

Kadena High School

“HOME OF THE PANTHERS”



Student & Parent Handbook

SY 2019-2020

WELCOME TO KDHS

Dear Students and Parents:

Welcome to Kadena High School. This Student-Parent Handbook answers many of the questions you may have about the policies and activities at Kadena High School. It is significant to keep in mind as you read through this handbook, that guidelines governing students are established to preserve the educational setting as well as the rights of each individual student in his/her pursuit of academic success.

We hope that this booklet will be helpful to you throughout the school year. We recommend you become familiar with its contents and keep it readily accessible at your home for easy reference. The handbook is also readily available online for your convenience.

Kadena High School students seek success in all areas of school life from academics to athletics. They have proven themselves to be confident in their abilities, courteous in their relationships with others, and proud to be Kadena High School Panthers. We are confident this tradition of excellence will continue.

We are looking forward to helping you have a successful school year and are open to suggestions you might have. SY 2019-2020 is going to be a great year and we challenge you to get involved, contribute in a positive manner, don't be afraid to try new activities, and do your best!

Sincerely,

KDHS Administration

School Motto: *We take care of ourselves, we take care of each other, we take care of our school!*

School Colors: *Black and Gold*

School Mascot: *Panther*

ACCREDITATION

All schools in DoDEA-Pacific South, including Kadena High School, are accredited by AdvancED <http://www.advanc-ed.org/about-us> the world's largest education community. Accreditation assures that a student's school credits are recognized by schools, colleges, and universities globally so that students can continue their educational goals in the United States or around the world. Accreditation is based on attaining the AdvancED Standards for Quality Schools, implementing a continuous school improvement (CSI) process, and hosting an External Review. Kadena High School is fully accredited by AdvancEd and our Systems (Okinawa, Pacific South District) accreditation visit was held in April 2016.

Mission:

EDUCATE, ENGAGE and EMPOWER each student to succeed in a dynamic world.

DoDEA Vision:

Excellence in Education for Every Student, Every Day, Everywhere

Core Values:

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

School Purpose:

KDHS Teachers and Staff Strive to Provide World Class Instruction Every Day for Every Student in Every Class

DODEA BLUEPRINT

The **Blueprint for Continuous Improvement** is DoDEA's strategic plan for school years 2019/19 through 2023/24. The title reflects the philosophy that drives DoDEA's strategic direction. A blueprint is an actionable plan that communicates and guides the work of all involved in a project. It is flexible and can be updated as the project develops and needs change. This is also true of our Blueprint, which serves as the foundation for all planning within DoDEA and directs our collective energies and resources as we strive to realize our vision. Further, the Blueprint will be continuously updated to reflect progress and shifts in students' needs and the environment.

Blueprint Goals and Key Result Indicators:

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

- Key Result Indicator: All DoDEA students will show appropriate growth within an academic year.

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

- Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

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

- Key Results Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

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

- Key Results Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.

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

Key Results Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.

Continuous School Improvement Goals:

KDHS is working on many goals to provide the best education for our students. As we enter SY 2019-20, our school improvement goal that we have selected is:

- **CCRS Academic Goal:** Kadena High School students will improve their ability to utilize college and career readiness skills in literacy across the curriculum.
- **CCRS Academic Goal:** Students will improve their ability to model and apply solutions, express mathematical reasoning, and justify their thinking by utilizing a variety of Mathematics instructional strategies.

Parents, sponsors and community members are welcome, and encouraged, to participate in this process. Contact the Main Office for additional information.

KADENA HIGH SCHOOL School Contact Information

Administrative Office		
Principal	Mr. Kristopher Kwiatek	634-1712
Assistant Principal	Mr. William Bragg	634-1712
Assistant Principal	Ms. Nedra Jones	634-1712
Admin Officer	Ms. Nicole Hansen	632-0541
Secretary	Ms. Mieko Cole	634-3857
Registrar	Mr. Doyle Robertson	634-0701
Attendance Clerk		634-1216
Office Assistant		KDHS.Attendance@pac.dodea.edu
Counseling Office/Nurse		
School Psychologist	Ms. Andee Rohwedder	634-0540
Guidance Counselor 9 th	Mr. David Gertz	632-0532
Guidance Counselor 10 th	Ms. Debbie Alcazar	632-0532
Guidance Counselor 11 th	Mr. James Bottlinger	632-0532
Guidance Counselor 12 th	Ms. Jewel Vessell	632-0532
ASACS		632-8210
MFLC	Ms. Gail Wells	080-3354-8765
Nurse	Ms. Melinda Kaplafka	634-3435
Information Center	Ms. Gloria Rigor	634-3455

Mailing Address:

DOD Dependent Schools-Pacific
Kadena High School-Okinawa
Unit 5166
APO AP 96368-5166

Japanese Mailing Address:

Kadena High School
Attn: Supply/HE7602
Bldg 9490
Kadena Air Base
Okinawa City, Okinawa JP

E-mail

Faculty and staff can be reached at: firstname.last@pac.dodea.edu

Internet:

School Intranet: <https://sites.google.com/student.dodea.edu/kadena-high-school/home>

External Website: <http://www.dodea.edu/KadenaHS/>

DoDEA CHAIN OF COMMAND

For any questions involving a particular class, parents are to first contact the teacher involved to arrange a conference. If additional assistance is needed, contact the Counselor or an Assistant Principal.

The remaining DODEA chain of command, from the lowest to highest is Principal, District Superintendent, Pacific Deputy Director, and Director of DODEA. Contact phone numbers and/or addresses for the entire chain of command are identified below:

Teachers and Counselors

Telephone: 634-1712

Email: firstname.lastname@pac.dodea.edu

School Administration

William Bragg, Assistant Principal

(10th and 12th Grade Students)

DDKIOOS□, Assistant Principal

(9th & 11th Grade Students)

Kristopher Kwiatek, Principal Telephone: 634-1712

Email: firstname.lastname@pac.dodea.edu

DoDEA Pacific South Okinawa District

Superintendent

Mr. Michael Johnson, Assistant Superintendent

Mr. ~~UPPERXUQH~~□ District Superintendent

Telephone: 634-1204

DoDEA Pacific Area Director

Okinawa, Torii Station

Ms. Lois Rapp

DoDEA Director

4040 North Fairfax Drive

Arlington, VA 22203-1635

Mr. Thomas Brady, DoDEA Director

Email: DoDEA.Director@hq.dodea.edu

School Office Hours:

Monday-Friday

0700 - 1500

Closed on Federal Holidays

DoDEA PACIFIC 2019-2020 SCHOOL YEAR CALENDAR

STANDARD DODEA PACIFIC SCHOOL CALENDAR

Note: Calendar based on 190 day teacher workdays including:

5 Teacher Orientation/Pre-service/CCR Days

4 CCR Days

4 Teacher Work Days

2 Professional Learning/Continuous School Improvement Days

<i>Monday, August 19, 2019</i>	<i>Reporting date for non-administrative educator personnel for CCR training, orientation and classroom preparation (19-23 August)</i>
School Year 2019-2020 (175 Instructional Days and 190 Teacher Work Days)	
First Semester (89 Instructional Days)	
Monday, August 26	Begin First Quarter and First Semester
Monday, September 2	Labor Day: Federal Holiday
Monday, October 14	Columbus Day: Federal Holiday
Thursday, October 31	End of First Quarter (46 days of classroom instruction)
Friday, November 1	No school for students -- teacher work day
Monday November 4	Begin second quarter
Monday, November 11	Veterans Day: Federal Holiday observed
Thursday, November 28	Thanksgiving Day: Federal Holiday
Friday, November 29	Friday: Recess Day
Monday, December 23	Begin Winter Recess (23 December - 3 January 2019)
Wednesday, December 25	Christmas Day: Federal Holiday
2020	
Wednesday, January 1, 2020	New Year's Day: Federal Holiday
Monday, January 6	Instruction Resumes
Monday, January 20	Birthday of Martin Luther King, Jr.: Federal Holiday
Thursday, January 23	End of Second Quarter and First Semester (43 days of classroom instruction)
Friday, January 24	No school for students -- teacher work day
Second Semester (86 Instructional Days)	
Monday, January 27	Begin Third Quarter and Second Semester
Monday, February 17	Presidents' Day (Washington's Birthday): Federal Holiday
Thursday, April 2	End of Third Quarter (45 days of classroom instruction)
Friday, April 3	No school for students -- teacher work day
Monday, April 6	Begin Spring Recess (6 - 10 April)
Monday, April 13	Instruction Resumes - Begin Fourth Quarter
Monday, May 25	Memorial Day: Federal Holiday
Tuesday, June 9	End of Fourth Quarter and Second Semester (41 Days of classroom instruction)
Wednesday, June 10	No school for students -- teacher work day. Last day for non-administrative educator personnel

**Please note that the District and school may publish a local calendar also.*

KADENA HIGH SCHOOL DAILY SCHEDULE

Students at Kadena High School will see their teachers four days a week through a combination schedule of seven-periods and four-periods. Tuesdays are Early Release days with an adjusted school schedule for teacher collaboration and professional development. This weekly schedule can change based on Federal Holidays, trainings, or other special events.

Monday	Tuesday	Wednesday	Thursday	Friday
Class Times	Class Times	Class Times	Class Times	Class Times
Period 1 7:20 - 8:09	Period 5 7:20 - 8:45	Period 1 7:20 - 8:45	Period 1 7:20 - 8:09	Period 1 7:20 - 8:09
Period 2 8:14 - 9:02	Period 6 8:50 - 10:15	Period 2 8:50 - 10:15	Period 2 8:14 - 9:02	Period 2 8:14 - 9:02
Period 3 9:07 - 9:55	Lunch 10:15 - 11:00	Lunch 10:15 - 11:00	Period 3 9:07 - 9:55	Period 3 9:07 - 9:55
Period 4 10:00 - 10:48	Period 7 11:05 - 12:30	Period 3 11:05 - 12:30	Period 4 10:00 - 10:48	Period 4 10:00 - 10:48
Lunch 10:48 - 11:25	PAW 12:35 - 1:10	Period 4 12:35 - 14:05	Lunch 10:48 - 11:25	Lunch 10:48 - 11:25
Period 5 11:30 - 12:18	PAW Schedule on Tuesdays & Wednesdays ~ PAW ~ Productivity, Assistance, Work Recovery		Period 5 11:30 - 12:18	Period 5 11:30 - 12:18
Period 6 12:23 - 1:11			Period 6 12:23 - 1:11	Period 6 12:23 - 1:11
Period 7 1:16 - 2:05			Period 7 1:16 - 2:05	Period 7 1:16 - 2:05

SAT and ACT Testing Dates for 2019-2020

International Locations (Includes DoDEA Pacific)

SAT

Testing Date

Registration Deadline

October 5, 2019	September 6, 2019
November 2, 2019	October 3, 2019
December 7, 2019	November 8, 2019
March 14, 2020	February 15, 2020
May 2, 2020	April 3, 2020
June 6, 2020	May 7, 2020

Fee: \$47.50 for SAT; SAT with Essay is \$64.50.

