

# **PARENT-STUDENT HANDBOOK**

**School Year 2018-2019**

**Unit 35037**

**FPO AP 96373-5037**

**DSN: 637-3008**

**Camp Kinser Marine Corp Base**



## **Department of Defense Schools Kinser Elementary School Parent – Student Handbook**

*“Empower today’s students to be tomorrow’s leaders”*

Mr. Thomas Brady - DoDEA Director, Arlington, Virginia  
Ms. Lois J. Rapp – Pacific Director of Student Excellence  
Mr. Michael Thompson - Superintendent, Pacific South  
Mr. Michael Johnson - Community Superintendent, Okinawa  
Ms. Lucille Sutherland - Principal, Kinser Elementary School

### **Blueprint for Continuous Improvement**

#### **Strategic Goal 1 - Student Excellence**

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

#### **Strategic Goal 2 - School Excellence**

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

#### **Strategic Goal 3 - Talent Excellence**

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

#### **Strategic Goal 4 - Organizational Excellence**

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

#### **Strategic Goal 5 - Outreach Excellence**

Partner with internal and external stakeholders and industry leaders to advance student and organizational success.

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## School Hours

Sure Start	Monday-Friday	0830 – 1410
PSCD AM	Monday, Tuesday, Wednesday, Friday	0830 – 1100
PSCD PM	Monday, Wednesday, Thursday, Friday	1150 – 1420
Kindergarten – 5 <sup>th</sup> Grade (regular schedule)	Monday-Friday	0830 – 1450
All Grades	Early Release Every Tuesday	0830 – 1350

- ◆ First bell rings at 0820 (students come on campus)
- ◆ Second bell rings at 0825 (students enter classrooms)
- ◆ Tardy bell rings at 0830

<u>School Directory</u>	
Main Office: Principal, Office Automation Assistant, School Psychologist	637-3008
Secretary	637-8003
Registrar	637-3422
Educational Technologist	637-1279
Counselor	637-8008
Nurse	637-2030
Cafeteria Manager	637-4423

**Mailing Address:** Kinser Elementary School; DoDEA; Unit 35037; FPO, AP 96373

**Calling from US:** 011-81-611-737-3008

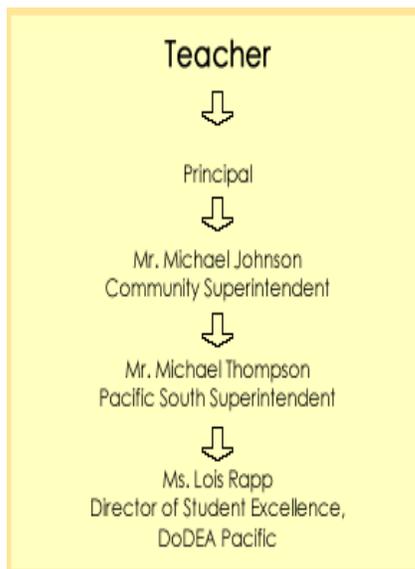
**Fax from US:** 011-81-611-737-2611

**Calling on island:** 637-3008

**Faxing from on island:** 637-2611

All staff members may be contacted through the main office. Messages may be left for staff members to return a call. In emergency situations, the staff member may be called to the phone.

## Chain of Command



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

1. Meet with your child's teacher to resolve the problem. Sometimes a phone call will suffice, but with serious concerns we find that personal meetings tend to minimize miscommunication.
2. Allow a reasonable length of time for resolution following your conference. Request feedback and a follow-up conference in two weeks to review progress.
3. If, after a reasonable length of time and a follow-up conference, you feel the problem has not been resolved, request that the teacher establish a meeting to include the parent, teacher, and a counselor for mediation of the problem. During this meeting, the problem will be identified, a plan of action will be established, and follow-up procedures will be clarified. We will make every attempt to resolve all problems, focusing on the child and his/her social, emotional, and academic growth.
4. If a class change is requested due to unresolved issues, we request that the above steps have been completed prior to that request. Please refer to the section on Request for Class Placement Change on page 23.

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

## 2018-2019 SCHOOL CALENDAR

### **First Semester (87 Instructional Days)**

Monday , August 27	Begin 1 <sup>st</sup> Quarter and 1 <sup>st</sup> Semester
Monday, September 3	Labor Day - Federal Holiday
Monday, October 8	Columbus Day - Federal Holiday
Tuesday, October 9	No school for students - Professional Development Day for Teachers
Friday, October 19	No school for students - Teacher Training Day
Thursday, November 1	End of 1 <sup>st</sup> Quarter (46 days of classroom instruction)
Friday, November 2	No school for students - Teacher Work Day
Monday, November 5	Begin 2 <sup>nd</sup> Quarter
Monday, November 12	Veterans Day - Federal Holiday
Thursday, November 15	Early Release at 11:15AM - Parent Teacher Conferences, Half Day
Friday, November 16	No school for students - Parent Teacher Conferences, Full Day
Thursday, November 22	Thanksgiving - Federal Holiday
Friday, November 23	Recess Day
Monday, December 10	No school for students - Teacher Training Day
Monday, December 18	Begin Winter Recess

### **2019**

Tuesday, January 1	New Year's Day - Federal Holiday
Wednesday, January 2	Instruction Resumes
Monday, January 21	Martin Luther King, Jr. Day - Federal Holiday
Thursday, January 24	End of 2 <sup>nd</sup> Quarter and 1 <sup>st</sup> Semester (41 days of classroom instruction)
Friday, January 25	No school for students - Teacher Work Day

### **Second Semester (88 Instructional Days)**

Monday, January 28	Begin 3 <sup>rd</sup> Quarter and 2 <sup>nd</sup> Semester
Monday, February 18	Presidents' Day - Federal Holiday
Friday, March 1	No school for students - Teacher Training Day
Thursday, April 4	End of 3 <sup>rd</sup> Quarter (45 days of classroom instruction)
Friday, April 5	No school for students - Teacher Work Day
Monday, April 8	Begin Spring Recess
Monday, April 15	Instruction Resumes – Begin 4 <sup>th</sup> Quarter
Monday, April 29	No school for students - Teacher Training Day
Monday, May 27	Memorial Day - Federal Holiday
Thursday, June 13	End of 4 <sup>th</sup> Quarter and 2 <sup>nd</sup> Semester (43 days of classroom instruction)
Friday, June 14	No school for students - teacher work day Last day for non-administrative educator personnel
School Year 2018-2019	Instructional days: 175 Teacher Working Days: 190

## **MISSION STATEMENT AND OBJECTIVES**

### **DoDEA Mission Statement**

Educate, engage, and empower military-connected students to succeed in a dynamic world.

### **DoDEA Vision**

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

### **Kinser Elementary School Motto**

Empower today's students to be tomorrow's leaders.

### **Kinser Elementary School Belief Statement**

#### **We will...**

...use positive actions and treat others kindly;

...maintain an instructional focus to allow students the opportunity to acquire basic skills necessary to become responsible, productive members of society;

...provide an effective, positive, multi-sensory learning environment guided by the belief "Where Every Student Succeeds While Having Fun Learning";

...continue to develop the spirit of EXCELLENCE.



## **Students 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.

The entire instruction can be accessed on the DoDEA website:

<https://www.dodea.edu/Offices/Regulations/loader.cfm?csModule=security/getfile&pageid=93269>

**Partners in Your Child’s Education** As partners, we want the same thing for our children and students...the best education possible. When we form an alliance, it makes for an awesome team. Here are suggestions to help our children succeed academically, socially, and emotionally:

**AS A PARENT, I WILL:**

- ensure that my child comes to school to learn – having had ample rest, breakfast, dinner and is on time for school.
- help my child develop and maintain study rituals.
- discuss school activities every day and review completed homework.
- attend scheduled conferences and support activities such as parent meetings.
- monitor my child’s study time – help select appropriate television programs and monitor how my child spends leisure time.
- visit my child’s classroom at least once during the first nine weeks of school.
- call my child’s teacher and/or the school’s counselor if I think my child is having problems at school.
- volunteer some time in my child’s classroom.
- support my child’s teacher and school with informed cooperation.

**AS A STUDENT, I WILL:**

- prepare myself each day for learning – have a good night’s rest, eat a good breakfast, dinner and be on time for school.
- complete all of my assignments on time and at an acceptable level.
- follow the classroom code of conduct.
- ask my teacher for help when I do not understand my class work or homework.
- participate in at least one extra-curricular activity during the school year.
- discuss my classroom activities with my parents daily.
- maintain a schedule for studying and completing assignments.
- provide my support for an optimal learning environment by making positive contributions in class.

