/sponsor must escort the student to the office to sign in when tardy. An unexcused tardy will be given if students come to the office without a note or a parent.

A pattern or excessive tardiness, unexcused or excused, will be referred to school administration for disciplinary action. If a student receives five (5) unexcused tardy notices, disciplinary action may include recess/lunch detention, as well as parent/sponsor contact and conference. Additionally, students who accumulate five (5) unexcused tardies in a semester will be referred to the Student Support Team (SST).

Adherence to the school attendance policy is the responsibility of parents/sponsors and students. If a pattern of unexcused tardiness continues, additional disciplinary action may be taken. Students are responsible for making up all missed work when arriving late to class.

The sponsor will be notified via e-mail each time a student is tardy.

AWARDS

Students in 4th grade and 5th will be recognized at the end of each quarter for academic achievement in the core subjects of Reading, Language Arts, Math, Science, Social Studies, and Health. The following awards will be presented to students:

- **Scholarly Honor Roll** – This award is presented to students who earn all A's during the semester. Any student with a "B" or below does not qualify for this award.
- **Honor Roll** – This award is presented to students who earn all A's and B's during the semester. Any student with a "C" or below does not qualify for this award.

The following award will be presented to students in 4th grade and 5th grade at the end of each semester:

- **Commander's Award** – This award is presented to students who received all A's during the semester, have an exemplary attendance record (no more than two (2) excused absences and no unexcused absences), and exemplary conduct record (no office referrals). This award is contingent on the Installation Commander's agreement to sponsor the award.

Other academic and achievement awards may be presented at the Principal's discretion.

BICYCLES/SKATEBOARDS/SCOOTERS/WHEELIES

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

BUS TRANSPORTATION

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

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

Parents are responsible for the conduct of their students on buses and at bus stops. The bus driver and security attendant are in charge of the bus and all passengers onboard. Students must

cooperate with the driver and monitor and follow all instructions for the safety of everyone riding the bus. The following bus rules must be observed:

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

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

CELL PHONES

It is recognized that cell phones have become a parent's tool to help monitor their children's whereabouts after school. However, while at school students' cell phones will be turned off. Students are not allowed to make or receive phone calls, send texts, or use their phone as a camera during the school day.

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

Should a student need to contact a parent the school has phones for student use.

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

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

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

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

Ms. Latressa T. Renée Cobb, Principal
Iwakuni Elementary School
PSC 561 Box 1874
FPO AP 96310-0019
Telephone: (DSN) 253-3164; (Commercial) 0827-79-3164

CHANGE OF ADDRESS, TELEPHONE NUMBERS, EMERGENCY CONTACT

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

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

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

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

Visitors Information

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



SCHOOL POLICIES AND PROCEDURES



VISITING THE SCHOOL: 100% ID CHECK

Please note that we have 100% ID check. It is imperative that you always stop by the front office, show your ID, sign in and get a visitor’s pass. We take the safety of your child/children very seriously and we appreciate your support and understanding. If you are on campus and walking through the hallways without a visible school ID badge an employee wearing a school ID badge will kindly ask you to return to the office and sign in properly.

CONCERNS

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

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

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



MEDICATION POLICY



It is the best practice to administer medications at home. If medication is required 3 times daily, it can be given in the morning, after school and at bed time.

All medicine, including over the counter products, need a doctor/dentist or primary care provider's order. **The necessary school medication form, the Hold-Harmless Letter, is available from the school nurse and must be completed by the doctor and parent before medication can be administered at the school site.** All medicine must be in the original container, labeled with student's name, the medication, dosage, current date, and brought to the nurse by a person over 18 years old and left in school for the duration of the medication. For everyone's safety, **children are not allowed to transport nor have medication in their possession.**

For the safety of all our students, **over-the-counter medications are not to be in possession of the children at any time during the instructional day or during school-related functions** (e.g., cough drops, aspirin, and ointments). Medications will be confiscated and routed to the school nurse for safe keeping and parent retrieval.



When should a child stay home sick?

In order for your child to be ready to learn and to control communicable diseases in school, it is very important for you to keep your child at home for the following reasons.

If your child has:

- A temperature over 100 degrees. Your child needs to remain at home in bed for the day, and has be fever free for 24 hours without the need for fever reducing medication before returning to school, as many children rebound with a fever.
- Been diagnosed with a strep infection. Your child needs be on antibiotics for 24 hours before returning to school.
- Vomited during the night or in the morning.
- Persistent diarrhea during the night and into the morning.
- A moist productive cough, chest congestion, or discolored nasal discharge.
- Red or swollen eyes that itch/hurt and are draining.