Register at: www.collegeboard.org

ACT

Testing Date

Registration Deadline

September 13, 2019	August 10, 2019 (or August 31, 2019 + late fee)
October 11, 2019	September 28, 2019 (or October, 2019 + late fee)
December 13, 2019	November 2, 2019 (or November 30, 2019 + late fee)
February 7, 2020	January 11, 2020 (or February 1, 2020 + late fee)
April 3, 2020	March 8, 2020 (or April 5, 2020 + late fee)
June 12, 2020	May 3, 2020 (or May 31, 2020 + late fee)

Fees: \$50.50 (No Writing), \$67.00 (with Writing). Schools have vouchers that students can use to waive the \$99.50 International Testing Fee for DoDEA students. See your school counselor to pick one up BEFORE you register online. Register at: www.actstudent.org

[Test Dates and fees are subject to change](#)

GENERAL INFORMATION

Badges / Student Identification

All students will be issued a KDHS picture ID along with a KDHS Lanyard. The principles of this policy are simple but must be adhered to at all times:

1. Lanyards/IDs must be visible at all times throughout the school day.
2. Student IDs are required for 10th-12th grade students that have permission to go off campus at lunch.
3. If a student loses their ID or lanyard, a replacement must be purchased for \$3.00 in the Information Center.
4. In certain classes, teachers may allow the temporary removal of lanyards for student safety (examples include: Culinary, Band, PE, and Robotics)

Missing Identification	Consequences
1 st Infraction	Verbal Warning
2 nd Infraction	Admin Counseling & Parent Contact
3 rd Infraction	Detention

Cell Phone Personal Electronic Use by Students

Students may use their personal cell phones and other electronic equipment before and after school and during passing times. Use in the classroom is determined by the teacher and should be for educational purposes. If this policy is abused by students the administration may suspend/modify the use of these devices.

Computers

The Internet makes it possible to access computers and people all over the world. Therefore, it is impossible to control all materials, and an industrious user may discover controversial information, which may not be considered to have educational value. However, DoDEA firmly believes that the valuable information on this network far outweighs the possibility that users may find undesirable material. DODEA has listed the following responsibilities for all Internet users:

1. The use of the Internet is a **privilege, not a right**, and inappropriate use will result in cancellation of this privilege.
2. Internet access in DODEA schools must be in support of education and research. Personal use is **NOT** acceptable.
3. Users who visit inappropriate sites or download inappropriate files will be denied Internet access.
4. Disrupting the use of the Internet by others is not acceptable.
5. Federal regulation mandates that users protect and conserve government property and not use such properties for other than authorized purposes.
6. Access or transmission of material in violation of U.S. regulation is prohibited. This includes copyright, threatening or obscene material.
7. Commercial use is not acceptable.

8. Vandalism may result in cancellation of privileges. Vandalism is defined as any attempt to harm, modify, or destroy computer hardware, software, the data of another user, or the Internet itself.

In the classroom, personal devices should only be used for academic purposes.

Lost And Found

Lost and found items should be turned into the main office. High value items will remain in the office. Items of lesser value will be housed in the supply room. If unclaimed by the end of the semester, articles will be donated to a local charity. The school is not responsible for loss or theft of any personal items the student brings to school. It is the student's responsibility, in concert with his/her parents, to search for the missing item and to file any necessary police reports.

Hall Passes

All students are assigned to specific rooms each period of every day. Students must have a pass in their possession when they leave a room during a class period. Students without passes will be considered truant. Student planners should be used as hall passes.

Homework Policy

Homework is defined as assignments to be done outside the classroom. These assignments reinforce classroom instruction, increase understanding, encourage retention, prepare for class discussion and provide curriculum enrichment opportunities. Homework is a small part of a student's grade, but it is important that all homework assignments be completed and turned in because they can impact a student's grade.

Lockers

School lockers and locks are available to all students. Students are responsible for securing their locker with the lock provided. Many students experience locker problems during the school year because they fail to practice locker security. Periodically, throughout the school year, locker checks may be done to insure all students are in their assigned lockers and all lockers are secured with a school lock. Students are forbidden to share lockers and are warned not to give combinations to friends. The school is not responsible for any items stolen or lost from student lockers.

Lunch Procedures - Closed-campus/Off-campus policy

Kadena High School maintains a closed campus policy for all 9th graders. All freshmen are to remain on campus for lunch. Any 10th-12th grade student found transporting a 9th grade student off campus and intentionally breaking school policy will lose their off-campus lunch privilege. Parents are welcome to check their child out of school to take them to lunch. Leaving school grounds without permission is classified as truancy.

10th – 12th grade students may leave campus for lunch, only after returning a signed form acknowledging that they have received and reviewed the KDHS parent/student handbook. This form will be provided to you at Orientation and emailed to all student sponsors.

Students who leave school grounds without a signed permission slip on file and a student pass/badge will be considered truant.

Food & Beverages

Students should eat or drink in the cafeteria, designated outside areas, or the Panther Zone. Only clear water bottles containing water are authorized in the hallways and classrooms during the normal school day. Drinks may only be brought to school for consumption at lunch. All drinks must remain sealed and kept in the student's locker until lunchtime. Food and drinks purchased in the cafeteria are to be consumed in the cafeteria and the container thrown away before leaving the cafeteria. NO GLASS CONTAINERS are allowed at school. This rule applies for all study trips and school activities.

*Food is not permitted in classrooms during instructional time. Exceptions include lunch meetings, special curricular related events, or other events approved by administration.

Messages for Students

Messages from parents/guardians will only be given to students in emergency situations to keep the classroom interruptions to a minimum.

Off Limit Areas / Trespassing

Students should not be in the building after normal school hours without adult supervision. In addition the following areas are off limits:

- Upper baseball field / dugout (unless during sports with adult supervision)
- Walking path behind Annex toward Bob Hope Primary School
- Forest mound area adjacent to JROTC

Study Trips

Occasionally, during the school year, students are taken on a study trip as a class project. Permission slips are sent home with the student before the trip is scheduled and must be returned promptly. Students must have a permission slip signed by a parent/sponsor before they can go on a study trip. Study trips are considered an extension of classroom studies and students are expected to participate to earn a grade.

Textbooks and Other School Property

Textbooks and certain school equipment (i.e. calculators, musical instruments) are furnished free of charge. However, students are held financially responsible for loss or damage to school property and restitution is expected and required. Teachers may ask students to order and replace lost items. Or, a loss of Government Property letter will be issued to the sponsor with DD Form 1131. Payment for missing books will be due within three weeks at the Dispersing Office of Accounting and Finance (Bldg. 721, Kadena Air Base) with the DD Form 1131 for lost or damaged books. If the book is found, parents must bring the book and paid receipt to the school supply office for paperwork that must be taken back to the Finance Office on Kadena for reimbursement. ****Replacing the missing textbook from on online vendor such as Amazon or Barnes and Noble is often the most efficient method.***

DoDEA School Rules, Regulations and Procedures

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

Graduation Requirements (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

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

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

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

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

High School Graduation Course Requirements:

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

Senior Class Valedictorian/Salutatorian

The students considered for these honors must be enrolled in the KDHS senior class for the first marking period of the school year and complete the year with that class. Eligibility is based on a full time student status, defined as enrollment in seven classes for the entire senior year. Weighted grades are used for the computation of Valedictorian and Salutatorian. Final selection will be made at the end of the eighth semester of school.

Early Graduation

Early graduation is considered on a case-by-case basis. It is recognized that there will be special situations that warrant early graduation. However, the conditions must be very unique in order for the privilege to be granted. Students requesting early graduation are requested to write a letter to the principal that must include the following information:

- Letter from the counselor indicating academic eligibility
- Reason for request
- Post-graduation plans
- Written approval of parent
- Request for a conference with the principal in October

Early graduates are not eligible to participate in Prom or return for the ceremony in June.

Graduation Ceremonies

Graduation is an important event for students and their families. To assure the appropriateness and dignity of the occasion, the District retains ultimate control over the structure and content.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. This event is planned entirely by the graduates and parents.

Student Recognition

National Honor Society

Kadena High School has a chapter of the National Honor Society. A student must maintain at least a 3.5 cumulative grade point average in order to be eligible for membership and to remain a member. Students must have attended one full semester at Kadena High School to be considered for membership. Selection is by a faculty committee and is based on the scholarship, character, leadership, and service criteria published by the National Honor Society. NHS students are required to attend regular meetings, complete an annual service project, and comply with all NHS by-laws. Election to the Kadena High School chapter entitles a student admission to another school's NHS chapter upon transfer. Induction programs are held once each semester.

Awards Ceremonies

Kadena High School recognizes academic excellence at awards assemblies held each year. Outstanding students are also selected for various categories of awards. Senior class scholarships are announced at the final awards assembly.

Honor Roll

A student earning an overall grade point average of 3.0 or better, with no grade lower than “C” during a semester will be listed on the Honor Roll for that semester. Students will also be recognized at the 1st semester awards assembly. (Honor Roll: 3.0 – 3.49 GPA, High Honor Roll: 3.5-3.99 GPA)

Principal’s Honor Roll

A student earning an overall grade point average (GPA) of 4.0 or better will be listed on the Principal’s Honor Roll.

Academic “K” Awards (Academic Letter)

1. Candidates will be considered on the basis of academic achievement.
2. Candidates must earn at least a 3.80 cumulative grade point average each academic quarter throughout the current school year. Weighted GPAs for AP courses will be counted.
3. All semester grades must be “A’s” and “B’s”. Any grade below a “B” will disqualify the candidate.
4. Candidates must take a minimum of five classes each quarter to qualify for an Academic Letter.
5. Candidates from another school may arrive at Kadena High School and still be considered for an Academic Letter.

Presentation of the “K” Award

1. Successful candidates will be qualified for the academic letter after second semester grades are finalized.
2. Successful candidates will be presented the academic letter in the fall of the next school year.
3. Academic Letter awardees of more than one year with Kadena High School will also be recognized for achievement by attaching an academic year pin to their letter for each year they qualify for the award.

President’s Award for Educational Excellence

The purpose of this award is to recognize students for their academic excellence. To be eligible for this award, the student must be a senior and also qualify to be a DoDEA Honor Graduate. The candidate must also demonstrate high motivation, initiative, integrity, intellectual depth, leadership qualities, and/or exceptional judgment.

