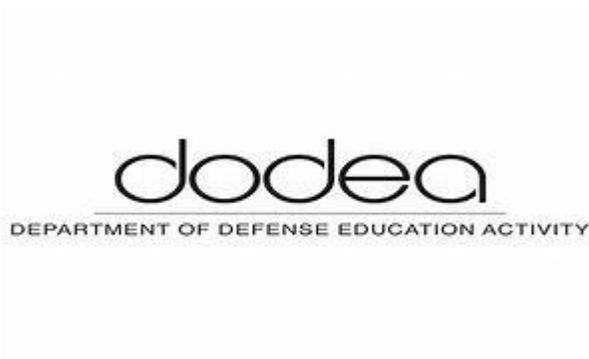
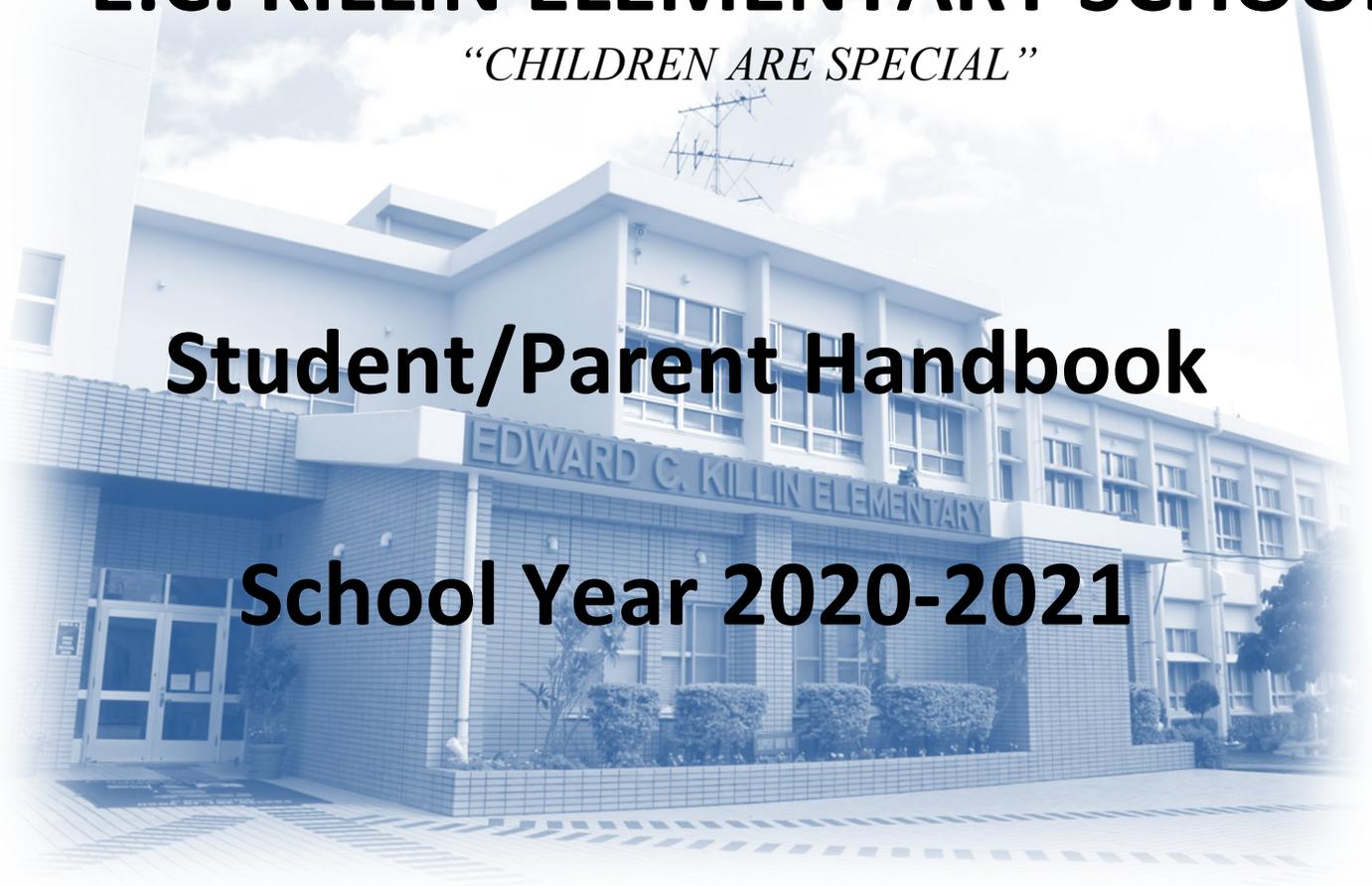


E.C. KILLIN ELEMENTARY SCHOOL

“CHILDREN ARE SPECIAL”

Student/Parent Handbook

School Year 2020-2021



OKINAWA, JAPAN

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WELCOME

On behalf of the E.C. Killin Elementary School family and community, it is truly our pleasure to extend a warm and heartfelt welcome to you as we begin our partnership in educating the future. To those students and parents who are new to E.C. Killin Elementary, we extend best wishes for an exciting and productive year within our school. We hope that you will feel at home and become involved in many of our activities throughout the school.

As we begin the school year, I will work diligently with you, parents and faculty, to foster an atmosphere that promotes a learning community, characterized by child-centered instruction, academic excellence, trust, respect, excellent communication and the recognition of our students and staff.

The staff is committed to partnering with you as we continue our shared vision of preparing students to be successful life-long learners in a diverse and dynamic world. Working together as a team, we will strive for excellence and work to create and excel at providing challenging learning environments in which all students can optimally learn and become productive members of our ever-changing global society. We truly have so much to be proud of as a Killin Family.

Please take time to read this handbook. It has been designed to provide information regarding school policies and procedures, as well as some general school information.