**Teacher-Student-Parent Responsibilities for Learning**

**Example: Homework**

Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<p>I will:</p> <ul style="list-style-type: none"> <li>◆ assign homework on a regular basis reflective of class learning</li> <li>◆ ensure that students understand assignments and know what is expected.</li> <li>◆ check and give credit for homework.</li> <li>◆ review homework in class to ensure that students understand.</li> <li>◆ communicate with parents if homework is not completed.</li> <li>◆ communicate with parents when homework has been completed and turned in on a regular basis.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>◆ take homework home on a regular basis.</li> <li>◆ establish a regular study time.</li> <li>◆ complete homework and turn it in on a regular basis.</li> <li>◆ give homework to my parents(s) to review and sign.</li> <li>◆ seek assistance for any homework assignment I do not have the skills or understanding to complete.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>◆ ensure that my child has a place and adequate materials to complete homework assignments.</li> <li>◆ assist my child to establish and maintain a regular study time and respect his/her right to space and time to complete homework.</li> <li>◆ check and sign all homework on a regular basis.</li> <li>◆ discuss homework topics with my child, express interest, and appreciate my child’s efforts to complete homework.</li> <li>◆ celebrate my child’s efforts.</li> </ul>
<p><b>Desired Results:</b> Students will experience structure, consistency, security, and a sense of belonging which provides self-esteem and a feeling of being valued. Students will understand the importance of study and the value of learning through the modeling and support of parents and teachers, and through monitoring of their own academic progress.</p>		

## **GENERAL INFORMATION**

**History** Kinser Elementary School (KSES) is part of the Department of Defense Education Activity (DoDEA), Pacific South District. DoDEA was established to give eligible dependent children in overseas locations educational opportunities comparable to the better schools in the United States. KSES opened to students on April 22, 1987, after moving from Makiminato Elementary School during the spring break. The Makiminato Housing Area was closed and the real estate turned over to the Japanese Government. KSES (PSCD, Sure Start and K-5) is located on Day Drive of Camp Kinser, overlooking the beautiful, scenic East China Sea. Five additions to the original complex are in place as well as a softball field, soccer field, basketball court, and gymnasium/auditorium. KSES is a community-conscious DoDEA school ready to serve the military community just as the military serves the school. Special thanks goes to the U.S. Marine Corps for their outstanding support to this ever-expanding neighborhood school.

**School Mascot:** The Clipper Ship

**School Colors:** Blue and Yellow

**Accreditation** The school is accredited by AdvancEd. This means that a quality educational program is ensured through annual reports to the AdvancEd Headquarters, and an on-site inspection and evaluation every five years. The school is fully accredited for SY 17-18 without violation or citation and was visited April 2016 by a team of stateside consultants.

**Continuous Progress Program** KSES is an inclusion school that encourages students and staff to support each other and to use all available resources to serve the needs of all students. Collectively, general education teachers and resource specialists possess a tremendous amount of knowledge and skills for the task of teaching. When general educators and specialists work together, students' needs are more readily addressed.

At KSES, teacher partnerships have been established between general education teachers and specialists. Teachers are provided with time to discuss and plan for individual student needs and share co-teaching strategies during early release days every Tuesday. Collaboration is the glue of inclusion. It involves direct interaction between two or more educators engaged in shared decision-making while working toward a common goal, which is the successful education of all students.

**Roles of Staff Members** As required by directive of AdvancEd, all staff members are qualified by experience and training for the positions they hold. The qualifications include a bachelor's degree, college courses in the subject area taught, and a current teaching certificate. A majority of staff members hold advanced degrees and continued education is a requirement for re-certification.

Our staff is cosmopolitan. Staff members are drawn from all sections of the United States. Most members have traveled and worked in various parts of the world. Their wide background and training provide enriching experiences that benefit our students. You will find the staff willing and capable of providing high quality educational services.

## Resource Specialists

- ◆ **English as a Second Language (ESL) Teacher:** The ESL teacher works with children whose primary language is not English or who have been raised in families where at least one of the parents is a non-native English speaker.
- ◆ **Educational Technologist (ET):** The responsibility of the ET is to support the staff and students with integrating technology across the curriculum.
- ◆ **Enrichment Specialists:** We are fortunate to have specialists who provide enrichment experiences in the following curriculum areas: Art, Japanese Culture, Music, and Physical Education.
- ◆ **Gifted Education Teacher:** KSES offers a program for students whose potential and/or performance is so extraordinary that they require additional differentiation in their instructional program. Eligibility for gifted program services is determined by the Gifted Education Review Committee. The identification of students for this program is completed through screening of students' performance on PARCC achievement tests, nomination, and transfer records from schools outside of DoDEA.
- ◆ **Guidance Counselor:** The guidance counselor executes a guidance program that is developmental and preventative in nature. The counselor also works with individual students and groups of students for personal growth. The counselor may be called upon to serve as a consultant to parents and teachers.
- ◆ **Information Specialist (IS):** The purpose of the Information Center (IC) is to support the entire school curriculum and to reflect the philosophy, goals, and objectives of KSES. The IS provides support in intellectual and physical access to information as well as providing students opportunities to expand their world by using various media and technology resources. All students, parents, and faculty have access to the IC. Students may visit with their class, alone, or in small groups.
- ◆ **Learning Impaired (LI) Teacher:** The LI teacher provides services for those students identified as having a disorder in understanding or using spoken or written language that may manifest itself as an inability to listen, think, speak, read, write, spell, remember, or do mathematical calculations as defined by DoD Instruction 1342.12.
- ◆ **Literacy Support Specialist (LSS):** The LSS assists in improving classroom reading programs. Pupils with reading deficiencies are helped through individualized programs.
- ◆ **Math Support Specialist (MSS):** The MSS assists in improving math skills in targeted grade levels. Pupils with math deficiencies are helped by the MSS supporting the math programs in the classroom and in-service trainings for teachers.
- ◆ **Preschool Children with Disabilities (PSCD) Specialist:** The PSCD specialist operates the Child Find program. The purpose of Child Find is to identify children and young adults in the community, age 3-21, who may have a disabling condition—physical, intellectual, or emotional. Referrals can be made to the school office or the Child Study Committee (CSC) at 637-2686. The mission of DoDEA Child Find is to be responsible for locating, identifying, and with the consent of parents, assessing and evaluating all children with suspect disabilities who are entitled to receive special education and related services.
- ◆ **School Psychologist:** The psychologist administers psychological batteries, consults with staff, and plans and manages a program of psychological services.
- ◆ **School Nurse:** The school nurse works with educational and medical agencies to help plan, organize, implement, and evaluate the school health services. First aid is provided to ill and injured students and school personnel.
- ◆ **Speech Language Pathologist (SLP):** The SLP provides screening, diagnostic, and therapy services on an individual or group basis for any child having a stuttering, articulation, voice or receptive/expressive language disorder.

## **POLICIES AND PROCEDURES**

**Change of Address & Phone Numbers** It is the responsibility of the parents to please **inform the school of any changes** in your physical address, mailing address, email address, or phone numbers. This includes the sponsor, parent/guardian, and all emergency contacts. Keeping this information up-to-date is essential to your child's education and safety.

### **Attendance**

DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended

For specific guidance on attendance (tardiness and absences), you may access it on the DoDEA website at: <http://www.dodea.edu/attendance/index.cfm> for full disclosure of the policy.

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.

The school office will ascertain (each morning) the reason for each and all student absences based upon information provided by the parent or sponsor. At least one parent or sponsor of each student(s) who is (are) "absent unexcused" from school will be contacted. Following an absence(s) parents are to provide written documentation to the main school office identifying the reason for the absence(s).

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.

**Tardiness: Excused and Unexcused** Students arriving at school after **0830** are considered tardy. Parents will be contacted after the fourth unexcused tardy, and the Principal may request a conference. Continuous tardiness will be processed through the office per the guidance of the DoDEA School Attendance Policy 2059.1 and may require additional measures to include after-school detention and/or contacting the sponsor's commander for support. If you know that your child will be late arriving to school, please provide a note, email, or phone call to the office explaining the tardiness. The reason determines whether the tardy is excused or not. Administration makes the final determination if a tardy is excused or unexcused.

**Student Educational Monitoring Plan (SEMP)** An SEMP shall be implemented during all absences exceeding four (4) days to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments. **The parent or sponsor must provide notice in five (5) days advance stating the reason for the absence.** This notice gives the teacher adequate time to prepare learning activities for the student(s). All learning activities provided by your child's teacher must be submitted by the due date written on the SEMP form. Please ask the office for a copy of the SEMP form.