Athletic Varsity Letter Awards

School Letters are awarded to varsity team members who meet the qualifications in a given sport. Students are awarded one letter during their high school career regardless of the number of times they qualify in the same, or additional, sports: Metal pins and bars are subsequently awarded for additional years of participation. Varsity awards are also awarded to the MCCS Dolphins Swim team as well as sport managers based on qualification standards.

Transferring Course Credits to a DoDEA School ([DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004](#))

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

Home-School Students

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

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

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

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

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

Scheduling

It is the policy of DoDEA that each student be provided an appropriate program of study designed to foster academic and personal success. Placement of students will be considered on an individual basis. Decisions will reflect what is in the best interest of the student. Occasionally it is necessary to make changes in a student’s schedule. Listed below are ways by which a student’s schedule may change:

- Some student schedule changes will be initiated by the counselor or administration to meet needs inherent in the school’s master schedule
- Changes in schedule may be made to balance the size of classes and/or allow students to take advantage of additional course offerings.
- During the first two weeks (10 school days) of a semester or of a student’s enrollment, a student’s schedule may be changed at the request of the student. (*Courses dropped between day 11-20 will result in a withdrawal annotation to the transcript)
- Parental approval is required.
- There will be no schedule changes after the end of the second week of the respective first or second semester.

Grading and Grading System

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the

student. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

To create an account and access the EGB System please visit the [DoDEA Web site](#) for instructions. Official grade reports are issued at the end of each marking period. Letter grades are based on more than just marks received on tests, quizzes, and semester exams. They may include class discussion, laboratory or class participation, teacher observations, homework, projects, special assignments, etc. Report cards are sent approximately ten days after the end of each marking period.

For purposes of calculating student GPA, the following scales shall be used:

Weighted	Unweighted
Advanced Placement (with AP exam)	Standard Scale
A = 5	A = 4
B = 4	B = 3
C = 3	C = 2
D = 2	D = 1
F = 0	F = 0

W-Grades

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

The following letter grades will be used to evaluate a student's academic achievement:

- A 90 - 100
- B 80 – 89
- C 70 – 79
- D 60 – 69
- F 59 and below – no credit received

I-Grades

An Incomplete (I) grade may be given when the student is not able to complete the required assignments. When a grade of “I” is given, the counselor and the teacher must determine the length of time needed to complete the work based on the number of days the student was absent from school (but not to exceed two weeks). After two weeks, if the required work is not completed the “I” will become an “F”. In preliminary computations of the student’s grade point average, the grade of “I” is equivalent to zero grade points.

Progress Reports/Report Cards (DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995)

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

Progress Reports

Parents should monitor student progress through the online program Gradespeed. Sponsors who are concerned about a student’s progress are encouraged to contact the subject teacher(s) or the grade level counselor. Official progress reports are issued to student’s midway through the marking period.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [Web site](#) for further instruction based on your situation or discuss with the counseling department at your student’s school.

During the first four (4) years **after** graduation, transcripts are stored in the KDHS Guidance Office. Requests for copies of transcripts should be sent to:

Kadena High School Attn: Guidance Office
Unit 5166
APO AP 96368-5166

Requests for transcripts after the fifth (5) year should be sent to:

PROMETRIC DoDEA Program
1260 Energy Lane
St. Paul, Minnesota 55108
Phone: (651) 603-3012 / (877) 471-9860
FAX #: (651) 603-3008

System-wide Assessment Program (DoDEA Regulation 2000.06, “Systemwide Assessment Program,” March 26, 2010)

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

All assessments selected for use within DoDEA shall:

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

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

Scholastic Integrity

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

Student Attendance (DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended)

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

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

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

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

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

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

Unexcused Absence

- A. Absence from school or a class without written verification from a parent or sponsor will be unexcused.
- B. The parent or sponsor will be notified by the administration, or designee, each time a student is "absent unexcused" from school.
- C. School personnel will work collaboratively with the student's parent or sponsor to identify the reason(s) for the truancy and in assisting parents or sponsors whenever possible.
- D. Unexcused absences may result in disciplinary action (i.e., detention, in-school suspension, and expulsion), along with **loss of credit**, if the student does not comply with the intervention plan, pursuant to Reference (a)

Unexcused Absences include, but are not limited to:

- Personal moneymaking ventures
- Transportation problems
- Oversleeping
- Senior skip day
- Seeing friends or relatives off at the AMC Terminal or airport
- Non-school sponsored functions
- Truancy

"Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between

teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college.”

Students should be at school by 07:15; the tardy bell rings at 07:20. When a student is absent, parents are requested to either:

1. Call the school between 0700 and 08:30 to inform the Attendance Clerk of the absence: (634-1216)
2. Notify the Attendance Clerk via email prior to 08:30: KDHS.Attendance@pac.dodea.edu
3. Provide a note, doctor or otherwise, as applicable

When a student leaves from early or arrives to school tardy, parents are requested:

1. Personally sign your child in/out at the computer at the main office.
2. Present a valid ID when taking a student from school early (students may not arrive to late or depart from school early without a parent/sponsor present).
3. Provide a note, doctor or otherwise, as applicable.

Helpful hints for parents

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

Tardy

Students who are not in their assigned classroom by the time the tardy bell is finished ringing will be considered “tardy unexcused,” unless the school receives written verification from the parent or sponsor consistent with the reasons for the unexcused tardy. Unexcused tardiness may result in disciplinary action. Attendance is taken for each period of the school day.

Number of Tardies	Consequences
5 Tardies	Admin Counseling & Parent Contact
6-8 Tardies	Detention for each Tardy
9 Tardies and each tardy after	Saturday School

Truancy

Truancy is defined as any absence from a class without the written permission of the sponsor and/or school officials. Truancy is a serious matter as it poses a threat to the health and well-being of our young people. The Kadena Disciplinary Action Program (KDAP) has partnered with the Kadena Air Base schools to address truancy.

Advanced Absences

Any student who will be absent for an extended period of time must:

- Obtain a Preauthorized Advanced Absence form from the Main Office.
- Get this form completed and signed by teachers.
- Return the form to the main office.
- Upon return, it is the student's responsibility to make up work missed.

Emergencies are unavoidable, but when a family trip is scheduled during the school year, careful consideration should be given to the impact the absence will have on academics.

Consequence for not giving advanced notice:

- Failure to notify the Main Office of an extended advanced absence could result in notification of the sponsor's command.

Early Withdrawal Grade to Date

The sponsor must notify the school of their departure date by filling out a Withdrawal form with the registrar. A minimum of five business days is required to ensure all necessary paperwork is complete. The student must meet with the registrar as soon as possible but no later than two days prior to departure. A final clearance form will be given to the student to take to each teacher during the day. Teachers will provide a grade to date, confirm that all books and materials have been turned in, and sign the clearance form. The student must return the completed form to the registrar on the last day of enrollment at the end of the school day in order to be officially cleared from school. Once the final clearance form has been completed and turned in to the registrar, the sponsor/parent must come to the office to sign for the student's records.

DoDEA Make-Up Work Policy for Absences

After an absence, students must check with their teachers to ensure all missing work is complete and submitted. Failure to do so may result in a failing grade. The policy for time allowed for making up class work due to an absence will be as many days as the student was absent from that class but not to exceed 10 school days. Please contact the school in the case of excessive absences.

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

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 in the DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

a. 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.

(1) The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., permanent change-of-station orders).

(2) 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.

b. This provision is permitted for early withdrawal with full Carnegie credit based solely on careful consideration of the unique circumstances that military families face. It recognizes that due to military requirements, families are occasionally required to make permanent change-of-station moves prior to the end of the school year, and that the school-age dependents of military sponsors should not be penalized educationally for these required moves.

(1) The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content.

(2) This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change-of-station moves.

c. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

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

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

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

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

Religious Holiday Observance (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

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

Student Discipline (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)

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

This section contains excerpts from DoDEA Regulation 2051.1 and local school policy. For questions, clarification or to review the official regulation in its entirety, please visit: http://www.dodea.edu/Offices/Regulations/upload/DoDEA-Regulation-2051_1a.pdf

Management of student behavior is a responsibility shared by students, sponsors, teachers, and the military and school communities; that consists of teaching and reinforcing positive student attitudes and behaviors. Student behavior should be safe, responsible, and respectful.

Grounds for Discipline

Disciplinary sanctions may be imposed for student conduct:

- While on school property.
- While in route between school and home or any school activity.
- While in vehicles owned by the Government or contracted by DoDEA schools for the transport of students.
- During the lunch period on a school day, whether on or off campus.
- During or while going to or from all school-sponsored or school-supervised events and/or activities that affect the missions or operations of the school or district including field- trips, sporting events, stadium assemblies, and evening school-related activities.
- When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions. For out-of school actions that involve First Amendment rights, there must be substantial disruption, or the likelihood of a substantial disruption, to the school.

Discipline will be progressively and fairly administered, beginning with the individual teacher's classroom management plan. School disciplinary actions may include, but are not limited to:

<ul style="list-style-type: none">•verbal reprimands•conferences•lunch/after-school/Saturday detention•office referrals•alternative in-school placements	<ul style="list-style-type: none">•counseling referrals•suspension•KDAP referrals•Expulsion
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Minor offenses

These include any conduct that is not conducive to the good order and discipline of the school.

Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, public display of affection, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity.

Grounds for Removal

A student may be disciplined, to include removal from school (i.e. suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct:

<ul style="list-style-type: none"> • Causing, attempting to cause, or threatening to cause, physical injury • Weapons violations • Drug, alcohol, or tobacco violations (including e-cigarettes, vapes) • Theft • Vandalism • Lewd, indecent or obscene acts • Sexual behavior/gestures 	<ul style="list-style-type: none"> • Willfully defying authority • Gambling • Bullying • Computer/Electronics violations • Arson • Forgery, cheating, plagiarism • Truancy • Violating base rules, laws or regulations
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The principal may remove a student for no more than 10 consecutive days. For potential removal in excess of 10 days, the school discipline committee will be convened. Suspended students may not be on, or near the school campus, or attend any school functions for the duration of the removal. With any removal from school, the sponsor/parent/guardian will be notified in person and in writing. The sponsor’s command and the school superintendent will also be notified. Students have the right to appeal the decision. In many such cases, the student will also be referred to KDAP. During the period of removal, students are permitted to make up all class work and homework assignments. After the period of removal, the sponsor may be required to attend a re-admission conference.

Incident Reports/Referrals

Students have the responsibility to report to a teacher, a sponsor or a representative of administration anything that they feel needs to be addressed concerning any issue at school. Incident reports are available in the front office. Additionally, if a student is referred to the office for a discipline reason, they are encouraged to complete an incident report. This allows students to share their point of view of an incident.