Should you have any questions or concerns, do not hesitate to contact us. You may also find additional information via the following social media sites:

[Facebook Site: DoDEA Killin Elementary School](#)

<http://www.dodea.edu/KillinES/>

www.eckgeckos.com

Educationally,



Kendra M. White, Ed.D
Principal



GENERAL SCHOOL INFORMATION

E.C. KILLIN ELEMENATARY SCHOOL CONTACT INFORMATION & HOURS

Contact Information:

Main Office: DSN 645-7760
Commercial 098-970-7760
Calling from US: 011-81-611-745-7760
Nurse: DSN 645-7761 (Commercial 098-970-7760)

Killin Elementary School Website:

<http://www.dodea.edu/KillinES/>

Email the Principal:

kendra.white@dodea.edu

Email the Teacher:

Firstname.lastname@dodea.edu

Mailing Address:

Department of Defense Dependents Schools
E.C. Killin Elementary School
Unit 35016
FPO AP 96373-5016

School Hours:

Regular Office Hours: 0700-1600

School Hours: 0850-1500 (Mon, Wed, Thu, Fri)

School Hours: 0850-1400 (Tue – early release)

Holiday Hours: 0800-1500

Summer Hours: 0800-1500

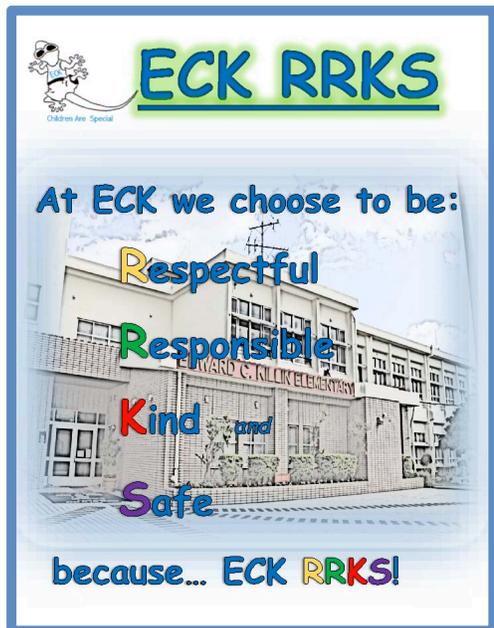
ECK PURPOSE, CORE VALUES, MASCOT & COLORS

Killin Elementary School Purpose Statement

“ECK is dedicated to preparing our diverse student population to be productive, contributing members of a global society.”

Killin Elementary Core Values

*“At ECK, we choose to be **RESPECTFUL, RESPONSIBLE, KIND AND SAFE.....BECAUSE ECK RRKS!**”*



School Mascot

Gecko

School Colors

Blue & Green



DODEA'S PURPOSE, VISION, MISSION, AND CORE VALUES STATEMENTS & ACCREDITATION

DoDEA Purpose

“World Class Instruction Every Day for Every Student, Every Day, Everywhere”

A blue graphic with a grid pattern. On the left, the word "Vision" is written in large, light blue letters, followed by "Excellence in Education for Every Student, Every Day, Everywhere". Below this, the word "Mission" is written in large, light blue letters, followed by "Educate, Engage, and Empower military-connected students to succeed in a dynamic world." A central circular icon with a star is connected to the text by lines. On the right, under the heading "CORE VALUES", there are six bullet points: "Student-Centered", "Excellence", "Continuous Improvement", "Lifelong Learning", "Diversity", "Individual Potential", "Shared Responsibility", and "Trust".

The [Blueprint for Continuous Improvement](#) is DoDEA's strategic plan for school years 2018/19 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.

This document contains a description of the purpose of the Blueprint, an overview of the planning process, and the details of specific elements of the plan. The elements in this plan create a firm foundation for DoDEA's pathway to greater student success for our next generation.

Accreditation

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

Continuous School Improvement (CSI)

Killin ES continues to place emphasis upon improving the school's overall teaching and learning in order to create academic success for each and every student. The CSI process defined by AdvancED provides a roadmap of seven main school and System Quality Factors (SQFs) that guide the district and its schools. Each staff member is part of one of the seven SQFs.

ECK currently has two school goals, one is an organizational goal, and the other is an academic goal, related to College and Career Reading Standards (CCRS):

Goal One: CCRS -Literacy Organizational Goal: Killin Elementary School will implement College and Career Readiness Standards in Literacy (CCRSL).

Killin Elementary School will achieve college and career readiness by implementing the new DoDEA College and Career Ready Standards by June 2021 as measured by date from the DoDEA Learning Walkthrough Tool, focused collaboration and team minutes, and teacher self-reflections on DoDEA Reading Workshop interest areas.

Goal Two: CCRS-Mathematics Goal: Killin Elementary School students will show an increased level of proficiency in problem solving and communication in Mathematics.

- 1st Grade: Students will be fluent with math facts adding and subtracting to 10 using strategies from 1OA6, and understanding the strategies they choose to use.
- 2nd Grade: Students will increase their word problem solving proficiency.
- 3rd Grade: Students will increase their 2-step word problem solving proficiency.
- 4th Grade: Students will increase their multi-step word problem solving proficiency.
- 5th Grade: Students will increase their proficiency in solving word problems.

