

**KINGSOLVER  
ELEMENTARY SCHOOL  
SY 2020-2021**

# Student-Parent Handbook



**DoDEA AMERICAS SOUTHEAST DISTRICT IS A  
A 21<sup>ST</sup> CENTURY LEARNING COMMUNITY**

**KINGSOLVER ELEMENTARY SCHOOL  
844 OLD IRONSIDES AVENUE  
Fort Knox, Kentucky**

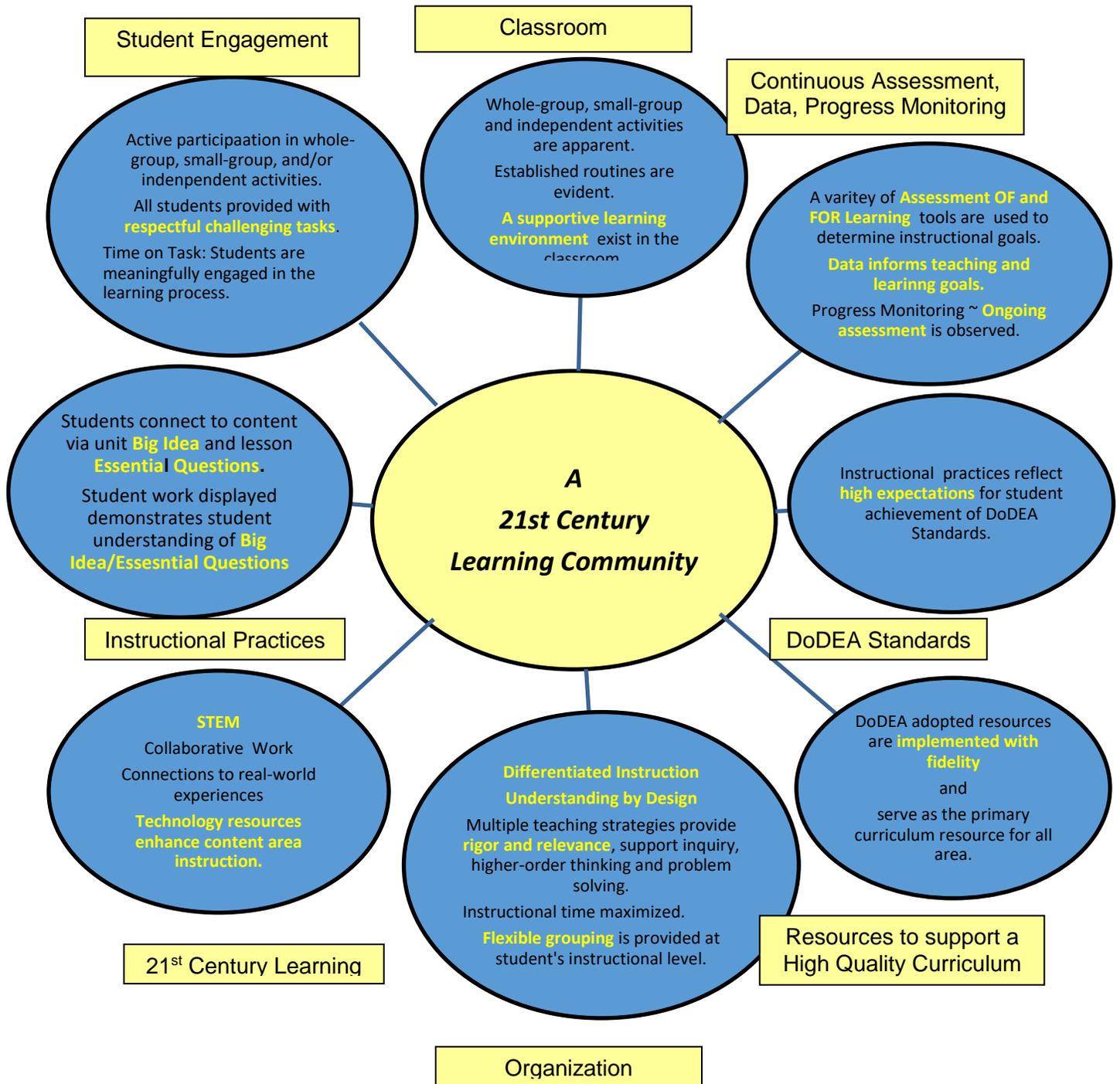
**Department of Defense Education Activity (DoDEA), Americas Southeast District**