Pacific South SECONDARY School Discipline Matrix 06.02.2017

LEVEL 1 BEHAVIORS – DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21

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| <ul style="list-style-type: none"> Didn't obey instructions (E3.5.12) Disruptive behavior (E3.4) Dress code violation (E3.4) <i>see school policy</i> Eat-unauthorized area (E3.4) | <ul style="list-style-type: none"> Engaged in horseplay (E3.4) Excessive noise (E3.4) Failure to comply with rules (E3.5.11, E3.5.12) Hall pass violation (E3.5.12) | <ul style="list-style-type: none"> Internet violation (E3.5.21) <i>see school policy</i> Offensive behavior (E3.5.11) Public displays of affection (E3.5.11) Tardies (E3.4) <i>see school policy</i> |
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LEVEL 1 BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th and Subsequent
School	Admin Counsel	Admin Counsel Detention Parent Contact	Detention Parent Contact	Parent/Student Conference Detention	1-3 days suspension
Bus	Warning	1-5 days suspension	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension

LEVEL 2 BEHAVIORS - DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21

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|--|--|---|
| <ul style="list-style-type: none"> Abusive acts/lang (E3.5.11) Aggressive behavior (E3.5.11) Alarm violation/offense (E3.5.11) Attendance violation (E3.5.20) Changing grades (E3.5.18) Cheating (E3.5.18) Damage to property (E3.5.11) Detention violation/no show (E3.5.11) Disrespect to adult (E3.5.11) | <ul style="list-style-type: none"> Disrespect to student (E3.5.11) Forgery of signature (E3.5.18) Harassment all categories (E3.5.11) Insubordination (E3.5.11) Lying (E3.5.11) Off limits violation (E3.5.11) Plagiarism (E3.5.18) Portable electronic device (E3.5.16) Received stolen property (E3.5.11) | <ul style="list-style-type: none"> Safe rule violation (E3.5.11) Scuffling (E3.5.11) Stealing (E3.5.9, E3.5.11) Tamper with equipment (E3.5.8, E3.5.11) Threats of damage (E3.5.11) Throw/Shoot objects (E3.5.11) Truancy (E3.5.20) Uncooperative with staff (E3.5.11) Unsafe behavior (E3.5.11) Verbal abuse/gesture (E3.5.11) |
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LEVEL 2 BEHAVIORS CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
School	Admin Counsel Detention Parent Contact	Detention Parent Contact	Parent/Student Conference Detention	1-5 days suspension	5-10 days suspension *Discipline Committee Hearing
Bus	Warning	1 -10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of

LEVEL 3 BEHAVIORS - DODEA REGULATIONS: E3.5.1, E3.5.3, E3.5.4, E3.5.8, E3.5.10, E3.5.11, E3.5.12, E3.5.13, E3.5.14, E3.5.15, E3.5.21

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| <ul style="list-style-type: none"> Abusive behavior to peers (E3.5.1, E3.5.11) Bullying (E3.5.11, E3.5.15) Excessive detentions (E3.5.11) Fighting (E3.5.11, E3.5.14) Gambling (E3.5.11, E3.5.13) | <ul style="list-style-type: none"> Left campus without permission (E3.5.11, E3.5.12) Sexual Harassment (E3.5.10, E3.5.11) Sexual off behavior (E3.5.10, E3.5.11) Smoking Tobacco Products (possession) (E3.5.4, E3.5.11) Threatening behavior (E3.5.1, E3.5.11) | <ul style="list-style-type: none"> Tobacco/Alcohol (possession) (E3.5.3, E3.5.11) Unauthorized presence (E3.5.11, E3.5.12) Vandalism (minor) (E3.5.8, E3.5.11, E3.5.17) |
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LEVEL 3 CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
School	1-3 days suspension	3-5 days suspension	5 or more days suspension *Discipline Committee Hearing	Expulsion *Discipline Committee Hearing
Bus	1 -10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus

LEVEL 4 BEHAVIORS - DODEA REGULATIONS: E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6, E3.5.7, E3.5.9, E3.5.11, E3.5.17, E3.5.19

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| <ul style="list-style-type: none"> Alcohol related (using) (E3.5.3) Arson (E3.5.17) Bomb Threats (E3.5.17) Burglary(E3.5.7) Damage/Vandalism/Theft – Major (E3.5.7, E3.5.8, E3.5.9, E3.5.17) | <ul style="list-style-type: none"> Drug Paraphernalia (E3.5.6) Drug Related (E3.5.5) Explosive Device* (E3.5.17, E3.5.19) Fireworks (E3.5.19) Full/Partial Nudity (E3.5.11) Illegal Substances (E3.5.5) | <ul style="list-style-type: none"> Prohibited Item (E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6) Robbery/extortion (E3.5.7) Smoking Tobacco Products (using) (E3.5.4) Substance Abuse (E3.5.5) Weapon (E3.5.2) |
|---|---|--|

LEVEL 4 CONSEQUENCES

	1 st Offense	2 nd Offense
School	5 or more days suspension Expulsion *Discipline Committee Hearing	Mandatory Expulsion Recommendation is required *Discipline Committee Hearing
Bus	30 plus days – loss of bus privilege	Loss of bus privilege

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

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

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

School Bus Behavior ([DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended](#))

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

Student Dress Code ([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 the DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," Enclosure 2 (3,c,1) and Enclosure 2 (5,1). Please refer to your school's Web site for specific dress code policy.

Students' dress and personal grooming are expected to be appropriate for the school environment. There are many reasons why schools have found dress codes to have a positive effect. Students and parents assume responsibility for acceptable appearance. Failure to comply with dress code standards will be addressed by the administration. Students should also refrain from wearing clothing that may offend our host country either by style or message. Teachers or activity sponsors may set additional dress standards for safety reasons, building team spirit, or presenting a good image on study trips or off-campus activities.

- Dark/sun glasses (unless medically prescribed) may not be worn inside the school complex at any time. This includes both males and females.
- Footwear must be worn at all times.
- Shorts, skirts, etc. must be longer than the student's fingertips when arms and fingers are extended at the student's side when standing.
- Tank tops may be worn so long as undergarments are not seen. Muscle shirts, sleeveless undershirts with large revealing armholes or any other shirt with large revealing armholes or halter tops may not be worn. This includes shirts or blouses that expose the mid- section or body below the armpits.
- Spaghetti straps and backless shirts are NOT permitted.
- Clothing, jewelry, or any other items which have inappropriate pictures or logos, are obscene, are discriminatory, promote violence, are unsanitary, or makes reference to drugs, alcohol, tobacco, or gangs may not be worn.
- Clothing must be fastened in a way that undergarments are not seen.
- KDHS Administration reserves the right to ask students to cover up tattoos, body piercings, or brandings that may be a distraction to the educational environment.

When students are sent to the office for Dress Code violations, they will be allowed back in class after they have been corrected by the administration. There are no exceptions to this once it's been addressed.

Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)

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

Students shall:

- Comply with policies, procedures, and standards for student behavior;
 - Refrain from conduct or behavior that is disruptive;
 - Respect the rights and human dignity of other students and all school employees.
 - Attend school and classes regularly and punctually and make a conscious effort in all classes;
 - Participate in and take advantage of educational opportunities provided by DoDEA schools; and
 - Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.
1. All students have a right to learn without being disturbed, and all students must accept responsibility for decisions relating to their own learning and educational progress.
 2. All students have a right to attend school and to be in school without fear of physical or verbal assault or sexual harassment. Students have the right to feel physically and emotionally safe from any harm. Students have the right to be in a school with a drug free environment.
 3. Students are entitled to enjoy the opportunity to participate fully in school unabridged and unimpaired because of race, religion, sex, creed, national origin, disability or intellectual ability. All students will be extended equal opportunities to participate in educational and school sponsored activities.

To guarantee your rights as a Kadena High School student, you are expected to be responsible for your own actions and abide by the rules contained in this handbook. High school students are held more responsible for their actions because they are given more freedom and privileges. With these increased privileges come increased responsibilities.

Our policies governing students, both written and implied, are established for the purpose of preserving the educational setting as well as the rights of each individual student in his/her pursuit of an education.

Copies of DS Manual 2050.1, Students' Rights and Responsibilities in the Department of Defense Dependent Schools System may be obtained on request in the main office. This pamphlet includes the topics: “Access to Learning”, “Freedom of Expression”, “Student Governance”, “School Records”, “School Discipline”, “Protection of Personal Privacy”, and “Community Resources”.

Interscholastic Athletics

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

Activities & Athletics

- Must be in compliance with DoDEA Regulation 2740.1.
- Students are required to be in school the full day on the day of a weekday game. The only exception is for an appointment approved by the school administration in advance. A student who is "unexcused absent" on the day of a scheduled athletic program is ineligible for participation in that event.
- A student cannot be absent from school and attend practice except for an excused absence approved by the administration in advance.
- A student suspended from school is not eligible, at the minimum, for the next scheduled competition.
- Student attendance is recorded as "present school sponsored non- curricular activity."
- Students are responsible for identifying and making up all classroom activities or assignments which were missed as a result of being out of school while traveling to or from, and participating in, an Interscholastic Athletic Program.

Away Events

Students must ride the bus to away events. A coach is responsible for athletes until they are picked up by parents/guardian. If an athlete wants to return home using transportation other than the team bus, then their parents must notify the coach in person or in writing. This will release the coach from the responsibility of the athlete's safety and behavior.

Clubs & Sports

Students at Kadena High School are encouraged to participate in one or more of the many extra-curricular activities available.

In addition to this well-rounded athletic program, the following activities and clubs are offered in a school year:

AFJROTC Black Knights & AFJROTC Color Guard	Instrumental Music
AFJROTC Drill Team/Color Guard	Irish Dance Club
AFJROTC Kitty Hawk Air Society	Kadena Art Society
American Sign Language (ASL)	Japanese Club
Art Club	Panther Basketball League (Lunch Hoops)
Chorus	Mu Alpha Theta Society (Math)
Culinary Arts – Panther Pantry	National Honor Society
CyberPatriot	Spanish Club
Drama	Student Council and S2S (Student 2 Student)
Gay Straight Alliance (GSA)	Tri-M Music Society
Harvard Model Congress	Yearbook

The following sports (subject to change) will be offered in school year 2019-2020:

FALL: cross country, football, tennis, volleyball, and cheerleading
WINTER: basketball, wrestling, and cheerleading
SPRING: soccer, golf, baseball, softball, and track and field

Eligibility

Participation in extra-curricular activities at Kadena High School is a privilege, which is extended to those students who agree to compete under the rules governing this program:

1. To be eligible for athletic competition throughout the entire school year, a student must not reach his/her nineteenth birthday prior to the first day of the new school year.
2. For athletic competition and for activities requiring physical performance, students must pass a current school year sports physical examination and have it on file at the school. No practice or participation is to be allowed until the physical is on record with the school nurse.
3. Students must be in attendance during the school day to participate in an extra-curricular activity that day. The administrator in charge of activities will address exceptions.
4. Students who are ineligible will not be allowed to try out for extracurricular activities. Roster spots will not be saved for ineligible students.
5. Students must maintain a 2.0 GPA each week and have no more than one F for the week.
6. Students must be eligible with a 2.0 GPA to try-out and participate in any extracurricular activity.
7. Students' grades will be monitored every Tuesday at 0800 to determine eligibility status. Students determined ineligible will remain ineligible until the following Tuesday at 0800.
8. At the beginning of the school year, all students are considered academically eligible.
9. The sponsor of each extracurricular activity is responsible for informing the students participating in his/her activity of the contents of this policy.
10. Sponsors are also responsible for enforcing this policy when students are identified as ineligible.
11. Students who quit an athletic team after the official league season has started will not be eligible to participate in another school-sponsored athletic program during that same season.
12. All students involved in extra-curricular activities must sign and abide by a code of conduct.