SCHOOL CALENDAR - Copies available at the front office



Edward C. Killin Elementary Calendar

School Year 2020 - 2021



August							7 August	New Student Orientation @ 1300	January						
Su	Mo	Tu	We	Th	Fr	Sa	21 August	Meet & Greet 1430-1530	Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8	24 August	First day of School for Grades 1-5/ Ceremony @ 0915	3	4	5	6	7	8	9
9	10	11	12	13	14	15	31 August	First day of Kindergarten/Kinder Orientation @1000	10	11	12	13	14	15	16
16	17	18	19	20	21	22	7 September	Labor Day - Federal Holiday - No School	17	18	19	20	21	22	23
23	24	25	26	27	28	29	15 September	Open House, 1645-1800	24	25	26	27	28	29	30
30	31						25 September	CCR Training Qrt 1 - No School for Students	31						
September							30 September	SAC Meeting - ECK @ 1515	February						
Su	Mo	Tu	We	Th	Fr	Sa	7-8 October	School Picture Days (Fall Photos)	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	7 October	ODAC Meeting @ 1830 - Location TBD		1	2	3	4	5	6
6	7	8	9	10	11	12	9 October	Professional Development Day - No School for Students	7	8	9	10	11	12	13
13	14	15	16	17	18	19	12 October	Columbus Day - Federal Holiday - No School	14	15	16	17	18	19	20
20	21	22	23	24	25	26	22 October	End of First Quarter	21	22	23	24	25	26	27
27	28	29	30				23 October	No School: Teacher Workday - End of First Quarter	28						
October							26 October	Begin of Second Quarter	March						
Su	Mo	Tu	We	Th	Fr	Sa	5 November	Full Day of Parent Conferences- No School for Students	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	6 November	Full Day of Parent Conferences- No School for Students		1	2	3	4	5	6
4	5	6	7	8	9	10	11 November	Veterans' Day Observation - Federal Holiday - No School for Students	7	8	9	10	11	12	13
11	12	13	14	15	16	17	25 November	SAC Meeting - ECK @ 1515	14	15	16	17	18	19	20
18	19	20	21	22	23	24	26 November	Thanksgiving - Federal Holiday - No School	21	22	23	24	25	26	27
25	26	27	28	29	30	31	27 November	Recess Day - No School	28	29	30	31			
November							2 December	ODAC Meeting @ 1830 - Location TBD	April						
Su	Mo	Tu	We	Th	Fr	Sa	4 December	Accelerated Withdrawal Date (Fall Semester)	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	7 December	CCR Training Qrt 2 - No School for Students					1	2	3
8	9	10	11	12	13	14	21 December	Winter Recess December 21 - January 1 - No School	4	5	6	7	8	9	10
15	16	17	18	19	20	21	4 January	Instruction Resume	11	12	13	14	15	16	17
22	23	24	25	26	27	28	14 January	End of Second Quarter and First Semester	18	19	20	21	22	23	24
29	30						15 January	No School: Teacher Workday - End of Second Quarter	25	26	27	28	29	30	
December							18 January	Martin Luther King Jr. Day - Federal Holiday - No School	May						
Su	Mo	Tu	We	Th	Fr	Sa	19 January	Begin Third Quarter and Second Semester	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	29 January	CCR Training Qrt 3 - No School for Students							1
6	7	8	9	10	11	12	12 February	Professional Development Day - No School for Students	2	3	4	5	6	7	8
13	14	15	16	17	18	19	15 February	Presidents' Day - Federal Holiday - No School	9	10	11	12	13	14	15
20	21	22	23	24	25	26	24 February	SAC Meeting - ECK @ 1515	16	17	18	19	20	21	22
27	28	29	30	31			3 March	ODAC Meeting @ 1830 - Location TBD	23	24	25	26	27	28	29
KEY							24 March	End of Third Quarter	30	31					
	Student Non-Attendance						25 March	Teacher Work Day - No School for Students	June						
	School Holiday						26 March	Spring Recess - March 26 - April 2 - No School	Su	Mo	Tu	We	Th	Fr	Sa
	Accelerated Withdrawal						5 April	Begin Fourth Quarter - School Resumes			1	2	3	4	5
	Early Release Schedule						16 April	CCR Training Qrt 4 - No School for Students	6	7	8	9	10	11	12
	Spirit Wear Day Every Friday!						28 April	SAC Meeting - ECK @ 1515	13	14	15	16	17	18	19
School Bell Schedule:							30 April	Professional Development Day - No School for Students	20	21	22	23	24	25	26
0845 (Entry Bell)							5 May	ODAC Meeting @ 1830 - Location TBD	27	28	29	30			
0850 (Instruction Begin)							11 May	Accelerated Withdrawal Date (Second Semester)	Acceleration Dates: Dec 4th & May 11th						
Dismissal 1500 (M, W, Th, F)							26 May	SAC Meeting - ECK @ 1515	At ECK We choose to be: Respectable, Responsible, Kind, and Safe because I ECK E.E.K.S!						
Dismissal 1400 (Tuesdays)							28 May	Recess Day - No School							
School Mission: Educate, Engage, & Empower							31 May	Memorial Day - Federal Holiday - No School							
							10 June	End of Fourth Quarter and Second Semester - Last Day of School							
							11 June	Teacher Work Day - No School for Students							

Any changes to the calendar will be updated on the social media sites and sent in an email.

SCHOOL SUPPLY LIST – Copies available at the front office



Kindergarten Supply List SY 2020-2021

- ☒ Backpack/book bag big enough to fit a file folder/large books. No wheels please.
- ☒ 8 glue sticks
- ☒ 2 rubber erasers
- ☒ 4 pocket folders
- ☒ 2 boxes crayons (24 count)
- ☒ 2 composition notebooks (primary)
- ☒ 1 pack washable markers
- ☒ 1 pack No. 2 pencils ☒ 1 pack "fat" pencils
- ☒ 1 pack colored pencils
- ☒ 1 bottle liquid glue
- ☒ 1 watercolor paint set
- ☒ 1 pair child's round end scissors
- ☒ 1 supply pouch or box
- ☒ 1 pair of personal headphones (plug in)
- ☒ A change of clothes labeled in Ziploc bag
- ☒ 1 box of gallon-size Ziploc bags
- ☒ 1 mask

Optional

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

1st Grade Supply List SY 2020-2021

- ☒ Backpack/book bag big enough to fit a file folder/large books. No wheels please.
- ☒ 8 glue sticks
- ☒ 4 rubber erasers
- ☒ 4 pocket folders
- ☒ 2 boxes crayons (24 count)
- ☒ 1 pair of personal headphones (plug in)
- ☒ 4 composition notebooks (primary)
- ☒ 3 packs No. 2 pencils
- ☒ 1 pack colored pencils
- ☒ 1 bottle liquid glue
- ☒ 1 pair child's round end scissors
- ☒ 1 pack washable markers
- ☒ 1 watercolor paint set ☒ 2 highlighters
- ☒ 1 supply pouch or box
- ☒ 1 box of gallon-size Ziploc bags
- ☒ 1 mask

Optional

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

2nd Grade Supply List SY 2020-2021

- ☒ Backpack/book bag big enough to fit a file folder/large books. No wheels please.
- ☒ 2 packs No. 2 pencils
- ☒ 1 pack of colored pencils
- ☒ 2 rubber erasers
- ☒ 6 glue sticks
- ☒ 1 pair of personal headphones (plug in)
- ☒ 1 pair child scissors
- ☒ 1 plastic supply box or pouch
- ☒ 1 pack washable colored markers
- ☒ 1 pack crayons (box of 24)
- ☒ 1 pack of loose-leaf paper (wide ruled)
- ☒ 4 pocket folders
- ☒ 4 bound composition books (wide ruled)
- ☒ 1 pack highlighters
- ☒ 1 box of gallon-size Ziploc bags
- ☒ 1 mask

Optional

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

3rd Grade Supply List SY 2020-2021

- ☒ Backpack/book bag big enough to fit a file folder/large books. No wheels please.
- ☒ 3 packs No. 2 pencils
- ☒ 1 pack of colored pencils
- ☒ 2 rubber erasers
- ☒ 1 pack glue sticks or 1 bottle glue
- ☒ 1 pair of personal headphones (plug in)
- ☒ 1 pair child scissors
- ☒ 1 plastic supply box or pouch
- ☒ 1 mask
- ☒ 1 pack washable colored markers
- ☒ 1 pack crayons (box of 24)
- ☒ 1 pack of loose-leaf paper (wide ruled)
- ☒ 4 pocket folders
- ☒ 5 bound composition books (wide ruled)
- ☒ 2 spiral notebooks (wide ruled)
- ☒ 1 pack highlighters
- ☒ 1 box of gallon-size Ziploc bags

Optional

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

Notes:

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

4th Grade Supply List SY 2020-2021

- ☒ Backpack/book bag big enough to fit a file folder/large books. No wheels please.
- ☒ 3 packs No. 2 pencils
- ☒ 1 pack of colored pencils
- ☒ 2 rubber erasers
- ☒ 1 pack glue sticks or 1 bottle glue
- ☒ 1 pair of personal headphones (plug in)
- ☒ 1 pair child scissors
- ☒ 1 plastic supply box or pouch
- ☒ 1 pack washable colored markers
- ☒ 1 pack crayons (box of 24)
- ☒ 1 pack of loose-leaf paper (wide ruled)
- ☒ 4 pocket folders
- ☒ 5 bound composition books (wide ruled)
- ☒ 1 pack highlighters
- ☒ 1 box of gallon-size Ziploc bags
- ☒ 1 mask