**DoDEA MISSION: Educate, Engage and Empower each Student to Succeed in a Dynamic World.**

**Office Hours: Monday-Friday 7:30 AM - 4:00 PM  
Phone: 502-626-2500 Fax: 502-626-2511**

***SCHOOL VISION: Every Student, Every Chance, Every Day!***

DoDEA Americas SOUTHEAST District is a  
A 21<sup>st</sup> Century Learning Community





dodea americas  
SOUTHEAST DISTRICT

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

**DoDEA Vision:** To Be Among the World's Leaders in Education, Enriching the Lives of Military-Connected Students and the Communities in which They Live.



**AMERCAS SOUTHEAST DISTRICT SUPERINTENDENT'S OFFICE**  
**900 Santa Fe Rd, Fort Benning, GA 31905**

**Phone: (706) 545-7276    Fax: (706) 545-8227**

# *Dr. Christy L. Huddleston*

## **DODEA AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT**

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Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012. Beginning with the 2016 – 2017 school year, Dr. Huddleston began to serve as the Superintendent for the DoDEA Americas Southeast District; which include schools at Fort Knox, Fort Campbell, Laurel Bay, Fort Jackson, Fort Stewart, Fort Benning, Fort Rucker and Maxwell AFB. She began her career as a high school science teacher in 1996 and coached the girl's golf team in Harris County, GA. She was selected as the Parent Teacher Student Association (PTSA) Star Teacher in 2001. She went on to serve as the high school guidance department chair and the school testing and curriculum coordinator for Harris County High School. Beginning in 2006, she served as the District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009.

In 2011, she received a Doctorate of Philosophy in Administration of Elementary and Secondary Education from Auburn University, Alabama. Additionally, she earned her Educational Specialist and Master's Add-on in Educational Leadership and Administration from Troy University. She also earned her Master's Degree in School Counseling and Bachelors of Secondary Education in Science from Columbus State University where she was awarded with a Certificate of Academic Honor and Outstanding Accomplishments in Science. Dr. Huddleston served on the UTeach Grant Steering Committee and the Institutional Review Board for Columbus State University.

Dr. Huddleston is also an adjunct professor for Troy State University where she was honored with a Research Scholar award in 2008. She referees articles for the Journal of School Leadership. Her career and research focus has been on identifying barriers that must be overcome in schools so that all students have an equal opportunity to reach their fullest potential.

She co-authored a study presented collaboratively at University Council for Educational Administration (UCEA) on gender dynamics and the cohort experience in a leadership preparation program. Dr. Cabezas-Huddleston's book review on *The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform* by George Theoharis has been published in the Journal of Educational Administration. Her quantitative research study on *Assessing Equity in Advanced Programs through an Invitational Theoretical Perspective* was presented at the Alabama and Mississippi Sociological Association. She also conducted research on Honors and Advanced Placement Programs: Closing the Achievement Gap and presented this topic at the Auburn University Research

Institute. Through collaboration and dialogue with her K-12 colleagues, she authored the District Manual: Response to Intervention; which was implemented in Harris County Schools, GA.

Dr. Huddleston and her husband reside in Georgia. She has two sons, Justin and Jake, two daughters-in-law, Suzie and Dakota, and three grandchildren. Her grandfather served in World War II and her father served in the U.S. Army. Her youngest son, Jake, is a Cavalry Scout in the U.S. Army. Dr. Huddleston is passionate about serving military-connected students and families.

# *Mr. Josh Adams*

## COMMUNITY SUPERINTENDENT

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PEACHTREE CITY -- Dr. Christy Huddleston, the Department of Defense Education Activity (DoDEA) Americas Southeast District Superintendent, has named Mr. Josh Adams as the Kentucky Community Superintendent.

"Mr. Adams brings a wealth of educational and leadership experience to the Kentucky Community," said Dr. Huddleston. "He has a strong belief and value system to serve, support, and engage with faculty, parents, students, command, and community. He is a visionary leader, solution-oriented, and is highly regarded by DoDEA leaders, colleagues, and employees."