Student participation in school sponsored activities is a desirable aspect of a student's total educational growth. However, if participation negatively impacts academic performance, it may suggest that the student needs to spend more time pursuing his or her course work and less on his or her extracurricular activity.

Injuries and Insurance

An athlete who sustains a major injury must obtain written approval from the doctor and/or parents in order to resume participation. Parents who are not entitled to free medical care for their dependents should be aware that responsibility for injuries these students may incur is a personal expense. Parents who believe their present insurance coverage is not adequate should either increase the protection available through their respective employers or supplement their existing coverage through a private company

Limitation of Team Membership

Any player, who competes in the first scheduled game or is a member of a given team on that date, is not authorized to participate in any other sport during that sport season. Therefore, students are authorized to participate in only one sport in the fall, one sport in the winter, and one sport in the spring.

The Athletic Director and School Administration will consider exceptions to team limitations due to injury. Also, students withdrawing from school on a weekday may maintain eligibility through the week/weekend of withdrawal.

Transcript

Any student who does not have an official transcript of credits from a school previously attended **may not** compete in any interscholastic competition. Exception: A student arriving from CONUS will be eligible to participate in an athletic contest provided their scholastic progress is satisfactory and DODEA eligibility requirements have been met. The student may continue to participate on a weekly basis until the official transcript arrives. If, upon receipt of the transcript, the student is discovered to be ineligible, no protest may be entered for the games in which the student has participated.

Spectator Code of Conduct

Spectators are expected to:

1. Follow all school policies prohibiting the use of alcohol and tobacco at all school events.
2. Recognize that they represent the school just as definitely as does the member of a team and, therefore, have an obligation to be a true sportsman and encourage the practice of good sportsmanship by others through their behavior.
3. Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team and refrain from inappropriate language.
4. Recognize that the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social and emotional well-being of the players through the medium of contests. Victory or defeat is of secondary importance.
5. Treat visiting teams and officials as guests, extending to them every courtesy.
6. Be modest in victory and gracious in defeat.
7. Respect the judgment and integrity of officials.

ACADEMIC AND SUPPORT PROGRAMS

Advanced Placement Courses

Advanced Placement (AP) courses by definition are extremely rigorous courses, demanding a great deal of the student's time, energy, and commitment for success. Enrollment in advanced placement classes enables the student to qualify for college level credit upon successful completion of the Advanced Placement test in the subject (usually with a score of 3 or better on a 5 point scale). Failure to take the exam for an AP course will result in the student not receiving a weighted grade. DoDEA pays the AP exam fees for all students enrolled in AP courses.

Advancement Via Individual Determination (AVID)

A program that prepares students who are not working to their potential for four-year college eligibility and restructures the teaching methodology of an entire school to make college preparatory curricula accessible to all students. The AVID elective classes are offered in grades 9 through 12 and admittance into the class is determined by evaluation of the following criteria:

- Strong student and parent academic commitment
- Grade Point Average of 2.0 – 3.5
- National Stanine scores on a standardized test of 5 to 7 in math computation and in total language
- Teacher, parent, friend, sibling, and/or self-nomination
- Good discipline and attendance records
- Completion of the interview process

Career Practicum (CP)

Career Practicum gives students an opportunity to work and to acquire skills training through on-the-job experience. CP also provides opportunities for students to research different careers, learn about the job application process, and write resumes, job descriptions, and cover letters. In addition to practical work experience, the CP program offers aptitude testing, career counseling, work exploration, career information searches, interest inventories, and career decision-making processes.

Child Find

CHILD FIND is the Department of Defense Dependents Schools (DoDEA) effort to locate children who have handicapping conditions and need individual and appropriate educational services.

- Blind/vision impairment
- Multi-impairments
- Deaf/blind
- Physically challenged
- Deaf/hearing impairment
- Preschool challenged
- Health impairments
- Serious emotional impairment
- Learning impaired
- Speech and language impairments

English as a Second Language

English as a Second Language (ESL) program aids students with limited English proficiency. The goal of this program is to help students acquire oral, reading, and writing skills needed for effective communication and participation in mainstream classroom activities. Depending on the age and proficiency level of the student when he/she enters the ESL program, the process may take from one to six consecutive years.

Guidance and Counseling Services

The following services are offered through the counseling office:

- Orientation for incoming students
- Course registration
- Coordination of Testing
- Personal counseling
- Academic and college counseling
- Career counseling
- Scholarship assistance
- Military recruitment

The Pupil Personnel Service at Kadena High School is comprised of specialists from diverse backgrounds. These individuals provide services to a wide range of students with individual learning needs. The PPS Department consists of:

- Counselors
- Alcohol and Substance Abuse Specialists
- Nurse
- Reading Improvement Specialist
- School Psychologist
- Teacher of the Communication Impaired
- Teacher of English as a Second language
- Teachers of the Learning Impaired

Panther Prep Monday, Tuesday, & Friday (During Lunch)

Panther Prep is a reserved learning opportunity that provides at-risk students academic support and structure. Any student with two or more grades of F during grade checks will be referred to Panther Prep until the end of the quarter, or until all grades are passing. Grade checks are conducted on a weekly basis, and students and parents will be notified of the referral within two working days.

Any student assigned to Panther Prep is expected to report to the designated Panther Prep classroom, room 132 in the main building, within 10 minutes of release from Period 4 with lunch and assignments. A referred student who fails to report to Panther Prep will be referred to Homework Club for a make-up session after school from 2:30-4:00. One day of monitored make up will be expected for each missed Panther Prep session.

The purpose of the Panther Prep program is two-fold; to provide academic support and mentorship. The intent of this program is not to be punitive, but rather as a support program. Further measures may be taken to assist in ensuring each student's academic success at the discretion of the administration.

Special Education

Kadena High School has the resources and staff to accommodate the needs of a variety of special needs students. Eligibility for Special Education is determined by the Case Study Committee. Students who are determined eligible for an Individual Education Program (IEP) will be provided with the special education and related services they require for their educational success. These services provide for the academic, social, emotional, and physical needs of students requiring specialized instruction. Teachers, parents, counselors, and community agencies may make referrals to special education. Whenever appropriate, students receive instruction in the regular education classrooms with support in these classes. Teachers implement modifications based on each student's Individual Education Program (I.E.P.).

Student Support Team (SST)

The Kadena High School SST is comprised of various educators and may include the school counselors, nurse, school psychologist, administrators, and regular and/or special education teachers. This team reviews student files, observes the student in the classroom setting, and may recommend screenings (i.e. hearing and vision, developmental, intellectual, academic and/or behavioral screeners). The SST works closely with the student's teachers to ensure that he/she is experiencing the optimum learning environment.

Education Student Services

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

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

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

Disability Services ([DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended & DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001](#))

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child’s school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child’s individualized education program, including the delivery of medically related services.

English for Speakers of Other Languages (ESOL)/Language Services ([DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007](#))

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

of instruction given will vary according to the student's needs and classification. ELLs are involved in mainstream classes during the day.

Counseling ([DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003](#) & [DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006](#))

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

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

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

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

promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

Please contact your school psychologist for additional information regarding the DoDEA School Psychology Program.

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

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

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

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

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

The school nurse shall take the following measures:

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

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

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

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA

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

The following documents are necessary to complete the registration process:

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

The DoDEA Online Registration for Students (DORS) is currently available for families registering in schools serviced by Department of Defense Education Activity (DoDEA). DORS reduces manual forms and makes it easy for parents to register their child for school.

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

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

Eligibility and Enrollment:

Please visit the DoDEA Online Student Pre-Registration Website

<https://registration.dodea.edu/privacy-act.cfm>

Registration

The following documents will be required for Registration:

1. Orders

Air Force or Army

Orders with verification of dependents by name

Locally hired Civilians

SF-50

Certification of Employment letter

SF-1190 for those receiving LQA

*GS Civilian-SF-50-B

Marine Corp or Navy

Orders & Area Clearance/Entry Approval

NAF

Notification of Personnel Action Form*

*AF-2545

*Marines-A500

2. Certification of Immunization (Form 122.1)

3. Student Passport and/or Student's Military ID Card

4. Proof of Residence (Lease Agreement or Housing Acceptance Letter)

Re-Registration

Re-Registration is mandatory for students who are currently enrolled and plan to attend KDHS the following school year. Re-Registration includes meeting the school's registrar to verify, update, provide, and sign necessary documentation. This process is necessary to obtain the enrollment data used to provide adequate staffing and to create a master schedule that meets the academic needs/elective course choices of students. Preliminary course selections are developed by the Guidance counselors prior to the end of the school year. However, this does not Re-Register a student for the following school year. **Course selections cannot be finalized unless Re-Registration is accomplished.** If you have any questions, contact the school's Registrar at 634-0701.

The following documents will be required for Re-Registration:

- If your DEROS is before September, you must provide extension orders or a letter from your command pending your extension orders
- If your DEROS is indefinite, you must bring in a current letter from your command that you will remain in Okinawa
- If you are a DODEA teacher, you must bring a copy of current RAT orders. If you are not taking RAT travel then you must bring a current verification of employment letter.
- If you are a DOD civilian, you must bring a current letter verifying your employment

***Due to unforeseen changes in registration requirements, please contact your school for current information or documentation that may be required.

The DoDEA Online Registration for Students (DORS) is currently available for families registering in schools serviced by Department of Defense Education Activity (DoDEA). DORS reduces manual forms and makes it easy for parents to register their child for school. <https://www.dodea.edu/DORS/>

Student Enrollment: Immunization Requirements – [Immunization Requirements Memorandum](#)

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

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

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

http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Access to School Facilities

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

Computer Access/Internet Policy/Electronic Devices ([DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010](#))

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

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.

- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

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

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

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

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

Child Abuse/Neglect

The Department of Defense Schools and community regulations mandate school officials report suspected child abuse and neglect. Any suspected cases of physical abuse or sexual molestation will be reported. The national mandate to prevent child abuse is so strong that school officials can be charged if they fail to report a suspected case of child abuse. Neglect is considered a deprivation of

necessities, including failure to provide nourishment, shelter, clothing, health care, education, and supervision. This includes leaving children unattended or without adequate supervision. Students should not be kept home from school to supervise other children. Our responsibility and obligation at Kadena High School is to report all suspected cases to family advocacy. Their job is to investigate the suspected abuse or neglect and provide appropriate services for the family.

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

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

Student Safety

Anti-Bullying Policy

A. **“Bullying”** means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

Unwanted teasing	Physical violence
Threatening	Theft
Intimidating	Sexual, religious, or racial harassment
Stalking	Public humiliation
Cyber Stalking	Destruction of school or personal property
Cyber bullying	Social exclusion, including incitement and/or coercion
	Rumor or spreading of falsehoods

B. “Harassment” means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student’s educational performance, or employee’s work performance, or either’s opportunities, or benefits.
3. Has the effect of substantially negatively impacting a student’s or employee’s emotional or mental well-being.
4. Has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

C. “Cyber stalking”, as defined: to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. “Cyber bullying” is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to email, blogs, texting on cell phones, social media (e.g., Kik, Instagram, MySpace, Facebook, Twitter, etc.), chat rooms, “sexting,” instant messaging, or video voyeurism.

E. “Bullying”, “Cyber bullying”, and/or “Harassment” also encompass:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. Perpetuation of conduct listed in the definition of bullying, harassment , and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of KDHS; or
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

F. “Bullying,” “Cyber bullying,” “Harassment,” and “Discrimination”

Encompasses, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived; sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by KDHS.

G. “Accused” is defined as any employee, student, visitor, volunteer or other person in the school or outside the school at schools sponsored events, on school buses, and at training facilities or training programs sponsored by KDHS who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing.

H. “Complainant” is defined as any student, employee, visitor, volunteer, or other person who formally or informally makes a report of bullying, orally or in writing.

I. “Victim” is defined as any employee, student, visitor, volunteer, or other person in the school or outside the school at school sponsored events, on school buses and at training facilities or training programs sponsored by KDHS, who is reported to have been the target of an act of bullying during any educational program or activity conducted by KDHS.

II. Expectations: KDHS expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

A. KDHS prohibits the bullying of any student or school employee:

1. During any educational program or activity conducted by KDHS.
2. During any school-related or school-sponsored program or activity or on a KDHS school bus.
3. Through the use of any electronic device or data while on school grounds or on a KDHS school bus, computer software that is accessed through a computer, computer system, or computer network of KDHS. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
4. Through threats using the above to be carried out on school grounds. This include threats made outside of school hours, which are intended to be carried out during any

school-related or school-sponsored program or activity, or on a KDHS school bus.

5. Though an incident of alleged bullying (cyber bullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school administration, disciplinary sanctions may be issued.

B. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods

C. Student rights shall be explained as outlined.

III. Stakeholder Responsibilities

A. Student Support Services' Office of Prevention: Student Support Professionals, in collaboration with KDHS, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy

A. At the beginning of each school year, the school principal/designee shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Handbook, Employee Handbooks, the school website, and/or through other reasonable means.

V. Disciplinary sanctions (consequences) and due processes for a person who commits an act of bullying under this policy.

1. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, as outlined in the Student Code of Conduct, the discipline Matrix, and this Policy
 - a. All steps necessary to protect the victim from further violations of this policy will be taken.
2. Consequences and appropriate intervention for a visitor, volunteer, or parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act.

IV. Referral for Intervention

A. Referral of a student to the collaborative problem-solving team for consideration of appropriate services is made through the school problem-solving process by school personnel

Parent notification is required.

B. School-based intervention and assistance will be determined by the collaborative problem-solving team and may include, but is not limited to:

1. Counseling and support to address the needs of the victims of bullying.
2. Counseling interventions to address the behavior of the students who bully (e.g., empathy training, anger management).
3. Intervention which includes assistance and support provided to parents.
4. Analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

V. Appeals process

A. Appeal procedure for bullying by a student will follow the steps outlined in the Student Handbook.

VI. Confidentiality

A. To the greatest extent possible, all complaints will be treated as confidential

B. Limited disclosure may be necessary to complete a thorough investigation as described

C. The complainant's identity shall be protected, but absolute confidentiality cannot be guaranteed.

VII. Retaliation Prohibited

A. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this Policy.

B. Retaliatory or intimidating conduct against any individual who has made a bullying complaint or any individual who has testified, assisted, or participated, in any manner, in an investigation is specifically prohibited and as detailed in this Policy shall be treated as another incidence of bullying.

Drug-Free School Policy

DS Regulation 2792.2 Drug-Free School and Learning Environment establishes policies and procedures for ensuring drug-free school and learning environments. Possession of, being under the influence of or selling or giving away non-prescription, prescription, illegal drugs, controlled substances, alcohol or tobacco (including e-cigarettes, vapes, etc.) on the school campus, during the school day, or during any school sponsored trip or activity is not permitted. Appropriate discipline will be taken if these standards are not met.

Notice of Authority to Search

School administration reserves the right to conduct random and periodic searches of school (including student lockers) property and may seize contraband items belonging to students. School administration has the authority to search student possessions and person when there is reasonable suspicion that the student is in possession of items prohibited by DoDEA Regulation 2051.1 http://www.dodea.edu/Offices/Regulations/upload/DoDEA-Regulation-2051_1a.pdf

Weapons

Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (i)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity, constitute grounds for removal. A minimum 1-year expulsion is required for the possession of firearms. Please see DoDEA Regulation 2051.1 for further information.

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

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

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

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

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

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: www.dodea.edu/sexualharassment to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DMEO) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

Parent/Student/Teacher Communication

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

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

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

Student Health — Allergies and Chronic-Acute Conditions ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))

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

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

staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

Allergies/Chronic/Acute Conditions/Emergency Contacts

It is extremely important that parents inform the school of at least one emergency contact (name, phone number, address) in addition to the home and duty phone number of parent/sponsor. This is necessary should there be an emergency at school. You will also want to inform the school and the nurse of any chronic or acute health problems, including allergies, asthma, seizures, diabetes, heart condition, orthopedic problems, or any condition that may require special attention. If a student is allergic to bee stings, a bee sting kit should be brought to school and left with the nurse. Inhalers should be provided for students with asthma.

Medication at School

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

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

Medication

DoDEA requires that no student carry medication (prescription or over the counter) to school. It is preferable to schedule a student's medication so that it can be taken at home before and/or after school. In those rare cases when students must take medication at school, only a parent or the nurse can administer it. Any medication dispensed by the nurse requires a "Hold Harmless" form from the

physician. All medication kept in school must be the original container from the pharmacy. The label must include: Name of Student, Name of Medication, Time to be taken, and Dosage.

The school nurse must keep all medication in a locked cabinet. Under no circumstances should a student self-administer medication. This includes aspirin, vitamins, over the counter medication and prescriptions.

The School Nurse does not diagnose or treat any non-school related injury or illness, including Youth Services sports injuries, non-specific rashes and other skin conditions, allergic symptoms, or dispense aspirin or other over-the-counter medications and does not excuse students from participating in physical education.

School Nurse

A school nurse is on duty to evaluate any student who becomes ill or is injured at school. The nurse may sign out an ill or injured student in the main office with the sponsor's permission. Students will not be released to any person other than their designated emergency contacts.

Please keep the school informed of current emergency contact numbers.

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

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

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

Emergency Notification Procedures (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

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

- The school administrator is notified.

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

Student Illness

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

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

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

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

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

Safety and Security ([DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#))

Emergency Procedures

Bomb Threats

Bomb threats constitute a criminal offense. Consequences for the individual responsible and for the wider school community are severe and long lasting. Anytime a threat is made, we must assume that our students and staff are in danger and take appropriate precautions. We work closely with the Security Police, OSI, Military Command, the Transportation Office and District Superintendent’s Office to apprehend the individual that makes a threat and minimizes impact to students and on instructional time.

When a bomb threat occurs, students are evacuated to a safe location away from the school. Students are expected to remain with their teacher for the duration of the drill. Once evacuated, 18th Support Commander is in charge of the exercise. The exact evacuation location is not announced until the building is cleared. Once students are accounted for, classes will resume at the evacuation site. Parents will be notified of where the students are located on AFN and the radio.

Cell phones are not to be used during an evacuation. In the case of an emergency, parents must report to the evacuation site entrance and sign their child out with an administrator. Under no circumstance will a student be released to anyone other than a parent.

Cancellation / Delay of School

School may be cancelled or delayed for a variety of reasons (i.e. typhoon). Cancellation and delay announcements will be made on AFN starting before 0600 hours.

Fire and Emergency Drills

A minimum of 10 fire drills will be conducted each year. During an emergency evacuation procedure, a loud bell or announcement will be made. Students will follow the evacuation plan posted in the room and leave the room in an expeditious and orderly manner. Students are not to return to classrooms during or after emergency procedures until given permission by an appropriate authority.

Emergency Contact Information

Parents should ensure that students know their sponsor's unit and current duty and home phone numbers. It is extremely important that the school has a least one emergency contact (name and phone number) in addition to the home and duty phone numbers of parents. Students who are ill or injured will be released only to a parent, guardian or to the person designated on DS Form 600, Sponsor Pupil Registration. If these individuals cannot be contacted, it may be necessary to request the assistance of the sponsor's unit or Family Advocacy.

Safety and Security

The school is inspected regularly for compliance with fire and safety regulations. Evacuation drills for storm, fire, and/or bomb threats, which are required by military and DoDEA regulations, are held throughout the year. Each office and instructional area has a posted evacuation plan. The school is provided security protection at the level currently in force by the military community.

Transportation

School Bus System

Although Kadena High School provides all possible assistance with bus safety and conduct, the School Bus Office, Building 5821, on Camp Foster and Kadena Satellite Office, Building 6800, administers all student transportation issues. While bussing between designated zones and school is provided for the school day, there are no after-school activity busses. For more information regarding student transportation, safety, bus passes, or school zones, please contact the Student Transportation Office using the information below.

Phone (DSN): (DSN): 645-7820/2036

Off-Base or a Cell Phone: 098-970-7820/2036

Office Hours: Monday-Friday 0730-1600

Email: okin-bus@pac.dodea.edu

Website: <http://www.dodea.edu/Pacific/offices/Logistics/transportation.cfm>

Student Driving and Parking

To park on campus in designated student parking areas, students must register their vehicles in the main office and display a current parking pass. Students must follow the school guidelines regarding driving his/her vehicle to school or lose the privilege. The following are some of the rules that must be met for driving and parking privileges at KDHS:

- Students are not permitted to go to their cars during class time.
- Illegal parking will not be permitted, i.e. parking in the street, fire lanes, staff parking, behind the building, or other deemed locations.
- Random checks may be made and student drivers will be required to present their parking pass and ID cards.
- Students are not permitted to leave campus in their cars during class time.
- Student drivers are not permitted to transport underclassmen (freshmen) off campus at lunch.
- Tickets issued on campus may result in parking privileges being revoked.