Optional

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

5th Grade Supply List SY 2020-2021

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

Optional

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

Notes:

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

PICK-UP/DROP-OFF/CHECK-OUT PROCEDURES

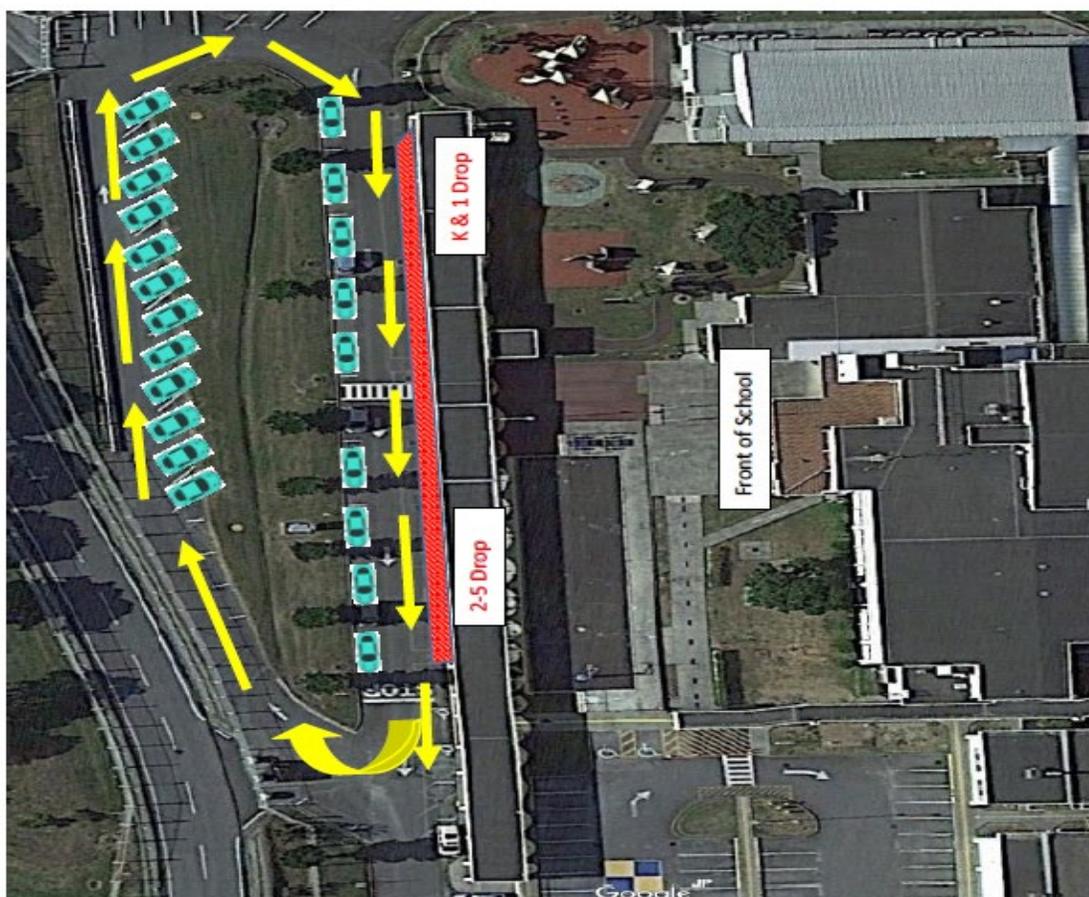
Before School

Students should report to school no earlier than 0835 (unless attending a before-school club). Upon arrival, students should line up in the designated areas by grade level and classroom teacher. Staff supervision begins at 0835 in the line-up areas.

After School

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

Drop Off & Pick Up Routines – Safety First



Parked Cars



Driving Lane



Pick-Up/Drop-Off Lane

NO PARKING ZONE

DROP OFF – Please wait patiently to pull into the lane to drop off students if the lane is full.

PICK UP – Please **DO NOT** pull into the pick-up lane until you see your child on the sidewalk. Continue to drive the yellow loop until stopping.

We strongly encourage you to let your child out on the passenger side of the car for safety.

AT ALL TIMES, PLEASE LOOK BEFORE PULLING INTO THE DRIVING LANE.

PICK-UP/DROP-OFF/CHECK-OUT PROCEDURES (Continued)

Check-out/Check-In During the School Day:

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

Also notify the Main Office if your child is to:

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

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

MISCELLANEOUS GENERAL SCHOOL INFORMATION

Telephone Usage By Students

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

Personal Items of Monetary and Sentimental Value

Any item of a monetary or sentimental value should be kept at home. The school is not responsible for any item that is lost or stolen.

Personal Electronic Devices (iPads, MP3 devices, iPods, and Cell Phones) are not to be used at school. We discourage students from using electronic devices to and from school. If a student chooses to do so, they are to be kept in a backpack throughout the day.

Pets on Campus

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

Playground Use

The safety and supervision of our students is of primary concern to ECK staff members. During the school day, use of the playgrounds is restricted to school students and staff only. After school concludes, the neighborhood community has access to the playground. For safety and accountability purposes, all ECK students (except those in after-school clubs) must leave campus promptly upon dismissal, and report directly home to parents. The school playgrounds and fields are open and available for neighborhood use with parental supervision after school. We ask all members of the ECK Community to help in keeping our campus safe and clean at all times.

MISCELLANEOUS GENERAL SCHOOL INFORMATION (Continued)

Lost & Found

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

School Clubs

ECK offers a variety of after-school activities for students. Activities may change from year to year, but examples might include Sports Club, Reading Club, Music, and Robotics. Activities are held directly after school on Mondays and Thursday. A list of activities to choose from will be provided to students in September. Parents will be responsible for transportation, and since membership is limited, students must make a commitment to consistent attendance and proper conduct. Further information and details will be published when club information is sent home.

Lost/Damaged Books

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

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

Parties

Classroom parties are not required, but rather are planned at the teacher's professional discretion. They generally occur throughout the year and are often associated with a well-known, US Celebrated Holiday, and possibly at the end of the quarter or school year. In order to respect the diverse values and beliefs in our community (i.e. at Halloween), parents are urged to exercise conservative support in these activities, and always consult with the teacher about the specific details of the planned party.

DVD Policy

Educational DVDs may be shown in the classroom to support learning objectives. Occasionally, some classrooms may show a fun DVD as an earned reward. All videos shown will be rated G unless written parent permission is obtained in advance. During rainy day lunch recess, students go to the Information Center and watch "G" rated movies during their regularly scheduled recess period.