**If both parents are going to be out of town and your child(ren) will be staying in someone else's home, please inform the school. A Power of Attorney must be on file with us along with pertinent phone numbers. Please help keep our school records current with correct phone numbers and addresses.**

### **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.

### **Accelerated Withdrawal**

DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

### **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.

### **Arrival & Dismissal**

**Signing In & Out** Only the student's parent/guardian is allowed to sign him/her in or out. Other than in emergency situations, written notification is needed from the parent when someone else is picking up a student. Parents are strongly encouraged to add the adult(s) name to the emergency contact information.

**Early Arrivals** There is no supervision for your child before 0820 and parents will be called to come and pick up their child(ren) if they arrive before then. Urge your child to walk directly to and from school using the same route daily. It takes less time to locate your child if he/she does not arrive home within a reasonable time if you know your child's route.

**Late Arrivals** If your child is late for school, you must sign the child in at the office. A late slip will be issued to the child to give to the teacher. **Please do not escort your child directly to the classroom without signing them in at the office first.** If a student is to be released prior to school dismissal or if there is a change in the transportation routine for a particular day, parents are asked to send a note or email to the teacher or office prior to dismissal.

- **Kindergartners Walking to and from School** For the safety of young students, all kindergarten students must be accompanied to and from school by an adult or an older sibling at least 12 years of age. Please see: Marine Corps Base Order 5800.2E dated 10 June 03, enclosure 24.
- **Rainy Day Procedures** Students who walk to school should be dressed appropriately for rainy days. Regardless of the weather, students are only allowed on campus after 0820.
- **Use of School Grounds** The use of the playground at Kinser Elementary School is for everyone; however, there will be no supervision by the school staff except during the school hours 0820-1450. Use of the soccer field must be coordinated through the school office at 637-3008. Please see Marine Corps Bases Japan Order 5800.2D for a comprehensive explanation.

**Dismissal** Students are required to leave the campus directly after school. All students are dismissed promptly at the end of the school day unless previous permission has been given to a teacher or co-curricular sponsor to stay after school. Students may NOT play on the playground equipment after school until after the final bell has rung and all buses have left, and with parent supervision. We ask parents to please help us maintain this safety standard. **LEGAL RESPONSIBILITY PREVENTS THE HONORING OF TELEPHONE REQUESTS.**

**ALL STUDENTS SHOULD BE PICKED UP NO MORE THAN 10 MINUTES AFTER THE FIRST DISMISSAL BELL.**

**Early Dismissals** Students are not allowed to leave school during the school day without parental permission arranged through the office in writing; moreover, students are not allowed to return home after they arrive at school even though classes have not started. During school hours, Parents must report to the office before picking up their child to sign him/her out early and wait for the child to be sent to the office. Students are not released from the classroom until **after** the parent arrives and the teacher is contacted by the office.

**Please DO NOT:**

- **go directly to the classroom to pick up your child.**
- **call or send a note requesting your child be sent to the office at a certain time to await your arrival.**

**School Transportation** Students who live within the Kinser Housing area may walk, ride their bicycle, or ride with their parent/guardian to and from school.

**Bus Transportation** After school, all bus students must ride their assigned school bus. Exceptions are granted if parents/guardians are physically present OR a written note signed by the parent requesting the child to either ride a different bus, walk or ride their bike home, or wait in the office to be picked up. **Students are not allowed to wait outside after the school buses depart.**

Students living outside the Kinser Housing area may be assigned to a school bus by going to the Camp Foster Student Transportation Office, Building 5821. It is located on lower Camp Foster. Take the first left after entering Foster at the Kitamae Gate (Commissary Gate) and you will see the office with all of the yellow school buses located behind the building near the end of the road on the left. Problems are to be reported as soon as possible **directly** to the Student Transportation Office, telephone 645-7820/2036.

### **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. **An incident resulting in termination of bus privileges by the transportation office does not preclude additional discipline measures by the school administration.**

The following was prepared by the Pacific Transportation Office/Officer:

#### **On and Around School Buses students will:**

- Board and exit the bus in an orderly, safe manner.
- Present bus pass and scan it when boarding the bus and upon request.
- 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 or monitor's instructions.
- Treat the bus and other private property with care.

**On or around school buses students will NOT:**

- Fight, push, shove, or trip other passengers.
- Stand or move while the bus is in motion.
- Open windows or extend any item or part of the body from the bus.
- Participate in/or encourage horseplay.
- Use any spray such as, hairspray, perfume or deodorant.
- Run, jump, and swing on ceiling or seat rails.
- Throw or shoot objects in anyway.
- Ride unauthorized bus, loan bus pass to another person.
- Litter in or outside of the bus.
- Consume food or drink to include gum and candy.
- Spit or use saliva in any manner.
- Play iPods, iPhones, CD players, etc. or play any electronic games.
- Use profanity, make derogatory racial, ethnic, sexual remarks, or use obscene gestures or speech.
- Harass or create an intimidating environment.
- Burn material including cigarettes or pipes.
- Possess or use knives or guns.
- Possess pornographic material or gamble.
- Vandalize the school bus.
- Possess illegal drugs or alcohol.
- Assault other individuals.
- Use or possess unacceptable items identified in the school Code of Conduct.

Parents and children should be aware of the penalties which will be imposed for various violations of good order and safety. These are listed in Kadena Air Base Regulation 30-1. Each parent will receive a copy of this regulation when they sign their children up for bus passes.

**Safety Tips for Students** Be on time. Never run to or from the bus. The bus will not stop once it has departed a bus stop or bus loading zone. Stand back from the curb. Always cross at least 10 feet in front of the bus and never crawl under a school bus. Follow the bus safety rules listed above.

**Safety Tips for Parents** Make sure your children get to the school bus stop in plenty of time. Discourage loosely fitting and baggy clothing that can get caught in handrails or swinging doors, and on seats. The most dangerous area is at loading and unloading. Instruct your children remain seated while on the bus, to avoid horseplay and being exceptionally noisy, and to stay back away from the bus until it is safe to board. Stop for school buses with red lights flashing...even in the school yard! *As a precaution, avoid purchasing yellow raincoats; the yellow raincoat has a tendency to blend in with the yellow school bus making it hard for motorists to see the student.*

**School Bus Evacuation Drills** All students will participate in two evacuation drills throughout the year, even if they do not ride the bus to and from school. These drills are necessary because of the possibility of danger caused by accidents, fire, or other elements of nature. They will be held on school grounds and supervised by the Principal or his/her designated representative. Both the service door and the emergency exits are to be used.

**Cafeteria Procedures & Student Meals** Operation of the school cafeteria is the responsibility of the Okinawa Area Exchange (OWAX). Students will be allowed to call home to ask for lunch money or to have a lunch brought to school. There is a daily hot lunch available or students may bring a lunch from home.

**National School Lunch Program Information** The military services have requested the Army and Air Force Exchange Service (AAFES) to operate a daily school lunch program for overseas DoDDS. Under this arrangement, AAFES provides the food and personnel to operate the cafeterias. The military services furnish the equipment and cafeteria facilities. AAFES operates the school lunch program on a strictly non-profit basis worldwide; meal prices are established to cover food costs and operating expenses. Reduced prices and free meals are available to eligible students. For more information, sponsors can contact the 18th SG at 645-2431.

Menu planning is based on U.S. Department of Agriculture (USDA) guidelines. The menus are planned by a certified nutritionist at AAFES Headquarters in Dallas, Texas. Each meal meets or exceeds USDA requirements and provides approximately one third of the student's daily nutritional needs. Menus are included in the monthly AAFES Shopping Guide and Schedule of Events and distributed to AAFES facilities including all schools on Okinawa, and are also available upon request in the school office.

AAFES wants to make this the very best school lunch program in the overseas school system. With this in mind, your comments and suggestions are welcome. Also, if you have any questions about the school lunch program, please feel free to call the JASD Food Manager at 634-0026 or 633-2675.

**Cafeteria Rules** During the lunch period, all students are to be in the cafeteria at their assigned time unless written permission has been granted for the student to be elsewhere. Students are required to demonstrate acceptable behavior, and are expected to follow these rules:

- 1) Use a reasonable tone of voice, i.e. no shouting or screaming
- 2) No running inside the cafeteria
- 3) Use appropriate table manners, i.e. no throwing food
- 4) Remain seated until excused by the lunch monitor
- 5) Maintain a clean eating area, i.e. throw your trash away and return your lunch tray
- 6) Line up properly, i.e. no cutting in line, no pushing or shoving

**Computer Access/Internet Policy/Electronic Devices** KSES students are fortunate to have access to computer technology which enhances their education. KSES computers are defined as all hardware, software, and resources made available on the school campus. Internet access is available in each classroom, the Information Center (IC), and all computer labs.