Please send a note with your child when returning from sick leave. A doctor's note is required if a student is absent for more than 3 days.



IMMUNIZATIONS



Visit the DoDEA web site for the immunization requirements at the following link:

<http://www.dodea.edu/StudentServices/immunizationPgrm.cfm>

REGISTRATION INFORMATION REGISTRATION AND ENTRANCE REQUIREMENTS

*******All returning students must be re-registered each school year*******

Documents required:

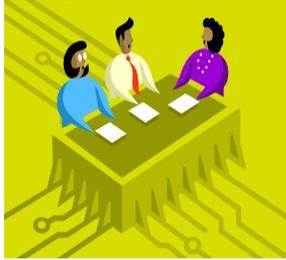
New Students: Forms to be completed

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

Returning Students: Forms to be completed

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

PARENT-TEACHER CONFERENCES



For your child's school year to be most successful, parents and teachers should work closely together. Good school-home relations are vital to the child's attitude toward learning and his feelings of personal acceptance. If your child appears to be disturbed about school activities or homework requirements, do make an appointment to talk with his/her teacher for clarification and possible solutions to the problem. Working together will ensure the best educational program for your child.

School-wide conferences are scheduled at the end of the first grading period (e.g., November). A conference day is also scheduled at the end of the second and/or third quarters for new families or staff members and families requesting to meet. Teachers or parents may also initiate a request for a conference during these dates. Individual conferences may be initiated at any time during the school year by parents and teachers. A written note, email or telephone request is all that is necessary to schedule an appointment before or after school (class) hours.

PARENT-ADMINISTRATOR CONFERENCES

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

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

CURRICULUM AND SCHOOL SERVICES

School Educational Program

BASIC CURRICULUM: Reading, Language Arts, Math, Social Studies, Science, Health, Physical Education, Art, Music, Computer Literacy, and Intercultural Education.

Specialist Services: Learning Impaired (mild to moderate), Preschool for Children with Disabilities (mild to severe), Counseling, School Nurse, Gifted Education, Communication Impaired (Speech and Language), and Language Arts / ESL.

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

Curriculum and Support Programs

Each subject in the curriculum of the Department of Defense Dependents Schools (DoDDS) is reviewed according to the Six-Year Curriculum Development Plan. This plan provides for review and revision of objectives and curriculum materials, selection of instructional materials, and staff development for teachers. DoDDS curriculum committees select textbooks and supplementary instructional materials, which support these curricula.

With the exception of the Host Nation teachers, who are Japanese nationals, teachers must be American citizens and fully qualified educators, holding a valid stateside license. They are recruited from the United States, transferred from other DoDDS schools, or hired locally.

Counselor

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

Guidance counselors also assist students with developing strong communication skills and by encouraging appropriate behavior patterns for dealing with relationships and classroom activities. They help students discover new interests and learn how to set and achieve both lifetime and career goals. They work with administration and staff to provide crisis intervention programs and student support programs. Our counselors work with students through guidance classes, as well as group and individual counseling to help students deal with many academic, social and emotional situations that children face in everyday life. Our guidance program consists of, but is not limited to the following curricula and programs:

- Individual and Group Counseling
- Student Support Team
- Career Education
- Whole Class Guidance Lessons
- Standardized Test Preparation
- Deployment Support
- Parent University
- Citizenship Program

English as a Second Language (ESL)

The ESL program serves students who are at various stages in their English language development. These students either have a primary language other than English or have been influenced by another language in their home. Students must meet the DoDDS guidelines in order to qualify for these services. The services provided are based on the student's needs to be able to participate in the general education curriculum. The goal is to support the student in their acquisition of English while they continue to develop competence in the content areas. For more information or questions about your child's ELL status please contact the school's ESL Specialist.

Advanced Academic Programs and Services

The Advanced Academic Programs and Services (AAPS), formally Gifted Education Program, guides schools in identifying and providing differentiated instruction for students with exceptional potential in grades 3-5. All procedures for referral, record keeping, and services are consistent throughout our school system. Students who are eligible for services at one DoDDS school are automatically eligible at all schools. Students who transfer into a DoDDS school from a public or private school are referred to a Review Committee if there is evidence of participation in an AAPS. Possible services offered to eligible students include resource classes, classroom differentiation, content or grade acceleration, individualized services, and additional opportunities.