Parent-Teacher Organization (PTO)

PTO, an organization of parents, teachers, and students, works to support our education learning environment and coordinates events for the students and our local community. PTO sponsors a variety of activities throughout the school year that benefit the ECK students. We genuinely hope all parents join the association and support its activities. Please check out their Facebook Site: [E.C. Killin Elementary School PTO \(ECK PTO\)](#) or email them at eckpto@gmail.com

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

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

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

The ECK SAC meets quarterly on the last Wednesday of the month and one additional time to write the SAC Summary Report.

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.

Bikes, Scooters, and Skateboards

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

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

Study Trips/Field Trips

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

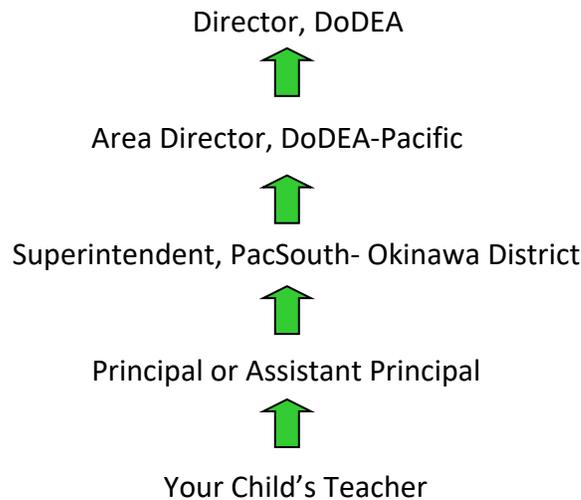
Chaperones should not follow school busses to field trip sites, as this can reduce adult supervision on the bus and create traffic problems if separated. *For most study trips, a background check will be required for a parent chaperone to supervise other children. This can take several weeks, so start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

COMMUNICATION, VISITORS, AND VOLUNTEERS

COMMUNICATION

Chain Of Command

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



Parent/Student/Teacher Communication

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

Role of Social Media

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

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.

COMMUNICATION (CONTINUED)

Scheduling Conferences with Teachers

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

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.

VISITORS & VOLUNTEERS

Visitors and Volunteers

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

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

Volunteering in the Classroom

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

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

VISITORS & VOLUNTEERS (CONTINUED)

Requirements and Guidelines for Volunteers:

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

Please keep commitments and be on time. If you can't come, please call the office.

Younger Sibling Visitors

We enjoy the family culture that comes with our school; however, it must be understood that parents have the responsibility of supervision for younger non-ECK students if the younger sibling is on campus. If the presence of a non-ECK sibling interferes with the safety, order, or educational program of ECK students, that parent may be required to make alternate arrangements for the child whenever bringing/picking up their ECK child at/from school.

DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES & E.C. Killin Elementary School Policies

DODEA POLICIES

This section of the handbook provides information that applies throughout DoDEA, in addition to local, ECK school and/or district policies. It notifies parents/ students and stakeholders of specific rules, regulations and procedures governing DoDEA schools and local schools.

The authorities pertaining to DoDEA rules, regulations, and procedures may be found on the DoDEA website. Policies can change throughout the school year. The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

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.

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.

DODEA POLICIES (CONTINUED)

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-DMEO-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>.

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

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.

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

Threats Towards Others

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

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

Threats to bomb, burn, kill, or harm school personnel.

Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

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

SCHOOL & DODEA POLICIES RELATED TO CURRICULUM, RESOURCES, AND STUDENT SERVICES

DoDEA Standards & Curriculum

All ECK educators follow the DoDEA wide-standards for each grade level/department and use the DoDEA curriculum as primary resources for student instruction. You may access the DoDEA-wide school curriculum standards for each grade level at: <http://www.dodea.edu/curriculum/>

DoDEA System-Wide Assessment Program

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

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

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

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

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.

Internet Usage

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

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

ECK Instructional Programs

In addition to general education teachers, ECK has special subject teachers and resource teachers that teach and offer support to the students throughout their academic day.

Special Subjects

The special subjects include Art, Music, PE, and Host Nation/Culture. All students in grades K-5 are scheduled to have at least one special subject class daily.

Resource Teachers:

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

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.

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.

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

Child Find

This program seeks to identify and locate all children, from birth through twenty-one years of age, who may have a handicapping condition - physical, intellectual or emotional and be in need of special education services. Once identified, the needs of these children (ages 3 - 21) can be met through the special education services offered in the DoDEA schools. You can help by spreading the word about the Child Find program among your friends and neighbors. For more information about Child Find and the school's special education program, or if you know of anyone who could benefit from our special education program, please contact the Main Office at 645--7760.

SCHOOL & DODEA POLICIES RELATED TO CURRICULUM, RESOURCES, AND STUDENT SERVICES (CONTINUED)

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.

Education Student Services

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the [Education Student Services Website](#) for further instruction based on your situation or discuss with an administrator at your student’s school. Counseling ([DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009](#) [DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009](#))

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.

Killin Elementary School Counseling Program

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

- Individual Counseling - The counselors assist students in resolving personal as well as academic concerns. This work is done on a short-term basis.
- Group Counseling - Our counselors facilitate small personal growth groups for students in a safe, guarded environment. Parents are consulted prior to children being placed into these groups.
- Parent Programs - Although our focus is primarily upon students, our counselors can also serve as a valuable resource for parents through parenting classes, discussion groups and private consultations.
- MFLC (Military Family Life Consultant) – Although not technically a school employee, military services provide schools with trained counseling specialists who rotate among schools on a 60-90 day basis. These individuals will often be seen interacting with students on the playground, in the cafeteria or in the classroom, to assist children with strategies for self-management and conflict resolution.

School Psychology

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

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, “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 & DODEA POLICIES RELATED TO REGISTRATION & ATTENDANCE

Registration, Re-Registration, and Relocation

Student Enrollment: Registration Process

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

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

The following documents are necessary to complete the registration process:

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

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

Home-school Students

[DoDEA Administrative Instruction 1375.01, "Home-School Students," October 15, 2018](#)

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

Student Enrollment: Immunization Requirements

[Immunization Requirements Memorandum](#)

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

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

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be

obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Tuition Payments

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

Re-Registration

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

Extensions

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

Withdrawal from School:

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

Accelerated Withdrawal/Early Departure

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

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

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

Families leaving early for other reasons, such as summer vacations, will not have report cards available early, nor should they expect for their children to receive credit for incomplete schoolwork. Report cards will be held at the school office until the family returns. Report cards for such students departing before the

Early Departure Date will not indicate promotion to the next grade level, but will contain a statement such as, "If this student had remained in school until May X or later, s/he would have been promoted to the next grade. As a general rule, students must be present 20 days or more each quarter to receive grades.