We expect all students to treat our computer hardware, software, and resources in a responsible manner and to abide by the rules established in this policy letter.

[\(DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010\)](#)

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.

- Do not reveal the personal address or phone numbers of students, faculty, or staff.
- Warranties - Kinser Elementary makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for any damages users suffer while using e-mail and/or the Internet.
- Security - Any user identified as a security risk or having a history of problems with computer systems may be denied access to computer technology.
- Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, destroy, or abuse any computer technology or the data of another user.

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

## Kinser Elementary School Technology Consequences Rubric

- I. Inappropriate Use**—This includes checking personal email, surfing sites that are not class specific or part of the current assignment, anything deemed inappropriate for class, using a proxy to bypass content filters.

<b>1<sup>st</sup> offense</b>	Exhaust all classroom policy set for classes pertaining to technology.
<b>2<sup>nd</sup> offense</b>	Student speaks to the administration about the severity of the actions and receives 2 day account suspension.
<b>3<sup>rd</sup> offense</b>	Two week account suspension.
<b>4<sup>th</sup> offense</b>	Is considered malicious intent and automatically will receive a semester long account suspension.

- II. Inappropriate Content**—This includes surfing sites about hacking, pornography, playing games online, downloading music, downloading movies, etc.

<b>1<sup>st</sup> offense</b>	Exhaust all classroom policy set for classes pertaining to technology.
<b>2<sup>nd</sup> offense</b>	Student speaks to the administration about the severity of the actions and receives two-day account suspension.
<b>3<sup>rd</sup> offense</b>	Two week account suspension.
<b>4<sup>th</sup> offense</b>	One year account suspension.

- III. Malicious Intent**—This includes possession of documents, files, programs, or data that can be used to harm the network in any way, including, but not limited to, hacking how-to documents, key loggers, port scanners, or brute force password cracking.

<b>1<sup>st</sup> offense</b>	Semester account suspension.
<b>2<sup>nd</sup> offense</b>	Upgrades to malicious destruction – one year suspension.

- IV. Malicious Destruction**—Any action taken by a user to cause damage to any data or resource on the network.

<b>1<sup>st</sup> offense</b>	One year suspension.
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Any offense that does not specifically fit into the categories above and/or is of a severe nature will be referred to the Technology Committee for review and the Technology Committee will make a recommendation for consequences to the Principal.

## Discipline and Behavior

### Student Discipline

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

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

### Physical Expectations

1. I will use safe, nonviolent actions at all times. (No hitting, roughhousing, shoving, pushing or spitting. Keep hands and feet and other body parts to one's self).
2. I know that being part of a fight, real or play is not acceptable.
3. I will not touch others inappropriately.
4. I will walk in the halls quietly.
5. I will remain in designated areas in which I have permission to be at all times.

### Language Expectations

1. I will use polite and appropriate language at all times. (No profanity, racial or gender slurs, verbal threats or inappropriate outbursts).
2. I know that participating in teasing, bullying, put-downs, and name-calling is not appropriate.
3. I will use a 4" (quiet) voice in the lunchroom.

### Respect Expectations

1. I will speak and act respectfully to others. (No inappropriate gestures, back-talk, or intimidating glares).
2. I will show respect for personal and school property. (No stealing, vandalizing, or defacing property).
3. I will show respect to my teachers, other adults, students and myself. (No willful disobedience with any adult in our school).

### Safety Expectations

1. I will walk on the sidewalks and in the hallways.
2. I will use school materials such as pencils, scissors, etc., as they were intended.
3. I will wear appropriate shoes at all times; thongs, due to safety concerns, flip-flops, or clogs are **NOT PERMITTED**.
4. I will wear tennis shoes (shoes with backs on them) on days that I am scheduled for PE.
5. I will **NOT** wear bandannas, hats, or other head wear in the school.
6. I will **NOT** arrive at the school without parental supervision prior to 0820 daily.
7. If I ride my bike, scooter, or skateboard to school, I will not ride it on campus and stow it properly during school hours.
8. I will **NOT** use skates or shoes with wheels (Heelys) on campus. (If I do, I understand they will be confiscated and a parent will have to come and pick up those items from the office.)
9. I will follow playground safety rules during school and non-school hours.
10. I will **NOT** chew gum in school.
11. I will only leave the school campus when I am dismissed to report home or another pre-planned activity; students may return to use the playgrounds only after checking in at home or with the child care provider.

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

## PLAYGROUND RULES

### **GENERAL**

1. Play in a calm, gentle manner.
2. Wait your turn.
3. "Spot" for your friend.
4. Wear appropriate shoes.
5. Always use playground equipment properly. (Standing or climbing on top of the equipment or any of the support bars is dangerous and unacceptable behavior.)
6. Pushing, shoving, or throwing of rocks and other debris found on the playground is dangerous and unacceptable behavior.
7. Use the designated entrance and exit points.
8. Use all equipment quickly and safely. Remember others are waiting their turn.
9. Keep your hands to yourself. Do not play games that involve pushing or touching others.

### **SWINGS**

1. Stay out of the "danger zone" of the swing. (The areas in front of and behind the swing.)
2. One child on the swing at a time.
3. Always stop the swing before getting off.
4. Always sit on the swing. (No standing or lying down.)
5. Keep the swing straight at all times. Twisting, winding, or wrapping the swing is unacceptable.
6. Be respectful of other students waiting to swing.

### **SLIDES** (Roller, Tunnel, Spiral, Ten Foot)

1. One child on a slide at a time.
2. Look to make sure the slide is clear before sliding down.
3. Slide in sitting position.

### **CHAIN NETS. CLIMBER AND ARCH CLIMBER. CROSS BARS**

1. One person on equipment at a time.
2. Hold on when climbing up or down.

### **CABLE WALK**

1. One person on a cable at a time.
2. Swinging, hanging, or climbing on the cable is dangerous and unacceptable behavior.

### **FENCE**

1. No playing along the fence line.
2. Do not throw objects over the fence.
3. Do not climb on the fence.

### **PARALLEL BARS AND TURNING BARS (PULL-UP BARS)**

1. One person on the equipment at a time.
2. Stand a safe distance from the bars while waiting for your turn.

### **FIRE POLE**

1. One person at a time.
2. Always check to see if the base or bottom is clear before sliding down.

### **HORIZONTAL BARS, RINGS, ZIP LINE, AND HORIZONTAL LADDER**

1. One person crossing at a time.
2. Students may cross bars either way. The first person on the bar has the right-of-way.
3. Remember to take turns.
4. Always walk around the bars while someone is using them.

### **MOVING BEAM (ZIGZAG BALANCE BEAM)**

1. Purpose: To develop agility and balance.
2. Beginners: One person on the beam.
3. Advanced: Two or three persons on the beam.

### **TIRE CLIMB**

1. Purpose: To develop movement skills.
2. Climb up one side and down the other.
3. Do not use as a swing.
4. Take turns.

### **TIRE ROLL (BARREL ROLL)**

1. Purpose: To develop balance and agility.
2. Maximum of two students at a time.

### **CLIMBING WALL**

1. Purpose: To develop the upper body, arms and hand muscles.
2. Two students on the wall at a time, and one student per rope.
3. Standing, sitting, or playing on top of the wall is dangerous and unacceptable behavior. Climb to the top and immediately come down or cross over the wall and descend. Ropes are only used to aid in climbing the wall.

**Vandalism** Sponsors are responsible for individuals intentionally damaging, destroying, or defacing government property or committing acts which require a labor force to correct. They will be held liable for the cost of repair by military authorities.

**Cell Phones** While it is recognized that cell phones have become a parent's tool to help to monitor their children's whereabouts, cell phones for students are not recommended on campus. If a child needs to bring one to school, its use will be restricted to before or after school; **it will be turned off during school hours**. Violation of this will result in the phone being confiscated and to be returned at the end of the school day. Repeated offenses may require that the parent come to the school and pick up the phone. Should students need to contact a parent during school hours, they are to ask their teacher or the office staff for assistance.

**Students on an Individual Education Plan (IEP)** Disciplinary action for a student on an IEP will be in accordance with DSM 2500.13-R, Chapter 10. Kinser Elementary School maintains a disciplinary committee that reviews cases which may result in long-term suspension and expulsion.