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

Literacy Support Specialist (READ 180/LLI)

Literacy Support Services are designed to help students acquire the necessary skills to become successful, independent readers. Students can enter the Reading Support program at any time throughout the year. The programs and materials used in the reading support are based on scientific research and are aligned with the recommendations for instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students receive instruction in all of these areas, with the emphasis varying according to their individual reading needs.

Students' progress is monitored informally every one to two weeks and formally quarterly, or as needed using DRA, Developmental Reading Assessment. The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in Grade 3 through Grade 5. The DRA K-3 and 4-8 are intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA 4-8, preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels. This data is used to help make instructional decisions and goals.

Math Support Specialist

Math Support Services are designed to help students acquire the necessary skills to become successful, independent learners of math. Students can enter the Math Support program at any time throughout the year. The students receive support with remediation, basic skills, and curriculum standards intervention with the emphasis varying according to their individual math needs

School Psychologist

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

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

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

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

Teacher, Communication Impaired

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

Teacher, Learning Impaired

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

classroom.

Special Instructional Programs

Students (grades 3-5) receive regularly scheduled instruction from resource educators specifically trained in these subjects.

- ***Art***

The goals of the art program are to develop creative expression, perceptual awareness, technical skills and an appreciation of the contributions of art to our culture. Students receive instruction based on the DoDDS art curriculum from an art specialist as well as from their classroom teachers. They work with a variety of materials such as clay, plaster, charcoal, pastels, and paint. The program includes instruction in drawing, design, painting, sculpture, craft, and art appreciation.

- ***Host Nation***

The Host Nation program is an important part of our school's curriculum. The intercultural setting is, in fact, a resource that a DoDDS-Pacific school has that no other system in the United States has - Japan as its classroom. One goal of the course is that children will learn to use basic words and phrases in Japanese. They will also learn about Japanese history, geography, economy, government, folk customs, sports, foods, and crafts.

- ***Music***

General music is offered to students in all grades K-6. Some of the objectives of the general music program are to help children understand that music is all around them, that there are a variety of musical styles and sounds, and that music is a form of communication and self-expression.

- ***Physical Education***

The physical education curriculum at Iwakuni Elementary School provides opportunities for physical development. These opportunities are provided through exercise, games, sport activities, dance, and rhythm activities. It is very important that students come to class prepared. For physical education classes, all students are required to wear athletic tennis shoes and clothing appropriate for physical education. Iwakuni Elementary School Physical Education dress policy is as follows:

- Athletic tennis shoes with Velcro Fastenings or shoelaces
- Socks
- Loose fitting, weather appropriate, comfortable clothing

**Jeans, dresses, crocs, sandals, flip-flops, boots and high heels are not appropriate for Physical Education.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued four times a year. First quarter reports are issued at a scheduled parent conference in November. Three days of conferences are periodically scheduled throughout the school year, especially for new students and for those parents or teachers wishing to conduct a special conference to discuss possible academic concerns.

Parents or teachers may request a conference at any time. Students who are new or are PCS'ing midpoint within the nine-week grading period, will receive marks or grades if they are present for 20 days during the grading period.

Students in grades 4-5 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 at school. Directions are in the Appendix or available on the school's Intranet or via a flyer in the main office.

RETENTION

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

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

Request for retention will be submitted in writing to the School Counselor who heads the Placement Committee. The Placement Committee normally includes a grade-level classroom teacher, teacher from a different grade-level, a specialist, and a school administrator. The committee will meet to consider the request and alternative strategies. After considering input from parents, classroom teacher and other sources including testing data, the committee will make a recommendation to the principal for a final decision.

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

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 for the item.

LOST AND FOUND



Parents are urged to clearly mark with the child's name: jackets, boots, raincoats, sweaters and all other personal property in order that they may be returned if misplaced. The "Lost and Found" is located outside the nurse's office. Reminders to check the Lost and Found will be sent periodically. Unclaimed items will be donated to a base thrift shop at the end of each quarter.