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 Attendance

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

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

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

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

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

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to

support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

Educational research clearly shows the correlation between consistent attendance and academic achievement. Additionally, Killin ES makes every effort to accurately account for each child. Parents play a key role in this process by keeping the Main Office informed of all absences from school via telephone, email, answering machine messages, or office visitation. To avoid an unexcused absence, we ask that parents phone the office at 645-7760 or use the following quick-link by 0900 to report their child's absence:

- ECKAttendance@dodea.edu

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

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

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

Pre-Planned Absences ([Pre-Planned Absence Form](#))

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

Student Grade-Level Placement

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

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

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

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

Placement at Beginning of School Year:

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

Placement after School Year Starts

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

Requests for Classroom Change or Grade Acceleration

When a parent requests a change in classroom placement, the following steps must be taken:

- ✓ The parent(s) of the student must meet with the classroom teacher to discuss the concerns that is prompting a desire to change classrooms. During that meeting, a plan between teacher, parent, and if applicable, student, will be developed to resolve concerns and ensure student's success.
- ✓ If the plan is not successful, the parent/sponsor will submit a written letter to the principal requesting a change in placement and stating the reasons for the requested change.
- ✓ An ad hoc committee will be created to evaluate the educational merits of the request. Depending on the change requested, the committee members should include parent, classroom teachers (present and team leader), specialist (if applicable), AAPS teacher (if applicable), and placement counselor. The committee will submit a report for administration to review.
- ✓ The principal will make the decision for the classroom placement, and the parents will be informed. If the student is moved to another classroom, it will be to the classroom that has the lowest enrollment at the time of the move.
- ✓ *The above process is normally completed within 10 working days.*

Parents may appeal the decision to the District Superintendent.

Retention

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

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

National Association of Elementary School Principals (NAESP)

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

1. Parents and teacher should meet early in school year to review the child’s progress, and design interventions to target the challenges the child is facing. Another meeting should occur 4-6 weeks later to evaluate progress and revise the plan.
2. If progress is not satisfactory, the teacher and parent can seek more specialized support through the school’s Student Support Team (SST), where other classroom teachers, specialists, and school administration review the case, and offer additional expertise and possible interventions that might not have been considered.
3. If progress remains unacceptable, the SST might recommend alternative assessments be considered to see if a medical, social, learning or language disorder might be impacting the child’s progress.
4. If the parents, teacher, and SST remain unsuccessful in their efforts with the child, a placement committee (to include parents, teacher, counselor, and school psychologist) might be established to consider retention. A Lights Retention Scale would be administered to determine whether the child might be a good candidate for retention. Additionally, the placement committee would provide parents with current educational research on the topic of retention. The placement committee would present a recommendation to the school principal for the final decision. This decision may be appealed by the parents to the district superintendent for review.
5. If the decision is made to retain the child, in accordance with DS regulation 200.3, this committee will then design an intervention and monitoring plan to promote student success into the following school year, and assure that the student retains a positive self-image. The placement committee will review the student’s progress for three successive grading periods the following school year to ensure that the placement is appropriate.

Report Card and Grading Information

Grading and Grading System

[DoDEA Regulation 1377.01, "Student Progress Reports," September 4, 2018](#)

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4–12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System. To create an account and access the EGB System, please visit the [DoDEA Web site \(https://dodea.gradespeed.net/gs/Default.aspx\)](https://dodea.gradespeed.net/gs/Default.aspx) for instructions.

Gradespeed

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

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

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

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

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

Progress Reports/Report Cards

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

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

Achievement codes will be given at the end of the second, third, and fourth marking period for students in grades K-1. Grades will be given at the end of each of the four marking periods for students in grades 2-12. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem.

Awards Programs

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

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

Homework

Homework should be meaningful, related to and an extension of what is being taught in the classroom; it should not be new or untaught material. It should not be too difficult or merely busy work. It should be evaluated promptly with feedback provided to the student. "Homework" in the primary grades may not always be paper and pencil tasks. Homework in primary grades may be students reading to parents and vice versa, or taking part in host nation and creative art activities. Parents can help by providing a specific time and place for doing homework that will have a minimum of interruptions and distractions. Parents will ensure that students have concrete ways to organize homework, i.e. folders, spiral notebooks, memo pads.

The time required for completing homework assignments should be approximately 10 minutes for each grade level. Example: 1st grade (10 minutes), 2nd grade (20 minutes). Student ability and work habits may cause the time spent on homework to vary greatly. When a student has difficulty with a homework assignment, parents should render assistance. Questions about the appropriateness, amount or level of difficulty of homework should be immediately brought to the teacher's attention. Parents/students should contact the teacher or counselor if signs of frustration and failure occur. The teacher will endeavor to provide homework that can be done within the students' resources. From time to time, teachers may send home Interactive Homework which encourages parent-child cooperation to complete.

Parent-Teacher Conferences

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

Lunch & Recess Information

Lunch Program

AAFES Lunch Options and Account Management

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

Free and Reduced Lunch Program

To apply for free/reduced meals, a current LES/pay stub/tax return (proof of income) must be submitted.

Applications must be resubmitted each school year. For more information please call the school office or online at <https://freeandreducedapps.aafes.com/>.

Cafeteria Visitors

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

Cafeteria and Recess Procedures

At ECK, we support the belief that a healthy lunch program must balance good nutrition with a calm and orderly environment. Since lunchtime is one of the few times during the day that students can openly socialize with friends and classmates, we allow an open conversation time for last half of the period.

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

ECK RRKS the CAFETERIA

We are Respectful, Responsible, Kind, and Safe!

- Use an appropriate voice level
- Clean up after ourselves
- Use our best manners
- Only eat the food we bought/brought
- Ask permission to leave
- Use walking feet
- Don't talk with food in our mouths

AT ALL TIMES:
Respect & respond to all adults in the school.
Be safe with your hands, feet, and body.

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

Recess Expectations (Playground)

Students will be provided the opportunity for recess before the lunch period begins. Weather permitting; the students are taken outdoors to black-top areas for supervised play.

- Students are encouraged to bring water bottles to school, especially during warm weather.
- On rainy days, students may play board games, watch a video, work on arts and crafts, or read books in the Media Center (library).



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

Student Conduct and Discipline

ECK staff makes every effort to provide a safe and orderly environment for students to learn. Students should come to school ready to learn. If a child's behavior inhibits his/her learning or the learning of others, we expect parents to be part of the immediate solution. We have high expectations for behavior of our students, staff, and visitors and have adopted four school-wide expectations for our school: **RESPECTUL, RESPONSIBLE, KIND, AND SAPE (ECK RRKS)**

Across the school in all settings, students will receive ECK RRKS Tickets if they are recognized for exceeding the expectations with being RESPECTFUL, RESPONSIBLE, KIND, AND SAFE. ECK RRKS Tickers are celebrated in student classrooms/grade-levels and are collected and names will be drawn every week for small prizes.