**Personal Responsibility** The responsibility for a dependent's behavior and conduct are his/her own and that of his/her sponsor. Students are expected to maintain standards which will bring credit to themselves and their families, show recognition and consideration for the rights of others, and contribute to a healthy and rewarding educational atmosphere. At school, every student is expected to obey **ANY employee at ALL times**. All acts that may be dangerous in any way are forbidden. The school will notify the parent of **repeated misconduct**.

**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.

### **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). Please refer to your school's Web site for specific dress code policy.

We encourage children to take pride in their appearance at all times. Good grooming is a necessary part of a good education. When a student comes to school, he/she should be dressed comfortably and in good taste. Students whose mode of dress disrupt the educational process, or constitute a threat to the individual's self-esteem will be required to make modifications to their attire. Students may be given appropriate clothes from the nursing office or **parents may be called if articles of clothing are judged inappropriate**.

Articles of clothing that may be judged inappropriate include, but are not limited to the following:

1. Unsanitary or torn clothing; obscene writing on clothing.
2. Bare midriffs, see-through net shirts, bare back—when arms are fully raised above the head, no part of the waist should be exposed.
3. Clothing identifying a group or gang (Exceptions- Boy Scouts, Girls Scouts, Young Marines, etc.).
4. Short shorts, skirts—shorts should cover more than half of the thigh, standing straight.
5. Baggy, saggy, or oversized pants or shorts are not appropriate at school
6. Students must wear shoes at all times while in school; no thongs, flip-flops, Heelys (shoes with wheels) or clogs.
7. Clothing that allows undergarments to show (spaghetti straps).
8. Bandanas, hats, etc.

**Books & Supplies** Textbooks are furnished free of charge and are issued to students by each classroom teacher. Students will be held responsible for these books and are required to pay for them if lost or damaged. All payments will be the current retail value of the book.

A list of classroom supplies, by grade, is included on pages 36-37. The teacher will inform the class of other needs such as paper, scissors, crayons, rulers, and other supplies, which may be needed. **Some items could be considered "community property" and may not be returned at the end of the year due to use, breakage, etc.** Students will need a pair of tennis shoes or shoes with similar soles for use in the gymnasium. Shoes with cleats of any type (even rubber) are not acceptable in order to maintain the gym floor in good condition. The above-mentioned items, school supplies, and items approved by the teacher are the only items acceptable at school. Items unrelated to school may be confiscated.

## WE PRACTICE 100% ID CHECKS EVERY DAY

### **Visitors & 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 the school office to begin this process.

**Classroom Visits/Observations** We welcome parents as vital partners in the educational process. Parents are expected to **schedule their visits and meetings with teachers**, except in emergencies. The advanced notice allows the teacher to offer an optimum date and time for the parent to observe the instructional process, as well as a healthy exchange of ideas that benefits the student and ensures his/her success. Please contact the teacher or office if you would like to set up an appointment.

**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 call or email your child's teacher to schedule a conference or contact the school office.

**Parking** **Park only in the designated parking areas; please do not park in the driving lane of the parking lot.** Make sure the motor is turned off and the emergency brake is on. Please do not leave children unattended in your car. (See PMO Order - MCOBJO P1124.1A). The front parking lot will be closed from 0820 to 0830 and from 1445 to 1500 every day to ensure the safe arrival and departure of our students. Please do not park in the front parking lot during these times. Pick-up and drop-off of students can be done safely in the designated parking behind the school bus lanes (on the street in front of the main parking lot). Please do not leave your vehicle unattended in this area as it is only for student pick-up and drop-off.

**Lost & Found** Lost articles such as clothing and lunch boxes are stored down the hall from the office. Small items such as money, jewelry, keys, and eyeglasses are kept in the office. Items not claimed in a timely manner will be donated to the base thrift store or a local orphanage.

**Telephones** Telephone lines are limited. Student use must be restricted to emergencies and to those students who have written permission from their teachers. Students will be allowed to use the phone in the office provided they have a telephone permission slip signed by their teacher. Please refrain from calling the office with **routine** messages or requesting to speak to your child while he/she is in class. Frequent interruptions disrupt the educational process. Only emergency messages will be taken for students.

**Photographs** Students and parents are not permitted to take pictures with cameras or cell phones without explicit permission from teachers or administrators. This policy ensures the privacy of those individuals who have requested no photographs other than yearbook photos.

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

## **SPECIAL EVENT PROCEDURES**

**Study Trips** Study trips are an extension of the classroom curriculum; therefore, attendance is important. If your child's class is planning a study trip, his/her teacher will send home a permission slip explaining the trip, mode of transportation, and other pertinent details; **it must be signed and returned to the school, or your child will not be allowed to attend the Study Trip.** If permission is not granted by the parent/sponsor, supervision becomes the responsibility of the parent/sponsor. If your child comes to school on the day of a study trip without prior permission, you will be called to pick your child up. The school provides supervision for the study trip. Under extenuating circumstances, i.e. behavior problems, special needs, a parent may be asked to attend the study trip with their child as a condition to their child attending. Parents who may need to pick up their students at the study trip site must sign a release form provided by the teacher before the student is free to go.

**Chaperones** Before chaperoning, the parent/guardian must complete a background check and submit the complete forms to the office. As an invited chaperone, one's responsibility is to supervise the students. **In the interest of the safety and welfare of the classrooms being supervised, younger sibling/infants may not accompany their parents on study trips.**

Parent chaperones are expected to accept following responsibilities:

- Supervise students assigned by the classroom teacher at the study trip site.
- Keep your assigned students in view at all times.
- Follow the teachers' directions if an assignment is part of the study trip plan.
- During the lunchtime, keep your assigned students together.
- Remind students to clean up after themselves.
- Remind students to be courteous and polite at all times.
- If a student becomes ill or gets hurt, contact the teacher immediately.
- Report to the bus pickup **on time**, as time schedules are usually **very tight**.
- Bus breakdowns will be handled by the bus driver and the teacher who will notify the school.

**School Sponsored Nights** Throughout the year, the school may sponsor extracurricular events outside of school hours, such as the PTO Fall Carnival. These events help strengthen the school's relationship with the community. Students and their families are encouraged to attend. All those in attendance are expected to act appropriately. If any inappropriate or problematic behavior is observed, the school reserves the right to contact PMO.

**Parties** During the school year, four parties may be held at the teacher's discretion. These parties are usually held in the fall, before the winter holiday season, at Valentine's Day, and at the end of the school year. Parents are encouraged to participate in these activities. Parents may be asked to help make these parties possible by contributing food, drinks, or other items. Healthy snacks are strongly encouraged.

## **PUPIL PERSONNEL SERVICES**

**Pupil Personnel Services (PPS)** PPS's primary function is to receive student referrals from teachers, consider and discuss their concerns, and make recommendations. PPS members also provide services for students according to their individual needs. This includes compensatory education, reading improvement, special education, speech and language services, English as a second language (ESL), and counseling and psychological services. PPS personnel also participate in school-wide programs including enrichment, specials, (music, art, physical education, and host nation) and advise the Principal on matters related to the special needs of students.

**Inclusive Education** Inclusive education is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs in the general education program. Supplementary aids and services are provided to these students in order for them to attain success. Inclusive education is grounded in the philosophy that **ALL** children can learn, have equal access to high quality education, and have the opportunity to be challenged to perform at higher levels of achievement. DoDEA educators share the responsibility of educating all children through collaborative efforts and through implementation of the guiding principles of the DoDEA Community Strategic Plan.

### **Student Placement**

#### **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.

**Student Class Placement** Incoming students are placed in classes by the counselor based on the number of students already assigned to classes. In the case of extenuating circumstances, an administrator makes the decision. The teacher will receive any placement information available. Students who register during the Thanksgiving vacation, Winter Recess, or Spring Recess will start the following Monday when school resumes. Students who register prior to 11:00 a.m. will start the next school day after registration. Students who register after 11:00 a.m. will start the second school day after registration.

**Incoming Students with Special Needs** The counselor will notify the appropriate special educator. The administration will then decide on the student's placement. Incoming IEP plans will be provided to the CSC Committee.

**Incoming Students from Foreign Schools** All students from foreign schools will be assigned to a grade level based upon their chronological age, standardized test results, and/or language skills and reading assessments administered by the reading specialists.

**Placement of Students for the Succeeding Year** Our administration supports and complies with DoDEA's philosophy of heterogeneous grouping. Parents will be notified of student class assignments by the Friday evening prior to the first day of school on Monday.