Mr. Adams will oversee ten DoDEA schools located on Fort Knox and Fort Campbell, serving more than 5,100 students. His focus in this role is to provide leadership and support in teacher collaboration to advance student achievement, inspire and motivate teaching and district staff, and support the DoDEA mission.

"I can't wait to start working to support the school communities at Fort Campbell and Fort Knox," said Mr. Adams. "It is a real privilege and honor for me to serve our military families and their students. I am ready to work with our educators, parents, command, and all others, as we strive for excellence for every student, every day."

Mr. Adams began his educational career in Oregon in 2000. During his tenure in Oregon, he served as a middle school assistant principal and elementary principal, as well as serving as the district human resources director. He began his DoDEA career in 2010 in Germany. Mr. Adams served as principal at Landstuhl Elementary/Middle School and Ramstein Middle School until 2016. In 2016, he was selected as a community superintendent for the Europe East District in Kaiserslautern, Germany. As a community superintendent, he served schools across Germany with a primary focus on school communities in Baumholder, Wiesbaden, and the Kaiserslautern Military Community.

Mr. Adams's education includes a bachelor's degree in Political Science from Portland State University in Portland, Oregon, a Juris Doctorate from the University of Oregon, in Eugene, Oregon, and two graduate certifications in Educational Administration from the University of Oregon. "GO BEAVERS"

Mr. Adams and his wife of 27 years have five children. All five of his children have attended DoDEA schools and the four oldest graduated from DoDEA schools.

# *Ms. Laura Gibson*

## **SCHOOL PRINCIPAL**

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After beginning her career teaching in a local Kentucky School District for twelve years, Ms. Gibson joined DoDEA in 2000 as a social studies teacher at Fort Knox High School, her alma mater.

While at Fort Knox High School, Ms. Gibson also served as a guidance counselor for two years and assistant principal for four years.

In 2008, Ms. Gibson accepted the principalship of Van Voorhis Elementary School prior to moving to Kingsolver Elementary School in 2011.

While under Ms. Gibson's leadership, Kingsolver Elementary received the prestigious National Blue Ribbon of Excellence Award in 2013. This award honored Kingsolver Elementary for high levels of student achievement.

Ms. Gibson was named the principal of Macdonald Elementary School in 2014 where she led the grade realignment of the school from an intermediate to an elementary configuration. A proud graduate of Fort Knox High School, Ms. Gibson earned a BA, MA and Rank 1 from Western Kentucky University.

Ms. Gibson has a grown son, Taylor, and a step-daughter, Heather. Ms. Gibson was married to Mr. Gary Gibson, who was also a principal for DoDEA for a few years. Ms. Gibson resides in nearby Elizabethtown, KY.

Kingsolver Elementary School  
Building 1390  
844 Old Ironsides Avenue  
Fort Knox, Kentucky 40121

Principal Office Hours:  
Monday – Friday 7:30 AM - 4:00 PM  
Phone: 502-626-2500 Extension: 4301

# *Dr. Jeff Pond*

## **SCHOOL ASSISTANT PRINCIPAL**

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Dr. Pond began teaching in the San Francisco Bay Area as a physical education teacher and athletic director in 2001. He later spent two years as an assistant principal working with the Salem-Keizer School District in Oregon at Scott Elementary School. He joined the DoDEA family in 2009 as an assistant principal at Mannheim Elementary School in Mannheim Germany for two years. He moved to Wiesbaden Germany as the assistant principal at Wiesbaden Middle School in 2011. Dr Pond is excited for his journey to Fort Knox and to have the opportunity to continue serving the military connected child as he has done for the past ten years.

Dr. Pond received an Undergraduate Degree in education from Western Oregon University. He earned his Master's Degree in Kinesiology from San Francisco State University where he also served as the Strength and Conditioning Coach and Assistant Track and Field Coach for the SFSU athletic department. In October 2017 he received his PhD in Educational Leadership from Northcentral University.