HOME SCHOOL PARTNERSHIP

As in all partnerships, we realize that miscommunication, confusion, questions, concerns, and even discontent may occur. If you experience such a problem, it is requested that you please utilize the following chain of command procedures to resolve the problem:

1. Meet with your child's teacher to resolve the problem. Sometimes a phone call will suffice, but with serious concerns we find that personal meetings tend to minimize miscommunication.
2. Allow a reasonable length of time for resolution following your conference. Request, feedback and a follow-up conference in two weeks to review progress.
3. If, after a reasonable length of time and a follow-up conference, you feel the problem has not been resolved, request that the teacher establish a meeting to include the parent, teacher, counselor and lastly an administrator for mediation of the problem. During this meeting, the problem will be identified, a plan of action will be established, and follow-up procedures will be clarified. We will make every attempt to resolve all problems, focusing on the child and his/her social, emotional, and academic growth.
4. If a class change is requested due to unresolved issues, we request that the above steps have been completed prior to that request. Then submit a letter to the principal for a Request for Change of Placement. Then a committee will be called to hear your concerns. It is comprised of the counselor (chairperson), classroom teacher and any other pertinent educators.

At Iwakuni Elementary School, we take great pride in our reputation as child advocates and in establishing an atmosphere in which children not only receive quality education but also feel safe. We strive to establish a climate of high expectations (both academically and behaviorally), and we honor each other for our uniqueness and diversity. We request your support and cooperation as we establish a partnership in your child's education, ensuring that we are working together to provide students with the skills and opportunities to meet the challenges of the future.

SCHOOL ADVISORY COMMITTEE

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

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

Elections are conducted at the beginning of each school year. The SAC is made up of an equal number of parents and faculty members. Meetings are held after school at least four times during the school year, in the conference room. The exact times and dates of the meetings will be publicized via the Parent/Community Newsletter. Parents are encouraged to attend SAC meetings and to submit items for discussion. Parents who cannot attend but wish to submit an item for consideration may contact any SAC committee member. Forms are available in the school's main office if you have an item you would like discussed at SAC.

PARENT TEACHER ORGANIZATION (PTO)

The purpose of the Parent Teacher Organization (PTO) is to promote friendly relations and mutual understanding between parents and teachers; to collaborate with school authorities in order to advance educational, artistic and athletic interests, social development and well-being of the students; to act as a forum for parents' views and attitudes toward topics of mutual interest to parents and the school; and to provide reciprocal opportunities for school administration to disseminate information to the parents regarding school policies and curriculum.

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

STUDENT BEHAVIOR

At Iwakuni ES, our school-wide approach to managing student behavior *consists primarily of teaching and reinforcing positive attitudes and behaviors*. We view our students' behavior as a responsibility shared by students, parents, school staff, and the community. Adults guide students from direct discipline to self-discipline through consistent positive examples, reinforcement of appropriate student actions, and conversations with them when they make inappropriate behavior choices. Teachers will keep parents abreast of all concerns. Partnership is vital to student's success in all areas.

STUDENT & SCHOOL-WIDE EXPECTATIONS

Students are expected to behave in ways that demonstrate the following rules:

- ◆ I take responsibility for myself and my actions.
- ◆ I behave in safe ways.
- ◆ I treat everyone with kindness and respect.
- ◆ I make good choices to allow myself and others to learn.

Teachers have class rules, which are based on these expectancies and which give students more specific information about the rules and what the teacher expects of them. Parents receive information on classroom discipline plans when their child enters the teacher's program.

PLAYGROUND EXPECTATIONS

During our recess times, we

- Invite/include others to play.
- Use the equipment appropriately
 - Slide down the slide feet first
 - Use the playground equipment for climbing, sliding and walking – not for

playing "tag" or chasing others.

- Share and give others a turn.
- Ask an adult to go to the nurse before leaving the playground.
- Pick up after ourselves.
- Line up when it is time/when you are called

CAFETERIA EXPECTATIONS

In the lunchroom, we

- Walk
- Stay at our tables
- Pick up our areas (tables and floors)
- Use inside voices
- Raise our hands to seek permission to use the bathroom or to leave the table
- Know to bring a jacket to the cafeteria (per weather conditions)
- Know that the clapping pattern or the Talking Light Timer is the way to let us know that we need to lower our voices
- Wait for the adult to dismiss us from our tables

In the lunchroom and as a school as a whole, healthy eating habits are promoted, as per DoDEA Health Curriculum Standards. Hence, sugary temptations such as baked goods and junk food favorites should be kept to a minimum, while soda consumption should be avoided with water, milk, and natural juices being the mainstays to healthy eating. Additionally, all students are expected to eat a lunch either brought from home or purchased. If your child has a medical condition where this is not appropriate, please contact the teacher or school principal for submission of appropriate documentation.

EARLY DISMISSAL FROM SCHOOL

Students cannot be released to non-family members without written verification from the sponsor. If a parent intends to pick up a student before regular dismissal time, a note should be sent to the teacher that morning or the previous day. Please do not call the office unless it is an emergency. We make every effort not to disrupt classes.