Classroom teachers also utilize these FOUR expectations in their classrooms and will resolve the majority of discipline/behavior problems in the classroom. Each teacher will communicate these expectations Procedures to resolve problems will include:

1. Teacher warns and reminds students of expectations
2. Teacher counsels student
3. Teacher notifies parents of misconduct and may assign a consequence
4. Teacher involves administration

At times there may be students who have a pattern of not meeting expectations. In these cases teachers will follow the above procedures and:

1. Teacher discusses problem with counselor, administration, or requests assistance of the Student Support Team (SST).
2. Teacher meets with parent and student for a conference.
3. Teacher seeks administrative assistance.

Discipline procedures **SHOULD NOT INCLUDE:**

1. Isolation of a student or students outside of the classroom.
2. Use of corporal punishment.
3. Use of ridicule, sarcasm, or inappropriate language.
4. Assignment of homework and/or written sentences as punishment.

SST and counselor consultations are made in cases of recurring behaviors that disrupt the class and the student learning process. Although the school counselor is not directly involved with discipline, they may assist in developing appropriate and positive student behavior patterns. Counseling procedures may include:

1. Suggesting techniques to modify student behavior.
2. Regularly scheduling counseling sessions to resolve ongoing problems.

SERIOUS infractions of school rules will be referred immediately to the administration. Students engaged in, but not limited to, fighting, bullying, possessing weapons (including toys or replicas) or repeatedly engaging in minor offenses may face a disciplinary hearing, potentially resulting in suspension or expulsion from school.

Discipline

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.

Scholastic Integrity

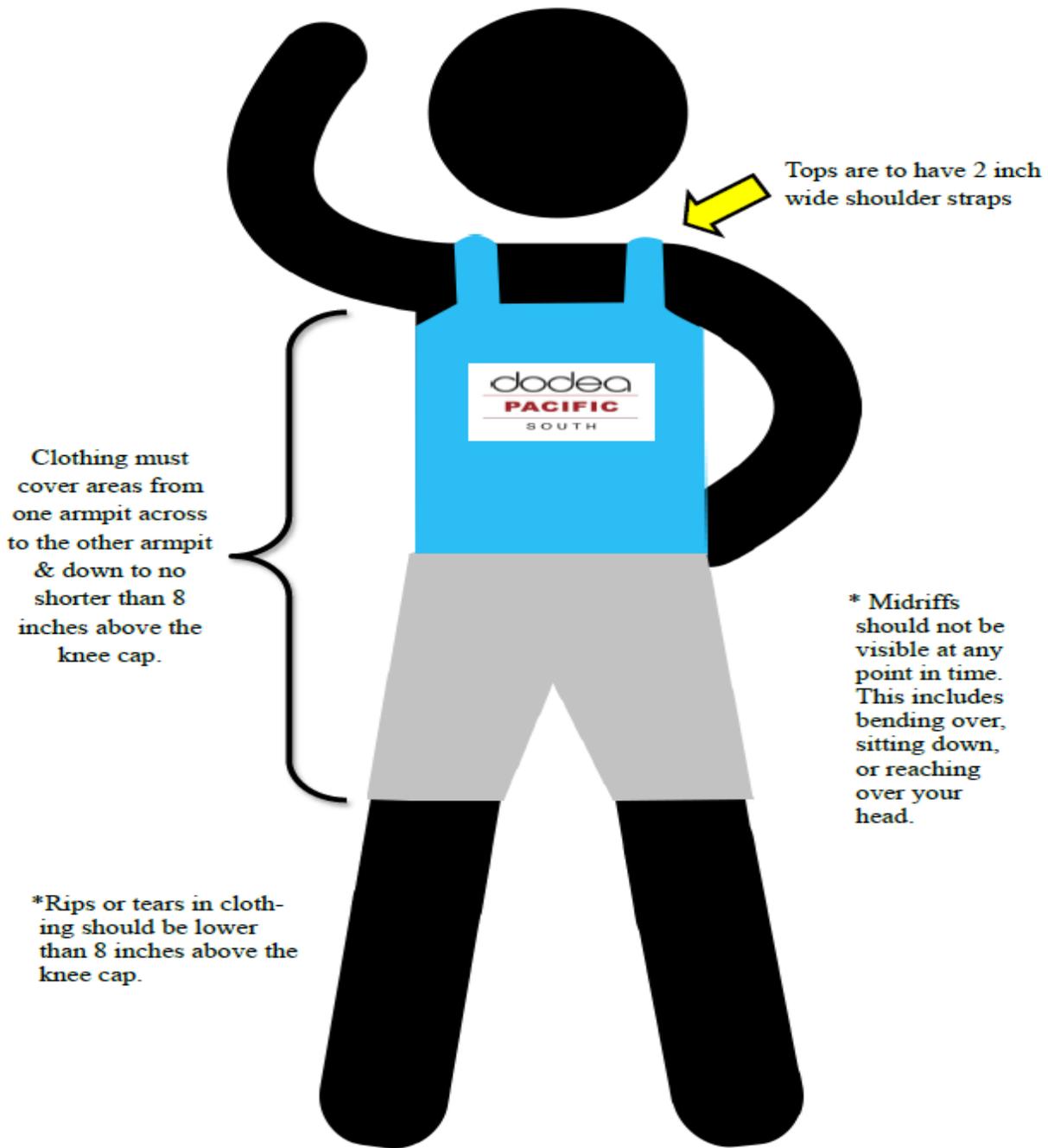
Students are responsible for their own scholastic integrity by neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations, or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the

work of others will be investigated. Any student who is in violation will receive no credit. There will be an appropriate consequence for the particular assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student's discipline folder for the period of the school year.

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,l).



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



Gender Neutral Dress Code

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

Requirements:

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

Clothing Parameters:

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

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

Search and Seizure

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

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

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

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

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

Disciplinary Rules & Regulations

[DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)
[DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#)

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

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

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

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

Minor Offenses

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

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

Serious Offenses (Possible Grounds for Suspension):

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

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

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

Highly Serious Offenses (Possible Grounds for Expulsion)

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

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

Weapons Policy

Be assured that Killin ES has safety as a top priority. It should be understood that common, everyday items, such as scissors or pencils, may be turned into a weapon if used to harm others. Conversely, an object that qualifies as a weapon, such as a Boy Scout knife, might be downgraded into a less dangerous category if the child had no intention of using it or showing it to others. Therefore factors of each incident must be considered such as the danger posed to others by the object and the child's intent.

Please be advised that the safety of other students must always prevail, and if there is reasonable suspicion that a child is in possession of a dangerous weapon, a search/seizure may be conducted.