Dr. Pond proudly serves the military connected child with his wife, Jenny Pond. Ms Pond has been with DoDEA for the past 10 years as well. She worked in Heidelberg Germany at Patrick Henry Elementary School and in Wiesbaden at Hainerberg Elementary School as a classroom teacher. For the past 7 years she has served as the Math Instructional Coach K-5 and the Instructional Coach K-5 for Hainerberg Elementary School. Dr. Pond and his wife have two little girls, Lennon in 3rd grade and Lucy going into 1st grade. The family has lived overseas for the past 10 years and are very excited to come to Fort Knox and experience all that life has to offer in the greater Louisville area.

Dr. Pond is ready to embrace the future of Kingsolver Elementary School and all the experiences that lie ahead.

Kingsolver Elementary School  
Building 1390  
844 Old Ironsides Avenue  
Fort Knox, Kentucky 40121

Assistant Principal Office Hours:  
Monday – Friday 7:30 AM - 4:00 PM  
Phone: 502-626-2500 Extension: 4302

## Kingsolver Elementary School

### Contact Information

Kingsolver Elementary School  
Building 1390  
844 Old Ironsides Avenue  
Fort Knox, Kentucky 40121

Phone: 502-626-2500

Fax: 502-626-2511

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

### Vision Statement

**Every Student, Every Chance, Every Day!**

### Mission Statement

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

### Mascot

KINGSOLVER KNIGHTS



### Points of Pride

- 1-New 21<sup>st</sup> Century Building for 21<sup>st</sup> Century Teaching and Learning
- 2-Staff Commitment to High Expectations and Student Success
- 3-Staff Highly Committed to the Education of the Military-Connected-Child

## **CHAIN OF COMMAND**

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### **DoDEA Director**

Department of Defense Education Activity  
4800 Mark Center Drive  
Alexandria, VA 22350-1400

### **Area Director**

700 Westpark Drive  
3rd Floor  
Peachtree City, GA 30269

### **DoDEA Americas Southeast Superintendent**

900 Santa Fe Rd  
Fort Benning, GA 31905  
Phone # 706 545-7276  
Fax # 706 545-8227

### **DoDEA Americas Southeast Community Superintendent**

84 Texas Avenue  
Fort Knox, KY 40121  
Phone # 270-439-1927  
Fax # 270-439-6992

### **School Principal**

844 Old Ironsides Avenue  
Fort Knox, KY 40121  
Phone # 502-626-2500  
Fax # 502-626-2511

### **School Assistant Principal**

844 Old Ironsides Avenue  
Fort Knox, KY 40121  
Phone # 502-626-2500  
Fax # 502-626-2511

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## ACCREDITATION

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All DoDEA Americas Southeast District schools have met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and are accredited by the North Central Association Commission. AdvancED is committed to the mission to advance excellence in education worldwide through accreditation, research and professional services. AdvancED delivers on that mission by:

- Helping schools maximize student success
- Building the capacity of schools and school systems to pursue excellence through high standards, quality assurance, and continuous improvement
- Bringing together research and resources for student, school, and system improvement
- Providing a quality seal that is meaningful and useful to students and parents as they make decisions about their education

As a part of the accreditation process we have established a mission statement through input from the students, the staff, the parents, and the community. This Mission Statement is the basis for establishing priorities which aid in decision-making, and provides an effective basis for comprehensive and continuous evaluation. To advance the Department of Defense Education Activity (DoDEA) schools to new levels of excellence, a community strategic planning process has created a Strategic Plan with goals, guiding principles, strategies, and performance indicators that require educational excellence for all students.

Each staff member has the qualifications and skills needed to contribute to the school's achievement of the mission statement. Administrators and teachers are certified through DoDEA and other state certification programs which ensure all educators are highly qualified and knowledgeable in their areas of expertise. DoDEA educators maintain content area recertification by taking a minimum of six semester hours of credit every six years.

The ongoing staff development program has the objective of increasing student learning. The school is funded in a manner that meets and exceeds the standards for accreditation to maintain excellence in staff, facilities, and materials needed to meet the needs of the students.

## INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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**(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 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.

## **GRADING**

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

To create an account and access the EGB System please visit <https://dodea.gradespeed.net/gs/Default.aspx> for instructions.