**Request for Class Placement Change** Requests to change classes will only be granted under extraordinary circumstances. No changes will be made until after the first two weeks of school. Prior to requesting a change in placement, parents must schedule and attend a Parent-Teacher Conference to discuss concerns and develop an action plan with the teacher. Sufficient time (no less than 2 weeks) should pass before proceeding with the next step of submitting a written request

to the Placement Committee via the Principal. The written request should explain in detail why the current placement is not meeting the educational and/or social needs of the child. **No teacher name requests can be accepted.** Once the written request is received, the Placement Committee will schedule a meeting with the parents to discuss their request, and make recommendations. The principal makes the final placement decision. In cases of extenuating circumstances or matters of a sensitive nature, an administrator makes the decision without the Placement Committee convening.

**Education Student Services** Education Student Services (ESS) are an integral part of the total education program. The ESS Department includes DoDEA schools' nurses, counselors, psychologists and 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: <https://www.dodea.edu/StudentServices/index.cfm>

### **Special Education**

Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015

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

### **Disability Services**

DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended & DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001

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

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

DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007

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

### **Counseling**

DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 & DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 and DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students' academic success. Early identification and intervention of

students' academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

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

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

### **School Psychology**

DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students' academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

# **CURRICULUM STANDARDS**

DETAILED STANDARDS FOR EACH GRADE LEVEL ARE AVAILABLE ON THE DODEA WEBSITE AT:  
[HTTP://WWW.DODEA.EDU/CURRICULUM/](http://www.dodea.edu/curriculum/)

## **GRADUATION REQUIREMENTS**

DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004

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

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

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

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

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

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

## **Transferring Course Credits to a DoDEA School**

DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004

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

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

## **ACADEMIC POLICIES**

### **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.

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

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

**Grade Speed** Parents of 4<sup>th</sup> and 5<sup>th</sup> grade students can request a Grade Speed account through the office. The Grade Speed program can help parents access student grades on a daily basis to ensure that your child is progressing as expected. The following marking codes will be used in the major subject areas of Language Arts, Reading, Math, Social Studies, Science, and Health: A- Excellent 90%: B- Very Good 80%: C- Good 70%: D- Minimal 60%: F- Failing 50 % (“+” and “-” may also be used). The Life Skills, Social Development, Special Subjects, and all sub-content areas will be marked with:

<b>E</b> - Exceeds grade-level expectations	<b>1</b> - Consistently Observed
<b>M</b> - Meets grade –level expectations	<b>2</b> - Occasionally Observed
<b>S</b> - Steady progress toward grade-level expectations	<b>3</b> - Infrequently Observed
<b>L</b> - Limited progress toward grade-level expectations	

**Homework & Make-up Work** Homework is based on each student’s individual needs, interests, and abilities. It is encouraged for reinforcement and enrichment. Teachers do not assign homework that has no specific educational purpose. Parents are encouraged to establish a daily study time to complete homework or practice skills.

Make-up work must be arranged no later than the day the student returns to school **after an excused absence**. Teachers may require make-up tests to be taken. It is the student’s responsibility to ask the teacher for the make-up work. Please review the DoDEA School Attendance Policy for additional guidance on make-up work. Sponsors or parents of students who are ill or in the hospital for an extended period of time (over three days) must notify the office and teacher to make arrangements for picking up assignments.

## **Progress Reports & Report Cards**

DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. Parents should not hesitate to contact their child's teacher if they have questions or concerns about their child's progress. Do not wait until report cards are issued if you have a concern regarding your child's progress.

For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

On a K-3 report card "**CD**" means your child consistently demonstrated mastery level performance in the indicated skill during the marking period. "**P**" means the student is developing the skill or progressing in the area. "**N**" means the student needs more development growth or time to display this skill. "**X**" indicates that the area has not been addressed at this time.

**Honor Roll** Honor Roll for 4<sup>th</sup> and 5<sup>th</sup> grades only. A student is recognized for the Principal's Honor Roll by earning all A's, High Honor Roll by receiving mostly A's and a few B's and Honor Roll by earning A's and mostly B's in both regular and specials classes.

**Records Policy** Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation. Please visit the following website for further instruction based on your situation or contact the office: <https://www.dodea.edu/students/transcripts.cfm>

## **Systemwide Assessment Program**

DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010

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

All assessments selected for use within DoDEA shall:

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

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

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

**Student Withdrawals** If a student is **transferring** to another school on island, parents will need to withdraw the child by completing a Student Transfer Notification form from the office. **A minimum of three days' notice is required for all transfers.** Records may be picked up at 1000 on the last day of school. Students who are registered at the receiving school prior to 10:00AM may begin classes the following day.

If a student is **PCS-ing** during the school year, parents must complete a Student Withdrawal Request form and provide a copy of the PCS orders to the office. In addition, **at least two weeks' notice prior to the child's last day of school is necessary in order to prepare all records for a PCS move.** Parents may pick up records on the student's last day of school after dismissal. The office will advise the student's teacher(s) of the pending withdrawal so that report cards and other required paperwork can be completed in a timely manner.

## **HEALTH SERVICES**

### **School Health Services**

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

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

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

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

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.

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

**Health Room** The School Nurse's office is operated by a registered nurse. It is open during school hours for the emergency medical care of illnesses and injuries sustained in pursuit of the school program and to conduct the school health program. Although precautions are taken, students have accidents at school. When minor accidents occur, the school nurse administers first aid. If an injury requires the attention of a doctor, the family will be contacted and advised to consult with the proper clinic. The same procedure will be followed for illnesses. Inform your student there is a nurse in school should they not feel well during the school day. Please inform the school nurse of all allergies or medical concerns that may affect your student during the school day. Please notify the Nurse if your child is returning to school after surgery, serious illness, or injury.

### **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 & Incident/Injury Reporting**

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.

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

For proper parental contact, please keep the main office up-to-date with current contact information.

**This is the parent's responsibility. When parents are contacted to pick up their child because of illness or injury, they have up to one hour to do so. If the child is not picked up after one hour, we will contact the emergency contact person or the sponsor's Commander.**

Children are expected to participate in outdoor recess if they are in school. Please **do not** request your child be kept in during recess or physical education classes. If they are unable to participate, please provide a doctor's note.

### **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 to 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.
- **Parvovirus:** Students may return to school after the fever has subsided for 24 hours even though they may still have a rash.
- **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.

Reporting communicable diseases to the school nurse is appreciated for the protection of other students.

Students recovering from communicable diseases must report to the nurse with a note from the doctor prior to being readmitted to class.

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

## **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.

## **Medications**

It is best practice to take medication at home. If medication must 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, both prescribed and over the counter, 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, along with the required Medication Form H-3-2, as well as the "Hold Harmless" letter. These must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The nurse will keep the medication in the nurse's office, and the child must go to the nurse's office to receive the medication. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting administration, or health aide for safekeeping.

A plan of care is needed from the doctor prescribing the medication for all students with ASTHMA and students with SEVERE ALLERGIES that need epi pens in school.

**Japanese Medications** If you take your child to a Japanese doctor and your child needs to take medication during school, the school nurse will need a note and "Hold Harmless" letter from the doctor and the parent with clear instructions in English for the school nurse. Please make sure that your child's name is on each envelope of medication.

ALL MEDICATIONS ARE DISPENSED FROM THE NURSE'S OFFICE. TEACHERS ARE NOT RESPONSIBLE FOR ANY MEDICATIONS. NO CHILD IS PERMITTED TO CARRY ANY MEDICATION ON THEIR PERSON OR ADMINISTER THEIR OWN MEDICATIONS.

**Study Trip Medications** Emergency medications (such as bee-sting kits, asthma inhalers, etc.) that are required to be used at school, must also accompany children on study trips. Parents are required to accompany students on study trips when required medications have not been given to the school nurse with the proper forms. Please indicate medication needs on your child's study trip permission slip when your child participates in a scheduled study trip. We highly encourage parents to accompany their child on study trips.

**Immunizations** 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. 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
- Physician, clinic, or hospital-generated immunization records

For a list of required immunizations and necessary forms, please visit:  
[http://www.dodea.edu/StudentServices/upload/2011\\_2942\\_0\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf)

***In conjunction with immunization regulations, it is the school's policy that students will be disenrolled if the required documentation is not submitted by the indicated deadlines.***

**Health Screenings** The school nurse is responsible for health screenings on all current students in all grades and all new students. Screening includes height, weight, vision, hearing, dental, and head lice check. Referrals are sent to parents if their child requires further evaluation. Parents are strongly encouraged to seek prompt medical evaluation for their child if sent a referral notice. Vision, hearing, and dental problems can impair learning abilities. The nurse is also a resource person who will work with parents, teachers, and health resources to achieve and maintain students' optimum health.

**Sure Start Screenings** Medical and dental screenings are to be performed at the appropriate clinic. It is highly recommended that appointments be made well in advance of the deadline. Screenings are to be performed within 45 days of the child's entrance into the program.