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

Suspension of Special Education Students

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

Detention and Student Due-Process Rights

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

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

Corporal Punishment

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

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

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

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

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or

anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

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

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

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

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to someone they know, a student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

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

School Bus Behavior

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

The time students spend going to and from school is an extension of their school day. School buses are an extension of the school campus. Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior

expectations in accordance with Enclosure 8 in the DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended.

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

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

1. School attending.
2. Grade and name of children.
3. Physical address of your residence.
4. Digital photograph of your children.

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

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

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

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

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

School Bus Requirements

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

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

School Bus Safety/Behavior Standards

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

School Bus Safety Rules:

Expected Behavior:

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

Unexpected Behavior:

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

Pac South Discipline Matrix

Pacific South **ELEMENTARY** School Discipline Matrix

6.2.17

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

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

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

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

Student Health & Safety

School Health Services

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

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse 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 Health — Allergies and Chronic-Acute Conditions

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

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

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

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

Health Care Program & Medication Policy

First Aid and Emergency Care

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

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

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

Emergency Notification Procedures

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

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

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

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

Student Illness

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

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

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

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

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

Immunizations

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

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

Administration of Medication at School ([Medication During School Day Form](#))

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

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

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

Other Health Programs:

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

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

Screenings

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

School Safety and Response Protocol

ECK follows [AI 5202.02](#) when it comes to the standard response to responding to DOD antiterrorism and emergency procedures. Throughout the year, we will conduct safety and security drills. For security reasons, these drills will not be announced in advance.

Additional information is available: <https://www.dodea.edu/Offices/Security/>



STUDENT SAFETY

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

SRP

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

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

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

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



LOCKOUT SECURE THE PERIMETER

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

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS:

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



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

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

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

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



EVACUATE TO A LOCATION

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

STUDENTS:

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

TEACHERS:

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



SHELTER FOR A HAZARD USING SAFETY STRATEGY

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

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

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



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Cancellation and Unscheduled Dismissal of School

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

Typhoon Warning Procedures

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

DoDDS Okinawa Tropical Cyclone Guide			
This Guide applies to all DoDDS Schools on Okinawa			
Tropical Cyclone Condition	0500-1159	1200-1459	1500-0459
TCCR One (TCCOR-1)	No school for students ONLY if declared before 0500. If not, school will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. All DoDEA employees report to work as scheduled for normal duty hours.	School will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. Normal duty hours for all DoDEA employees.	No school for students if the condition exists prior to 0500 on normal school days. After school activities are cancelled. Normal duty hours for all DoDEA employees.
TCCOR ONE Caution (TCCOR-1C)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCOR ONE EMERGENCY (TCCOR-1E)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCOR ONE RECOVERY (TCCOR-1R)	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.
STORM WATCH (TCCOR-SW)	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.
ALL CLEAR (Dec 1st-May 31st) TCCOR-4 (June 1st-Nov 30th)	No school for students if declared after 0500 and preceded by TCCOR-1, 1C or 1E. Buses are notified before departure. All DoDEA employees report to work as scheduled for normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report to work as scheduled for normal duty hours.	Regular school schedule for students if declared prior to 0500 on normal school days. A or B day schedules will be posted on official news sources. All DoDEA employees report to work as scheduled for normal duty hours.

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

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Edward C. Killin Elementary School Student Educational Monitoring Plan for Pre Planned Absences

NAME OF STUDENT

GRADE/TEACHER

DATE OF REQUEST

DATE OF PLANNED
ABSENCES

_____ to _____

Family Trip Emergency Leave Pre/Post Deployment Leave (attach orders)

TYPE OF ABSENCE

Medical Treatment (Student-related) Medical Treatment (Family Related)

Other: _____

Student Monitoring Plan:

During the student's absence from school, he or she is expected to complete all missed educational assignments or experiences identified by the classroom teacher.

These assignments will be provided to the classroom teacher upon the student's return to school or during their absence via email submission per the agreement on page two of this form.

The student and their parent or sponsor agree to the terms of this Educational Monitoring Plan to be completed during the student's extended school absence. The parents will review, date and sign the written work prior to the student returning to school and submitting the work to the classroom teacher(s).

STEP 1: Parent Section

<p>Please mark the best choice for your situation in regards to your child's work during their absence:</p>	<p><input type="checkbox"/> We are requesting to submit work upon returning and understand that all work must be submitted the day the child returns.</p> <p><input type="checkbox"/> We will submit the work via email to the teacher throughout our absence.</p>
<p>PARENT/SPONSOR SIGNATURE</p>	<p>_____</p>

STEP 2: Teacher Section

Work for student during absence.	<input type="checkbox"/> Work was prepared and provided to student prior to leaving. <input type="checkbox"/> Work will be sent to student during their absence via email for completion.
TEACHER SIGNATURE	_____

STEP 3: Admin Section

ADMIN SIGNATURE	_____
ADMIN DECISION	<input type="checkbox"/> EXCUSED ABSENCES <input type="checkbox"/> UNEXCUSED ABSENCES

Department of Defense Education Activity: School Attendance 2095.01 (<https://www.dodea.edu/attendance/upload/AttendancePolicy.pdf>)

Recognizing the powerful link between successful learning and classroom attendance, the DoDEA policy 2095.01 establishes mandatory attendance of 180 instructional days per academic year for all students enrolled in a DoDEA school. We believe that school attendance promotes establishment of life-long positive habits that are critical for developing the skills necessary for career readiness and success in college.

This policy establishes the expectation that students must attend school, and that school attendance is equally as important during the kindergarten years as it is during middle school and high school. There are normally between 181-183 days scheduled in the school year for students.

The policy mandates school attendance, requires 180 instructional days per academic year, and recognizes the reality of unavoidable absences such as illness, emergency situations, and other excused absences. Excused and unexcused absences are outlined in the policy.

The DoDEA policy 2095.01 establishes a balance between the needs of our military families and the importance of education by requiring a student educational plan to mitigate the absence from school while maintaining high expectations for student learning.

The Interstate Compact (<https://www.dodea.edu/Partnership/interstateCompact.cfm>) suggests that schools provide options for military families to request extended leave. The DoDEA policy provides such an option to include a plan for students to complete school assignments while away from school.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate.

*Personal illness, *Medical, dental, or mental health appointment, *Serious illness in the student's immediate family, *A death in the student's immediate family or of a relative, *Religious holidays, *Emergency conditions such as fire, flood, or storm,

*Unique family circumstances (i.e. pre/post deployment leave) warranting absence and coordinated with school administration,

*College visits that cannot be scheduled on non-school days, *Pandemic event.

More information on DoDEA Attendance: https://www.dodea.edu/StudentServices/Attendance/faqs_attendance.cfm