Student report cards are issued every 9 weeks. A student who is starting school for the first time must have been enrolled 20 school days to receive grades for that quarter. Grades for a student transferring to a DoDEA Americas Southeast District school from another school district will be averaged with the current grade to determine the report card grade. The grade reports are distributed four times per school year, or quarterly.

In Kindergarten through third grade, the marking code is not connected to numerical grades. Progress is reported as follows:

|   |   |
|---|---|
| E | = Exceeds grade level expectations.                 |
| M | = Meets grade level expectations.                   |
| S | = Steady progress towards grade level expectations. |

|   |  |
|---|--|
| L | = Limited Progress towards grade level expectations. |
|---|--|

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

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 and below is Failing (F)

This marking code is used in the major subject areas of Language Arts, Reading, Mathematics, and Social Studies may also be further noted with a plus (+) or minus (-).

The Learning Skills for grades K-5 are marked with any of the following:

- 1 = Consistently Observed
- 2 = Occasionally Observed
- 3 = Infrequently Observed

Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F, at the end of the quarterly marking period. Parents are encouraged to contact their child’s teacher at any time during the school year for a conference to discuss progress, questions, or concerns. DoDEA grading policies and procedures are established at the DoDEA headquarters, not at the local level.

It is the responsibility of the teacher, under the supervision of the Principal, to determine the instructional level of students in reading and mathematics. Once these levels are determined, it is also the teacher’s responsibility to ensure that all assigned work shall be within the students’ instructional level. The assumption is made that if a student is properly placed at his/her instructional level, he/she will be able to successfully complete the required work. If a student’s grade(s) are a D, at or after midterm, the classroom teacher must notify the parent/guardian of the drop in grades and discuss a plan for improvement.

Gradespeed is the DoDEA adopted program for teachers’ of grades 4 through 12 to submit and post grades into the Student Information System. The Gradespeed program offers many special features, including Parent Connection for teacher reporting, and teacher-to-parent communications. Gradespeed’s Parent Connection will give parents online access to their child’s grades via the web. Each parent can request his or her own account. The grade scale in Gradespeed is as follows: A+=100 A=96 A-=92 B+=89 B=86 B-=82 C+=79 C=76 C-=72 D+=69 Go to <http://dodea.gradespeed.net> to create a parent account. Each school has a brochure with specific directions on how to set up a Gradespeed account. Students will be given a Gradespeed account by their school Educational Technologist.

## **PROGRESS REPORTS/ REPORT CARD**

**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.

## **ACCESS TO SCHOOL FACILITIES**

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

## **RECOGNITION AND AWARDS**

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2.5.1 DoDEA recognizes that rewarding outstanding student achievement and performance is an integral part of the education process and that providing incentives and awards enhances student self-esteem and promotes the goals and mission of DoDEA.

2.5.2 A school awards program may include recognition in a number of areas, e.g., achievement or performance in academics, athletics, school activities, attendance, citizenship, leadership, service, or any other activity deemed worthwhile by the school.

2.5.3 The provision of awards and incentives is the responsibility of the local school. The history, traditions, and current needs of each school should determine the number and nature of the awards given to students. Schools should establish, in writing, the criteria and process for selecting recipients for each award given. The award program should be reviewed at least every two (2) years by the principal in conjunction with parents/sponsors, teachers, and students. The final authority in determining the number, type, and recipients of school awards is the principal.

HONOR ROLL: Students in grade 4 earning A's and B's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science, and Social Studies, qualify for the Honor Roll. These students will be honored with a certificate of achievement following the issuing of report cards on a regular school day.

PRINCIPAL'S HONOR ROLL: Students in grade 4 earning academic excellence by making all A's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science and Social Studies, qualify for the Principal's List. These students and their parents will be honored following the issuing of report cards on a regular school day.

## **RETENTION PHILOSOPHY**

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The following is an excerpt of an article, which appeared in the March 2008 issue of Educational Leadership as related to research on grade-level retention of students.

There is no educational research which indicates that retention is of value. Most educational research indicates that grade-level retention is a harmful practice when applied to many students.

Research does indicate that:

Low-achieving students do progress whether they are retained or promoted.