**Health Education** The school nurse helps provide information to the students on health-related topics. This includes first aid training, drug abuse awareness, good nutrition, personal safety, tobacco use awareness, AIDS/HIV education (taught appropriately for each grade level), and other health issues. Grades 4-6 will receive appropriate information regarding puberty and human growth and development.

**Health Tips** Students can learn better if they are healthy. Getting enough sleep, practicing good hygiene, eating a well-balanced diet, seeking medical care when needed, and receiving positive affection from home is important for each child to succeed.

#### **Child Abuse and Neglect**

DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998

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

#### **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.

#### **Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct**

DoDEA Regulation 1800.02, "Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct," June 15, 2015

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

## **Sexual Harassment**

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

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

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

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: [www.dodea.edu/sexualharassment](http://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 (DME0) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at:

<https://www.dodea.edu/aboutDoDEA/command.cfm>

## **PARENT COMMITTEES**

**Parent Teacher Organization (PTO)** PTO membership is composed of community members, parents, guardians and educators of children enrolled in Kinser Elementary School. General membership meetings are conducted regularly. The PTO works to provide its members and the community with information about the school and its programs, and to promote the education and welfare of the children through closer cooperation and understanding between home and school. Money for PTO activities is raised through projects approved by the organization. You can become involved with your child's education in a number of ways through volunteering. Our PTO has opportunities for you to volunteer, i.e. classroom reading, helping in the Information Center, or at special events sponsored by the PTO, in your child's classroom, etc.

**School Advisory Committee (SAC)** SAC consists of 6 members (3 parents, and 3 educators) and is formed each school year. The objective of this committee is: In the name of the "school community", to make positive recommendations to the principal on all matters affecting the operation of the school. If you would like more information, please contact the main office. Any parent or student who has comments or suggestions for discussion by SAC can contact any member of the committee, drop off your suggestion in the main office, or leave a message in the front office. **Guests are welcome.** Check with the main office or SAC members for dates and times of SAC meetings.

## **EMERGENCY PROCEDURES**

**Evacuation Procedures** In the event of a fire drill or other emergency evacuation procedure, a loud, continuous buzzer will be sounded—periodic, unannounced, emergency drills are held throughout the school year. Students and teachers following the evacuation plan posted in each classroom will leave that room in an expeditious and orderly manner. Students are not to go to any other area during or after emergency evacuation procedures until given permission by an appropriate authority. To ensure accountability of students at all times, parents may accompany students during drills or emergency evacuations. After the all clear is given, students will be released to parents following normal checkout procedures.

**School Closures** There are times when weather situations could result in school being closed. In the event of a school closure, you will be notified via email. Please see the following page for DoDEA's guide on weather-related school closures.

**DoDEA Okinawa District Tropical Cyclone Conditions of Readiness (TCCOR) Guide**  
**—Applicable to all DoDEA Schools on Okinawa—**

<b>TCCOR Level Announced:</b>	<b>TIME: 0500-1159</b>	<b>1200-1459</b>	<b>1500-0459</b>
<b>TCCOR ONE (TCCOR-1)</b>	No school for students <u>ONLY</u> if declared before 0500. Otherwise, all bus routes and school operations will continue on a normal schedule. 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.
<b>TCCOR ONE CAUTION (TCCOR-1C)</b>	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
<b>TCCOR ONE EMERGENCY (TCCOR-1E)</b>	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
<b>TCCOR ONE RECOVERY (TCCOR-1R)</b>	No school for students or work for DoDEA employees. <u>ONLY</u> Facility damage assessment teams will report for duty. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. <u>ONLY</u> Facility damage assessment teams will report for duty. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for DoDEA employees. <u>ONLY</u> Facility damage assessment teams will report for duty. Tune to AFN radio, TV or official internet sources for current information.
<b>STORM WATCH (TCCOR-SW)</b>	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.
<b>NORMAL LEVEL: ALL CLEAR (Dec 1st-May 31st) TCCOR-4 (June 1st-Nov 30th)</b>	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.

**\*\*PLEASE NOTE\*\*** The sequence of TCCOR levels may vary. As an example, it is possible to go from TCCOR-1C to TCCOR-SW thereby skipping TCCOR-1E and 1R. Stay tuned to AFN or visit official social media and/or web sites for the latest TCCOR level.

**\*\*TCCOR 5\*\*** is only used outside established typhoon season, from December 1<sup>st</sup> thru May 31<sup>st</sup>, when destructive winds are possible within 96 hours.

v2.1 | 10 May 2016

# III MEF/MCIPAC Child Supervision Requirements

THE BELOW MATRIX APPLIES TO ALL SOFA STATUS PERSONNEL BOTH ON/OFF INSTALLATION

Age	Leave unsupervised in quarters, or outside unattended to include playing	Leave alone over-night/Leave in quarters while on vacation or TDY/TAD	Leave in car unsupervised	Baby-sit/supervise siblings or others	Leave in public areas	Walk to school and/or bus stop
0-6 years	No, unsupervised in quarters 5-6 year olds may be outside in yard with immediate access (visual sight or hearing distance) to adult/sibling supervision.	No	No	No	No in public areas. 5-6 year olds must be on playground with immediate access (visual sight or hearing distance) to adult/sibling supervision.	Kinder: No First Grade: Yes
	No, unsupervised in quarters. Yes, outside unattended for 2 hours with access to designated adult/babysitter.	No	No	No	Only on playgrounds for 2 hours with access to designated adult or babysitter.	Yes
7-9 years	Yes, 3 hours with access to designated adult	No	Yes, up to 15 minutes with keys removed	No	Yes, 3 hours with access to designated adult 2 hours at retail stores. (BX, food court, etc.)	Yes
10-11 years	Yes, 12 hours with designated adult checking periodically.	No	Yes, with keys removed	Yes, Red Cross Babysitting Course Strongly Recommended	Yes, 12 hours at public areas with designated adult visually checking periodically; 4 hours at retail stores	Yes
12-13 years	Yes, 12 hours with designated adult visually/telephonically checking periodically. <b>Not to include over night</b>	No	Yes, with keys removed	Yes, Red Cross Babysitting Course Strongly Recommended	Yes, 12 hours with designated adult/care provider checking periodically	Yes
14-15 years	Yes, with telephone access to a designated adult	Yes, with telephone access to designated adult May not be left in quarters while on vacation or TDY/TAD	Yes	Yes, Red Cross Babysitting Course required.	Yes	Yes

### As an explanation:

- Adult is defined as someone 18 years or older who has been appropriately granted responsibility for the child, e.g., parent, guardian, sibling, care provider, friend.
  - Babysitter is someone between the ages of 12 and 17 (paid or unpaid) who has completed the Red Cross Babysitting Course.
  - To babysit/supervise siblings or others, child must be at least 12 years old and completed the Red Cross Babysitting Course.
- Left alone overnight is defined as during or lasting the night, the period between sunset and sunrise, when a sponsor or designated adult is not physically present
- Designated Adult is a specific prearranged individual who accepts responsibility for children.
- Access is when the child has the ability to make immediate face-to-face contact with the adult.
- Unsupervised means when a child is not constantly monitored by the sponsor or designated adult/care provider.
- Checking periodically is when the designated adult or sponsor and child have a face-to-face meeting.
- Public areas include parks, playgrounds, sport fields, recreational areas and other public areas.



**CURFEW:** Applies to all persons under the age of 18, or 18-20 who are currently enrolled in high school, a secondary school, or receiving other compulsory education  
Persons subject to curfew must be in quarters or with parent/designated adult during restriction times.