Use of the parking lot is limited to arriving and departing from school. Loitering in the parking lots is not permitted. All vehicle regulations apply to Kadena High School parking areas and access roads. Tickets will be issued to students who park in unauthorized parking or do not comply with other vehicle operating rules. Students may not park in staff or visitors slots. Students should be attentive and alert during heavy traffic times right before and after school. Students are reminded to only park in marked parking stalls. Students who are excessively truant or tardy may lose their privilege to park on the KDHS campus. Driving to KDHS is a privilege.

Student Meals

In the Okinawa District, the School Meal Program is operated by a School Food Authority (SFA) and is responsible for following the USDA regulations, guidelines and requirements of the SMP. While not the only SFA in the Pacific, the Army and Air Force Exchange Service (The Exchange) is the largest provider of student meals on military installations. The Exchange also provides Free and Reduced-Price meals to students who qualify under Federal Guidelines. Additionally, in certain areas the school lunch program is run by the Navy Exchange (NEX) and the Marine Corps Community Service (MCCS) meal program. SMP accounts can be created at the BX customer service counter.

For more information regarding the school meal program and free reduced lunch, visit:
<http://www.dodea.edu/Pacific/offices/Logistics/studentMealProgram.cfm>

Parent-Teacher Conferences

All DoDEA schools should encourage parents to meet with their child's teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child's classes or progress in school. Parent-teacher conferences are a great way to discuss how parents and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling.

Kadena High School has one parent conference day each school year at the end of quarter one. This year's scheduled conference day is November 16, 2019. Parents are encouraged to meet with teachers at this time. Parents can also request an individual parent-teacher conference with the teacher or through the grade level counselor at other times during the year.

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

This is one way for parents to get involved in their child's education. Please consult your child's school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA-Pacific) or School Board meetings (DoDEA-Americas).

PARTNERS IN EDUCATION

As partners, we want the same thing for our students, the best possible education. The role of parent participation in education is a critical one. In order to prepare our students for success in a dynamic global environment we need to form a strong bond between school and home.

Parent-Teacher-Student Organization (PTSO)

The Kadena High School PTSO is a self-governing unit that plans programs and activities to support the needs of our students. The primary function of the PTSO is to bring the home and the school closer together in working to improve the education of our students. The PTSO is one of the primary fund-raising agencies in the school. They welcome parents, teachers, students, and any community members interested in the well-being of Kadena High School students.

PTSO Contact Email: ptso.kdhs@gmail.com

School Advisory Committee (SAC)

School Advisory Committee meetings are open to the public and are held monthly at the school. The School Advisory Committee advises the principal on matters affecting the operation of the school. Committee concerns include school policy, instructional programs, staffing issues, budget, facilities, maintenance, administration procedures, services, educational resources, program evaluation, student standards of conduct, and other educationally related items. This committee is an advisory group. The principal retains the right to make all final decisions on school policy.

The SAC may:

- Review school policy and advise principals on curricula and budget issues
- Recommend solutions to a problem
- Determine the feasibility of implementing new programs
- Measure the effectiveness of programs
- Keep the community aware of plans and programs initiated in the schools
- Hold forums on topics and invite community members to present their views
- Hold open houses
- Invite qualified speakers to address specific subjects
- Participate in briefings on school accreditation and school task groups

The SAC may not:

- Engage in political campaigns or issues
- Become a pressure group
- Decide on curriculum or choose textbooks
- Be a forum to air employee grievances
- Report independently to the public
- Function as a board of education
- Be involved in personnel actions of individual staff members, or participate in negotiations between DoDEA and its employees
- Engage in fund-raising activities for school equipment or special events, grant scholarships, or assume functions normally provided by Parent, Teacher, Student Associations, booster clubs or similar organizations

Parents of Kadena High School students and professional staff members are eligible to be candidates for the SAC. The SAC also invites students to present and participate on issues brought to this forum.

Visitors

We are pleased to welcome visitors who are interested in educational and extracurricular activities. Visitors during the school day must first come to the main office to receive a pass that will identify them as “Campus Visitors.” A person who wishes to visit classes throughout the day must have the pre-approval of the teachers to be visited and of the school administration prior to their visit.

Volunteer Program

Kadena High School encourages parent participation in all aspects of the school program. Parents can make our school more successful by mentoring, tutoring, providing computer support or clerical assistance, supervising students during lunch, chaperoning student activities, etc. Volunteers make a significant contribution to KDHS each year. Parents are welcome and encouraged to work with us as we pursue our instructional goals. Please see the front office staff to register as a school volunteer.

Weekly Newsletter (KDHS Connections)

A weekly Newsletter is sent to parents via e-mail. Please ensure the school has an updated and functioning e-mail address for the sponsor. If an e-mail address is not available, a hard copy of our newsletter can be sent upon request. The weekly Newsletter features academic, sports and community information as well as a calendar of events.

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

Noncustodial Parent Rights

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

FRESHMAN PLANNING CALENDAR (2019-2020)

AUGUST/SEPTEMBER

- Your schedule should include courses that challenge you academically. Your course selection should include rigorous and interesting electives in addition to required classes.
- Create your four-year-plan with your counselor.
- Join fall school activities, including student government, athletic teams, clubs, plays and service organizations. Take leadership positions when possible.
- Read your "Student Agenda / Planner" and share it with your parents so they will understand your school responsibilities.
- Review graduation requirements, honor roll requirements, attendance policy, discipline code, athletic eligibility, available clubs and organizations, etc.
- Use the calendar in your "Student Planner" daily to organize your homework and activities.

OCTOBER

- Volunteer for community activities.
- Make an appointment with your school counselor if you have not yet had a meeting this year.
- Encourage your parents to attend your school's Open House and meet your teachers.
- Review your Progress Report for the first marking period and see your counselor if you are having difficulty.
- You will be taking the PSAT on October 16, 2019.

NOVEMBER

- Read books, newspapers and magazines in addition to assigned homework.
- Review your report card. See your counselor if you need suggestions, tutoring, etc.
- Attend the Pacific South District College Fair. It will be held at Kubasaki High School in the fall of 2019. It's never too early to plan ahead see what options are available.

DECEMBER

- Explore potential careers through reading, searches, interest inventories and course selection.
- Join winter school activities, including athletic teams, clubs and service organizations.
- Take leadership positions when possible.
- Review your Progress Report for the second marking period and see your counselor if you are having difficulty.

JANUARY

- Rededicate yourself after the winter vacation to achieve better grades. Evaluate your study habits and organization, making changes where necessary.
- Read unassigned newspapers, magazines and books to expand your knowledge and vocabulary.
- Prepare thoroughly for your mid-term examinations.

FEBRUARY

- Begin planning for course selection for your sophomore year.
- Update your four-year-plan. See your counselor if you need help.
- Review your report card and transcript for first semester. See your counselor if you need suggestions, tutoring, etc.

MARCH

- Join spring school activities, including athletic teams, clubs and service organizations. Take leadership positions when possible.
- Develop a tentative four-year high school course selection plan. Plan for courses that challenge academically and will expose you to a variety of career possibilities.
- Review your Progress Report for the third marking period and see your counselor if you are having difficulty.

APRIL

- Review your report card. See your counselor if you need suggestions, tutoring, etc.
- Review your planned sophomore year courses with your parents and make final changes if necessary.

MAY

- Take an interest inventory test to assist your career planning process. Review your Progress Report for the fourth marking period and see your counselor if you are having difficulty.

JUNE

- Prepare thoroughly for your final examinations.
- Make plans for the summer.

SUMMER

- Begin your summer reading for English class.
- Read non-assigned books, etc.
- Be involved in summer activities including sports, work, hobbies and community and volunteer services.
- Begin to develop your high school "Brag Sheet" (a list of school and community experiences and awards) Plan how you will add to it this summer and in grade ten.

SOPHOMORE PLANNING CALENDAR (2019-2020)

AUGUST/SEPTEMBER

- Your schedule should include courses that challenge academically. Your course selection should include rigorous and interesting electives in addition to required classes.
- Reevaluate your 4-year-plan. Make the changes necessary to improve your academic and activity record.
- Join fall school activities, including student government, athletic teams, clubs, plays and service organizations. Take leadership positions when possible.
- Use the planner in your "Student Agenda" daily to organize your homework and activities.

OCTOBER

- Volunteer for school and community activities.
- Encourage your parents to attend your school's Open House and meet your teachers and school counselor.
- You will take the PSAT on October 16, 2019.
- Review your Progress Report for the first marking period and see your school counselor if you are having difficulty.

NOVEMBER

- Review your report card. See your counselor if you need suggestions, tutoring, etc.
- Make an appointment with your counselor if you have not yet had a meeting this year.
- Review a copy of your transcript so you understand how your high school courses are recorded.
- Discuss your career and/or college plans with your counselor.
- Become familiar with ASVAB and attend any test prep sessions which may be offered.
- Attend the Pacific South District College Fair. It will be held at Kubasaki High School in the fall of 2019. It's never too early to plan ahead see what options are available.
- Explore the college & career options. Use the college and career planning books in your school counseling office and media center. You can also use the Choices 360 web site: <https://www.dodea.edu/choices360/> to learn more about your personality and career interests and look at possible colleges and tech schools for the career field you are interested in pursuing.

DECEMBER

- Explore potential careers through reading, searches, interest inventories and course selection. You can learn more on the "Career One Stop" website: <http://careeronestop.org/>
- Join winter school activities, including athletic teams, clubs and service organizations. Take leadership positions when possible.
- Review your Progress Report for the second marking period and see your counselor if you are having difficulty.

JANUARY

- Rededicate yourself after the winter vacation to achieve better grades. Evaluate your study habits and organization, making changes where necessary.

- Review your PSAT scores and visit My College Quick Start at: <https://quickstart.collegeboard.org> to review your answers and find resources to help improve your test scores. If you have not already, sign up for collegeboard.org.
- Prepare thoroughly for your mid-term examinations.

FEBRUARY

- Begin planning for your junior year course selections.
- Consider taking the Armed Service Vocational Aptitude Battery (ASVAB) next year to begin focusing on a career direction.
- Review your report card. See your counselor if you need suggestions, tutoring, etc.

MARCH

- Join spring school activities, including athletic teams, clubs and service organizations. Take leadership positions when possible.
- Review your 4-year-plan. Your schedule should include courses that challenge academically and will expose you to a variety of career possibilities.
- Review your Progress Report for the third marking period and see your counselor if you are having difficulty.