At the end of the repeated grade, retained students' scores on achievement tests are somewhat lower in comparison to their counterparts who have moved to the next grade.

There is no evidence that promoting "underachieving and immature" students contributes to emotional and social problems, and there is no evidence that repeating a grade improves these problems.

Students who are far behind academically or who have social or emotional problems need special services and individualized educational plans of management as opposed to another year in the same grade. Fortunately, DoDEA is staffed with a large number of specialists to provide specialized and individualized educational services.

Rather than considering grade-level retention, efforts should focus on assuring that students who are markedly underachieving obtain the appropriate services. An individualized plan of management is essential for these students. The individual student program recognizes each student's ability and level of achievement. Our school has a Student Support Team (SST) to work with teachers and/or parents making recommendations and suggestions for students to be more successful academically and/or behaviorally.

In rare cases, a parent may request consideration for the retention of a student. Documentation of resource utilization and intervention must be submitted with all retention requests. The SST will be utilized as a Placement Committee to make recommendations to the Principal who makes the final decision. The SST can also work closely with parents, teachers and the Special

Education Child Study Committee (CSC) to determine through testing if the child needs special services should that be a conclusion of need.

## **STUDENT GRADE LEVEL PLACEMENT**

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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.

## **HOMEBOUND INSTRUCTION**

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**Homebound Instruction:** Matriculated students unable to attend classes due to a short-term medically related convalescence (less than 3 months) may be able to receive the services of a home teacher for a short time each day. If you find your child in this situation, contact the schools' principal or the guidance counselor for more detailed information.

## **HOME SCHOOLED STUDENTS**

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

DoDEA recognizes homeschooling is a sponsor's right and may be a legitimate alternate form of education for a sponsor's dependents.

## HOMEWORK

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Homework is one means of developing the necessary skills of independent study and learning for present and future use. Homework promotes organizational skills and a sense of responsibility. It is also an opportunity for parents to become actively involved in their child's learning and for each child to reach his/her full potential. Through homework, students are given the opportunity to complete additional practice and application to strengthen skills; to expand and/or enrich regular class work; to complete work started in class; to make up work due to absence.

Teachers may assign homework as determined necessary to enhance student learning that is taking place in the classroom. Each child works at his/her own pace, so the amount of time needed to complete specific assignments may vary. The types of homework may vary to enable the student to have experience/practice in reading, writing, computational skills, and other subject areas during a given week. Frequency and length of assignments will be grade appropriate. At a very minimum, a child should read or be read to 15-20 minutes nightly.

Some teachers follow these general guidelines when assigning homework:

|            |                           |
|------------|---------------------------|
| 1st grade: | 10 – 15 minutes per night |
| 2nd grade: | 20 – 30 minutes per night |
| 3rd grade: | 30 – 40 minutes per night |
| 4th grade: | 40 – 50 minutes per night |



Please do not make the issue of homework a battlefield; if your child is working consistently longer than these times, contact the teacher for assistance.

Students are responsible for ensuring that they:

Understand the homework assignment.

Take home all books and materials needed to do the assignment.

Complete the homework in the assigned format and turn it in when it is due.

Participate actively and cooperatively in the evaluation of their homework when appropriate.



Parents are encouraged to provide an environment which fosters the development of life-long learning skills. This includes:

A quiet place to work.

Necessary materials.

A regular study time.

Review the student planner.

Encouragement and praise.

## CURRICULUM

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### Art Program

The Art Program has four primary goals:

**Create Works of Art** - Refers to the creation of artwork, art vocabulary, skills development and learning about the elements and principles of design.

**Demonstrate Aesthetic Perception** - Focus upon acute awareness, well-developed observation, appreciation and taste, sense of beauty, intuitiveness, insight and comprehension.

**Develop Knowledge of Art Heritage** - Delineates the expected outcomes of learning about cultures, individual artists, art masterpieces and art careers.

**Utilize Critical Judgment of the Visual Art** - Refers to the recognition of difference, evaluation, and analysis, comparison, appraisal, discrimination and wisdom in artistic choices.

These goals, through which the learning outcomes of the art program are determined, are aligned with the DoDEA K-12 Visual Arts Standards and the National Standards for Visual Arts Education.