- **Off Base** – Within Okinawa Prefecture: 2200-0400 Sunday through Saturday. • **On Base** – 2200-0530 weekdays (Sunday night through Friday morning).
- **On Base** – 2400-0530 weekends (Friday morning – Sunday morning), holidays, and any time school is not in session the following day

# KINSER ELEMENTARY SCHOOL

## 2018 – 2019 SCHOOL SUPPLY LIST



### KINDERGARTEN

- 1 pair round end child's scissors
- 1 box colored pencils (24 ct)
- 1 zipper pencil pouch
- 1 box of dry erase markers
- 1 backpack\*\*
- 4 glue sticks
- 2 pkgs #2 skinny pencils
- 1 headphones (no buds)
- 1 change of clothes
- 1 raincoat
- 3 large erasers ( no pencil toppers)
- 2 plastic pocket folders (w/ prongs)
- 2 one-inch 3-ring binder w/ dividers & page protectors
- 2 primary (w/ picture space) bound composition book

### GRADE 1

- 1 1" binder
- 1 set RCA headphones
- 6 glue sticks
- 2 pkgs #2 pencils (10-12 pack)
- 4 plastic pocket folders w/ prongs
- 1 Mead 5 Star, 3 prong plastic folder with pockets, stay-put tabs
- 1 child's scissors
- 4 boxes crayons (2-8 ct & 2-24 ct)
- 1 box markers (8 ct)
- 6 pink pearl erasers
- 1 box colored pencils (12 ct)
- 2 primary journal, early creative story tablet
- 3 composition notebooks (wide ruled)
- 2 pkgs dry erase markers (1 thick/1 thin)

### GRADE 2

- 4 pkgs #2 pencils
- 3 two-pack pink erasers
- 1 box colored pencils
- 1 pencil pouch
- 1 pair scissors
- 1 1" binder w/ divider
- 3 packs of loose leaf paper wide ruled notebook paper
- 1 pkg dry erase markers
- 4 glue sticks
- 5 plastic pocket folders w/ prongs
- 2 boxes crayons or twistable
- 2 highlighters
- 5 marble composition books
- 3 pkgs pencil top erasers
- 1 personal headphones

### GRADE 3

- 24 #2 pencils (sharpened)
- 5 composition notebooks bound (no spiral)
- 1 pack of loose leaf paper wide ruled notebook paper
- 4 plastic pocket folders with pockets 3 prongs with fasteners
- 3 pkg Post-it notes
- 4 glue sticks
- 6 large erasers
- 2 different color highlighters
- 1 1 ½" binder
- 1 box dry erase markers
- 1 pack dividers w/ pockets
- 1 box crayons (24 ct)
- 1 pair round-lip scissors
- 1 large pencil case w/ zipper
- 1 box colored pencils
- 1 red pen
- 1 blue pen
- 1 backpack\*\*

### GRADE 4

- 1 soft supply pouch
- 2 #2 pencils with eraser tops (sharpened)
- 3 packs of loose leaf paper wide ruled notebook paper
- 6 bound composition books
- 1 box washable markers
- 1 1 ½" 3-ring binder
- 1 personal headphones (labeled)
- 1 box colored pencils
- 3 packs large erasers
- 2 highlighters (yellow/green)
- 3 pkgs Post-it notes
- 1 pack dividers
- 1 colored pen for grading
- 4 glue sticks
- 1 box crayons
- 1 pair round-end scissors
- 2 boxes dry erase markers

### GRADE 5

- 1 plastic supply or soft supply pouch
- 24 #2 pencils with eraser tops (sharpened)
- 2 packs of loose leaf paper wide ruled notebook paper
- 5 bound composition books (unlabeled)
- 1 pack pens (blue or black)
- 1 box multi-colored dry erase makers
- 1 12 count color pencils
- 1 large eraser
- 1 pack multi-colored highlighters
- 1 pack glue sticks
- 1 tifold display board
- 1 box washable markers
- 1 24 count box crayons
- 1 pair round-end scissors
- 1 two inch 3-ring binder
- 1 pack dividers (5 count)



# KINSER ELEMENTARY SCHOOL

## 2018 – 2019 SCHOOL SUPPLY LIST



### GRADE 5 CONT'D

- 1 personal headphones labeled RCA
- 1 pack red pens

### PLEASE NOTE:

- **Supply List - Parents are requested to purchase the following basic educational supplies for their children. Replacement supplies may be requested by your child's teacher as the school year progresses. NOTE: Supplies listed for each grade level apply to all students in that grade, regardless of assigned teacher.**
- **\*\*No Wheel Backpacks**
- **Special note from the PE teacher: ALL students are required to wear pants/shorts and tennis shoes during PE classes.**
- **\*\*\*Please save your receipt, as all teachers may not require every item.\*\*\***

- \* Parents may need to replace items as they wear out or run out throughout the year
- \* All students need to wear gym shoes and socks on P.E. days
- \* We encourage you to save your receipts in case items need to be returned

Only purchase these items **IF** your teacher or specialist request them after the first day of school or unless it is already listed on the grade level list:

Pens and pencils	Spiral notebooks	Paper - loose leaf
Rubber eraser	Plastic supply box	Child's round end scissors
Colored pencils	Notebook dividers	Crayons
Glue (sticks, bottled)	Bound composition book	Bath towel
Pocket folders	Notebook - 3-ring binder	Paint shirt
Highlighters	Paints (watercolor)	trifold display board
Book bag or backpack	Colored markers	

Schools are expected to purchase the following items and have them available in August for the beginning of school:

- Rulers (ES & MS only)
- Paints (tempera)
- Pencil Sharpeners
- Toilet Paper
- Tissue boxes
- Paper - graph
- Index Cards
- Calculators
- Dishwashing Detergent
- Plastic Bags
- Paper Towels
- Contact Paper
- Liquid Soap
- Baby Wipes
- Hand Sanitizer
- Locks (as required)
- Copy-Printer Paper

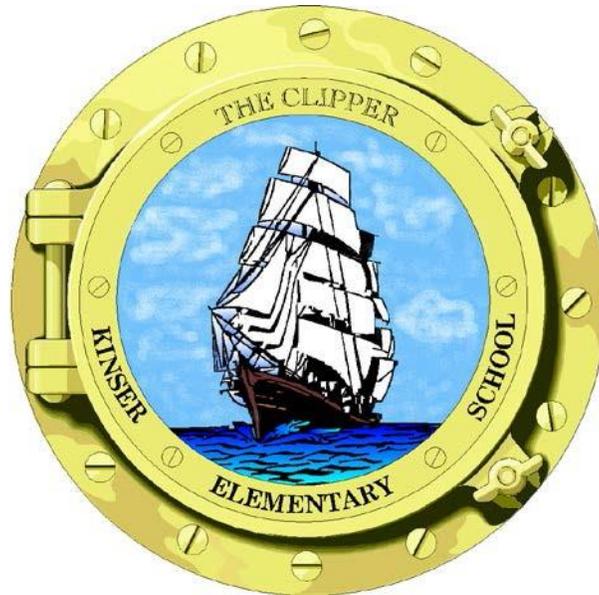
**Parents are *not* to be expected to purchase the above items.**

You may visit the Pacific Area website to view the entire list for all school levels.  
<http://www.dodea.edu/pacific/offices/education/supplies.cfm>



<b>DoDEA ACRONYMS GLOSSARY</b>	
21 <sup>st</sup> CTLL	Century Teaching Learning and Leading
ADHD	Attention Deficit Hyperactivity Disorder
BAS	Benchmark Assessment System
CCRSM	College and Career Ready Standards in Math
COT	Co-teaching
CONUS	Continental United States
CSC	Case Study Committee
CSP	Community Strategic Plan
CSI	Continuous School Improvement
CSILT	Continuous School Improvement Leadership Team
DAC	District Advisory Committee
DAP	Developmentally Appropriate Practice
DARE	Drug Abuse Resistance Education
DDESS	Domestic Dependent Elementary and Secondary Schools
DoDDS	Department of Defense Dependent Schools
DoDEA	Department of Defense Education Activity
DSO	District Superintendent's Office
ECE	Early Childhood Education
EDIS	Early Developmental Intervention Services
ELA	English Language Arts
ESL	English as a Second Language
FLES	Foreign Language Elementary School
IAC	Installation Advisory Committee
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
KSES	Kinser Elementary School
LI	Learning Impaired
LRE	Least Restrictive Environment
LSS	Literacy Support Specialist
PE	Physical Education
PLP	Pacific Literacy Project
POUT	Pull Out Services
PTR	Pupil Teacher Ratio
PTO	Parent-Teacher Organization
SAC	School Advisory Committee
SAC	School Age Care
SHCP	School Home Community Partnership
SMP	Standards of Mathematical Practices
SRI	Scholastic Reading Inventory
SST	Student Support Team
STO	School Transportation Office

# Kinser Elementary School Parent-Student Handbook School Year 2018-2019



## Acknowledgement and Understanding of The Kinser Parent-Student Handbook SY '18-'19

Please read the Kinser Elementary School Parent-Student Handbook, as it is a valuable resource on school policies and procedures. By signing below, you and your child(ren) acknowledge your receipt and agree to abide by all outlined policies.

\_\_\_\_\_  
Student Name(s)

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Student(s) Signature & Date

\_\_\_\_\_  
Parent Signature & Date

**Please return this completed form signed to your child's teacher by the Fall Parent Teacher Conference on November 15-16, 2018.  
Only one acknowledgment form is required per family.  
If you have more than one child attending KSES, please print all children's names and obtain all their signatures.**