A parent who wishes to take a student out of school during the school day (for a medical appointment, for example), should send a note indicating the specific time the child should be released from class. The teacher will be contacted to send the student to the office, or if the note from the parent indicates a specific "pick up" time, the teacher may wish to send the student to the office to wait for the parent. Please do not go to your student's classroom without checking with the office first.

3rd Grade Supply List SY 2020-2021

Backpack/book bag big enough to fit a file folder/large books. No wheels please.

- 3 packs No. 2 pencils
- 1 pack of colored pencils
- 2 rubber erasers
- 1 pack glue sticks or 1 bottle glue
- 1 pair of personal headphones (plug in)
- 1 pair child scissors
- 1 plastic supply box or pouch
- 1 pack washable colored markers
- 1 pack crayons (box of 24)
- 1 pack of loose-leaf paper (wide ruled)
- 4 pocket folders
- 5 bound composition books (wide ruled)
- 2 spiral notebooks (wide ruled)
- 1 pack highlighters
- 1 box of gallon-size Ziploc bags
- 1 mask

Optional

- 1 bottle of hand sanitizer or 1 pack hand sanitizing wipes (60% or more alcohol)
- 1 bottle disinfectant surface wipes (non-alcohol based)
- 1 box of tissues

Notes:

- *Please label all supplies with your child's name.
- *Teachers may have a more specific list for their classrooms. Please save your receipts, as all teachers may not require every item.
- *All students are required to wear pants/shorts and gym shoes during PE class
- *Any lunch or snacks your child brings to school should not be shared.

4th Grade Supply List SY 2020-2021

Backpack/book bag big enough to fit a file folder/large books. No wheels please.

3 packs No. 2 pencils

1 pack of colored pencils

2 rubber erasers

1 pack glue sticks or 1 bottle glue

1 pair of personal headphones (plug in)

1 pair child scissors

1 plastic supply box or pouch

1 pack washable colored markers

1 pack crayons (box of 24)

1 pack of loose-leaf paper (wide ruled)

4 pocket folders

5 bound composition books (wide ruled)

1 pack highlighters

1 box of gallon-size Ziploc bags

1 mask

Optional

1 bottle of hand sanitizer or 1 pack hand sanitizing wipes (60% or more alcohol)

1 bottle disinfectant surface wipes (non-alcohol based)

1 box of tissues

Notes:

*Please label all supplies with your child's name.

*Teachers may have a more specific list for their classrooms. Please save your receipts, as all teachers may not require every item.

*All students are required to wear pants/shorts and gym shoes during PE class

*Any lunch or snacks your child brings to school should not be shared.

5th Grade Supply List SY 2020-2021

Backpack/book bag big enough to fit a file folder/large books. No wheels please.

- 2 packs No. 2 pencils
- 1 pack pens (blue or black)
- 1 pack pens (red)
- 1 pack of colored pencils
- 2 rubber erasers
- 1 pack glue sticks or 1 bottle glue
- 1 pair of personal headphones (plug in)
- 1 pair child scissors
- 1 plastic supply box or pouch
- 1 pack washable colored markers
- 1 pack crayons (box of 24)
- 1 pack of loose-leaf paper (wide ruled)
- 4 pocket folders
- 6 bound composition books (wide ruled)
- 1 pack highlighters
- 1 binder (3 ring)
- 1 package subject dividers for binder
- 1 box of gallon-size Ziploc bags
- 1 mask

Optional

- 1 bottle of hand sanitizer or 1 pack hand sanitizing wipes (60% or more alcohol)
- 1 bottle disinfectant surface wipes (non-alcohol based)
- 1 box of tissues

Notes:

- *Please label all supplies with your child's name.
- *Teachers may have a more specific list for their classrooms. Please save your receipts, as all teachers may not require every item.
- *All students are required to wear pants/shorts and gym shoes during PE class
- *Any lunch or snacks your child brings to school should not be shared.

Iwakuni Elementary School
Parent-Student Handbook
Acknowledgement Form SY2020-21

Please review the handbook with your child and make sure that all rules and regulations are understood. This is to ensure that you and your child are fully aware of all the rules they will follow while attending Iwakuni ES. Your child should return this to his/her homeroom teacher by 23 October 2020.

I know that my child, _____ and I have read the student handbook and we understand all the policies and procedures that were reviewed.

Student's Signature _____

Date _____

Parent/Guardian's Signature _____