APRIL

- Review your report card. See your counselor if you need suggestions, tutoring, etc.
- Review your planned junior year courses with your parents and make final changes if necessary.

MAY

- Take an interest inventory test to assist your career planning process.
- Review your Progress Report for the fourth marking period and see your counselor if you are having difficulty.

JUNE

- Prepare thoroughly for your final examinations.
- Make plans for the summer.

SUMMER

- Begin your summer reading for English class.
- Read non-assigned books, etc.
- Be involved in summer activities including sports, work, hobbies and community and volunteer services.
- Visit some local colleges if you think college is in your future. Begin to get a feel for different types of college campuses.
- Update your high school "Brag Sheet" (a list of school and community experiences and awards). Plan how you will add to it this summer and in grade eleven.

JUNIOR YEAR PLANNING CALENDAR (2019-2020)

AUGUST

- Be sure you are enrolled in the correct courses. The graduation plan is the responsibility of the student. Verify and adjust your choices.
- Become thoroughly familiar with policies and procedures relative to the dropping and adding of classes.
- Remember we are beginning preparation for your senior year by making prudent course selections now, building strong GPA's, and most importantly making sound decisions with post-secondary planning. Begin to think **graduation 2021**.

SEPTEMBER

- Check out clubs and organizations in your school and community. Get involved! This is crucial for students who will participate in the college application process.
- Set up an appointment with your counselor to review your transcript, four-year-plan, and begin to explore your post-secondary options.
- Attend the Pacific South District College Fair. It will be held at Kadena High School in the fall of 2019. It's never too early to plan ahead see what options are available.
- Mark your calendar for the PSAT on October 16, 2019. Test results from this PSAT administration are used to qualify for National Merit Scholarships.
- Sign into www.collegeboard.org and explore the College Board Tests link. You will find SAT testing registration and test dates for SY 2019-2020.
- Explore the ACT test website www.actstudent.org/ Registration and testing dates are posted for SY 2019-2020
- Begin NOW with your college search by familiarizing yourself with those websites that describe and compare colleges. Watch for counselor publications of those websites. The most widely used is www.collegeboard.org .
- Explore links on the KDHS Guidance and Counseling intranet page.
- Using your schedule, update your KDHS Academic Plan. Complete KDHS Counseling Needs Assessment Survey located on the Guidance and Counseling intranet page.

OCTOBER

- You will take the PSAT/NMSQT on October 16, 2019.
- Explore the college & career options. Use the college and career planning books in your school counseling office and media center. You can also use the Choices 360 web site: <https://www.dodea.edu/choices360/> to learn more about your personality and career interests and look at possible colleges and tech schools for the career field you are interested in pursuing.
- Participate in individual, group, or classroom counseling activities to help you use the information to evaluate career choices and college majors.
- **Begin to prepare a list of colleges you would like to research.**
- Start conversations with your counselor on your choice of colleges and careers.
- Consult college reference books, web sites, and the KDHS Guidance and Counseling intranet site.
- Request college catalogs, housing information material, scholarship, and financial aid information from colleges.

- Attend the Pacific South District College Fair. It will be held at Kubasaki High School in the fall of 2019.

NOVEMBER

- Attend individual, group, or classroom session on updating your portfolio and examining post-secondary goals.
- Compile a record of accomplishments and awards. Be able to identify your academic strengths and weaknesses. You will be working individually with your counselor to review various types of academic performance data to help with your identification.
- Review carefully your 1st quarter grades and note your cumulative GPA.
- Use a GPA tracker to track grades and set GPA goals.
- Become familiar with the ASVAB and attend any test prep sessions which may be offered. It will be administered in **October 2019 and on May 2020** at Kadena HS.
- Continue conversations with your counselor to make sure you are on the right track relative to scheduling and academic performance.

DECEMBER

- See your counselor to verify your second semester choices.
- Relax and enjoy your holiday break.

JANUARY

- Review the PSAT test results with your counselor.
- Become thoroughly familiar with your online PSAT results located through My College Quick Start at: <http://quickstart.collegeboard.org/> You will need your College Board account login and password.
- Become thoroughly familiar with the SAT Online Course to help with SAT preparation.
- Students and parents are welcome to attend the Financial Aid Workshop.
- Search for financial aid and scholarship sources at: www.fastweb.com
- Prepare early for your semester exams.
- Get your social security number, as it is required on many college applications.
- Prepare a list of 7 colleges or universities, which you are interested in exploring.
- Focused post-secondary planning to include an intensive college search process will begin.

FEBRUARY

- Schedule an appointment with your counselor. Match your career goals with your interests, achievements, and abilities. Bring in your list of colleges.
- Review your 1st semester grades and transcript with your counselor.
- Check the state residency requirements for the college you want to attend. Have you established state residency?
- See your counselor to apply for ROTC scholarships and make appointments to U.S. service academies.
- Participate in SAT or ACT prep session held during seminar, after school, or Saturday morning or sign up for a SAT prep courses through CollegeBoard.

MARCH

- Write the college on your list and evaluate the literature sent to you.
- Register for the SAT at: www.collegeboard.org/ and/or the ACT at: www.actstudent.org/
- Select your senior courses and review your four-year-plan.
- Prepare a resume, student profile, and autobiographical sketch.
- Practice writing college application essays.

APRIL

- Take the April ACT.
- Prepare early for AP exams.
- Inquire about early decision plans for colleges.
- Ask your counselor for information on college campus visitation programs.
- Begin eliminating some of your choices on your college list. You should work towards 5 choices.
- Continue to evaluate colleges. See your counselor for assistance.
- Look into summer jobs.

MAY

- Provide a resume of your interests and activities to your counselor along with the Student Profile (to be placed into your portfolio). The resume and Student Profile will be used to write recommendations to the colleges you are applying to.
- Take the AP exams.
- Take the SAT.
- Narrow college choices and note college deadlines for registration, housing, and financial aid. Think “College applications need to be in the mail by **OCTOBER!**”
- Begin to download applications and carefully read application process instructions. You will need to spend time organizing information you will need to complete the application. **IT TAKES TIME.**
- Study for second semester exams.
- If necessary, review summer school options with your counselor.

JUNE-AUGUST

- Take advantage of summer opportunities (volunteer work, jobs, academic camps, athletic camps).
- Read books during the summer.
- Keep up your writing skills by writing letters, stories, poems, etc. **KEEP WRITING.**
- If you have not obtained your college admissions applications, write for them.
- Begin completing college applications before your busy senior year begins.
- Spend extra time preparing a resume and essays that you may need to accompany your applications.
- If possible, visit some of the colleges on your list. Contact each admissions office to set up campus tours and appointments with college representatives.
- **THINK “SENIOR YEAR”!**

SENIOR YEAR PLANNING CALENDAR SY (2019-2020)

AUGUST

- Review your career plans and decide which type of postsecondary school is best for you.
- Save money from your summer job for college.
- List your top college choices.
- Request admissions information and school catalogs.
- Go on college visits. If you can't be on campus, check for online virtual tours.
- Obtain registration materials and test dates for the Scholastic Aptitude Test (SAT) and/or ACT assessment.
- Compare costs of each school that interests you by contacting the colleges by phone, mail, or via their websites.

SEPTEMBER

- Mark your calendar with registration, admissions, and financial aid deadlines and fees.
- Determine if the schools that interest you have online admission applications. If not, request them by mail now.
- Look at virtual tours of college campuses online.
- If you haven't already taken the SAT and/or ACT, register for the test(s).
- Ask employers, teachers, and guidance counselors for letters of recommendation to accompany your admissions applications.

OCTOBER

- Take the SAT and/or ACT.
- Work on your admissions essays.
- If you haven't already done so, attend college planning and/or financial aid information nights.
- Complete applications for every scholarship for which you may be eligible.
- Meet with your guidance counselor to develop a college admission and financial aid application plan.
- Make a folder for each of your college choices.
- Contact the schools' financial aid offices to determine which forms they require. Some schools may require special forms.
- Finalize portfolios, audition tapes, writing samples, or other evidence of talent if required for admission.

NOVEMBER

- Complete admissions applications by their deadlines.
- If you haven't already done so, attend college planning and/or financial aid information nights.
- If necessary, register to retake the SAT, ACT, and/or ASVAB
- Request financial aid forms and applications. Double check the deadlines for submission.
- Follow up to ensure your employers, teachers, and guidance counselors send letters of recommendation.

- Attend the Pacific South District College Fair. It will be held at Kubasaki High School in the fall of 2019.

DECEMBER

- Sign up for a PIN to complete your FAFSA online. (Also let your parents know that they will need a PIN.)
- Finalize admission applications.
- Urge your parents to file their taxes as soon as possible after January 1. This will ease the financial aid process.
- Research and apply for other financial aid, including grants and scholarships.
- Watch for early admissions notices (they tend to arrive in December or January).

JANUARY

- As soon as possible after January 1 and when tax forms are complete (they don't have to be filed until April 15; you can use estimates), complete your FAFSA online (or go to www.FederalStudentAid.ed.gov to download a PDF version of the FAFSA). Keep copies of all documents, including your PIN, in a file.
- Contact the U.S. Department of Education at 800-4-FEDAID for assistance completing the FAFSA

FEBRUARY

- Be mindful of deadlines. Always submit information on time.
- Research Advanced Placement (AP) or College-Level Examination Program (CLEP) exams.
- Watch for the e-mail notice indicating your Student Aid Report (SAR) is ready.
- Review your SAR for errors and make any corrections as indicated.
- Rank your top school choices.

MARCH

- Check with the financial aid offices to ensure your paperwork is complete. Submit tax forms if they request them.
- Narrow your school choices and make campus visits.
- Be on the lookout for acceptance letters.
- Start looking for summer jobs.

APRIL

- Compare financial aid award letters.
- Make your final school decision and mail deposits, as required.
- Check with the school you've chosen about returning financial aid award letters.
- Notify the schools you have chosen NOT to attend.
- Plan for registration, orientation, and housing, and mark your calendar with important dates.

MAY

- Be aware of any summer orientation sessions that you must attend at the school in which you will enroll, and make plans accordingly.
- Finalize your summer job plans, and make a plan for saving a portion of your summer earnings.
- Prepare a realistic student budget.
- Follow up with your high school to ensure the counselor forwards your final school transcripts to the college.

JUNE

- Plan for college transportation.
- Notify your high school guidance office of your college selection and any scholarships received.
- Follow up with the financial aid office to ensure all paperwork is complete.

JULY

- Save money from your summer job.
- Send “thank you notes” to everyone who helped you plan and prepare for college.
- Make copies of your financial aid forms, health forms, etc for your files to aid in resolving future issues.