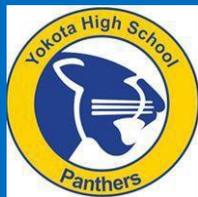
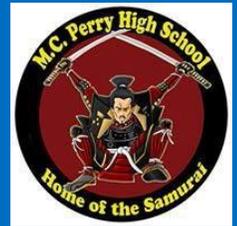


Department of Defense Education Activity

Shirley Lanham Elementary School



Parent-Student Handbook



DoDEA MISSION: EDUCATE, ENGAGE, AND EMPOWER MILITARY CONNECTED STUDENTS TO SUCCEED IN A DYNAMIC WORLD.



DoDEA MISSION: EXCELLENCE IN EDUCATION FOR EVERY STUDENT, EVERY DAY, EVERYWHERE

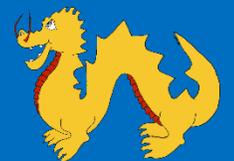


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DoDEA School Rules, Regulations and Procedures

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

General Information

Interstate Compact on Educational Opportunity for Military Children

Policy Reference: [DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

The Department of Defense (DoD), in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

Access to School Facilities

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

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

Visitors and Volunteers

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting,

volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

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

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

Policy Reference: [DoD Instruction 1342.25, "School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," October 30, 1996](#)

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

Enrollment

Student Registration Process

Policy Reference: [DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended](#)

Policy Reference: [DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," March 4, 1997](#)

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

- Proof of age
- Medical records, including information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-

base residence

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

Student Immunization Requirements

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

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, "Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases", 7 October 2013](#)

Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, "School Health Services," September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. Acceptable forms of official proof of immunization status may include, but are not limited to:

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

It is the responsibility of the sponsor/parent/guardian to provide their child's most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

STUDENTS IN NON-COMPLIANCE AFTER 10 DAYS MAY BE DISENROLLED, UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED.

Immunization Exemptions

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, "Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases", 7 October 2013.](#)

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child's health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child's enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child's enrollment at the school.

If an immunization is not administered because of a parent's religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

DoDEA immunization requirements can be found at:

<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

Student Grade-Level Placement

Policy Reference: [DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010](#)

Policy Reference: [DoDI 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017](#)

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, an otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages, assuming yearly progression from grades 1–8.

Grade-level status (grades 9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

In accordance with DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

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

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student’s last date of attendance or graduation date. Please visit the DoDEA Student Records Center located at <https://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your child’s school.

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

Policy Reference: [DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007](#)

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

differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

Accelerated Withdrawal

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

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

High School Graduation Information

Graduation Requirements

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

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

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

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

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

High School Graduation Course Requirements

Minimum Requirements			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) 	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10; or Honors World History 9 or 10, aka Global Studies) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> ● 1.0 credit (Algebra) ● 1.0 (Geometry) ● 1.0 credit (Math course code 400 or above) ● 1.0 credit (Algebra II or identified equivalent course) 	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry or Physics) ● 1.0 credit (Science elective) <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> ● 2.0 credits (World Language [WL] course) <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> ● 1.5 credits (CTE course offering) ● 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> ● 0.5 credit (Lifetime Sports) ● 0.5 credit (Personal Fitness) 	1.5 credits	1.5 credits

	<ul style="list-style-type: none"> 0.5 credit (Activity & Nutrition or equivalent PE) Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports. 		
Fine Arts	<ul style="list-style-type: none"> 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	–	0.5 credit
Summary			
Minimum Total Credits		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
AP and/or IB Courses and Requisite Exams		–	4 courses
Minimum GPA		2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.			

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

Transferring Course Credits to a DoDEA School

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Policy Reference: [DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children,” February 4, 2016](#)

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Enclosure 3, Section 10, of DoDEA Administrative Instruction 2000.1, “High School Graduation

Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

Policy Reference: [DoDEA Administrative Instruction 1375.01, “Home-School Students,” October 15, 2018](#)

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

Report Card and Grading Information

Grading and Grading System

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

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

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

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

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

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

For purposes of calculating a student’s high school GPA, the following scales shall be used:

Unweighted Standard Scale	Weighted Advanced Placement (with AP exam)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

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

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
Europe and Pacific Regions	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.
	P	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.

	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

Progress Reports/Report Cards

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

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

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

Parent-Teacher Conferences

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

Attendance

Student Attendance

Policy Reference: [DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended](#)

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

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

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

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

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

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

Assessments

System-wide Assessment Program

Policy Reference: [DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018](#)

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

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

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

Special Education

Special Education Services

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

Policy Reference: [Department of Defense Manual 1342.12, “Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015](#)

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact your child’s school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

Disability Accommodations and Nondiscrimination

Policy Reference: [DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended](#)

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019](#)

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended, students with disabilities shall be provided a free and appropriate education and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child’s school for specific details.

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

Threats Towards Others

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

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

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

System Programs and Services

School Counseling Services

Policy Reference: [DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009](#)

Policy Reference: [DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K–12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009, and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for lifelong learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

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

School Psychology Services

Policy Reference: [DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010](#)

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

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services

Policy Reference: [DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse’s responsibilities include:

- Providing leadership in promoting personal and environmental health and safety by managing communicable diseases, monitoring immunizations, providing consultation and health-related education to students and staff to promote school health and academic success;
- Providing quality health care and intervening with actual and potential health problems through health screenings, health assessments and nursing interventions, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Providing case management services to direct care for students with chronic health conditions, to ensure their safety, and to increase their access to the educational program; and
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

Student Illness

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child's benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

Parent Notification

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

- Any illness or injury that causes concern or inability to participate in school activities

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

Allergies and Chronic-Acute Conditions

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

Policy Reference: [DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended](#)

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

- Notifying the school nurse of ANY allergy to food, drug, insects, etc., that your child may have;
- Providing the school nurse with medication/doctor’s orders/emergency care plan/parent permission form;
- Teaching children at home about their food allergies and the importance of not sharing any food with others in school or elsewhere; and
- Notifying the classroom teacher about your child’s allergens and checking with the classroom teacher prior to bringing in any food for classroom celebrations.

Medication at School

When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Consent Form. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for

safekeeping. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

First Aid and Emergency Care

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

School personnel will administer first aid as efficiently as possible to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.

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

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019](#)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

Student Rights and Responsibilities

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

Students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others. Students shall:

- Comply with policies, procedures, and standards for student behavior;
- Refrain from conduct or behavior that is disruptive;
- Respect the rights and human dignity of other students and all school employees.
- Attend school and classes regularly and punctually and make a conscious effort in all classes;
- Participate in and take advantage of educational opportunities provided by DoDEA schools
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

Scholastic Integrity

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

Freedom of Religious Expression

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

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

Interscholastic Athletics

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019](#)

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Student Dress Code

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

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012. Please refer to your school’s Web site or school handbook (Page 50) for specific dress code policy.

Search and Seizure

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

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

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item. Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

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

Student Conduct and Discipline

Discipline

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. Student behavioral management consists of

teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members.

In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended, discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion following a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence, or the possession, use, or sale of drugs). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

School Bus Behavior

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

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

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

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019 (DoDEA AI 1443.02, and for

cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

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

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

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

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

Technology

Computer Access/Internet Policy/Electronic Devices

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

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

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

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

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

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

Transportation

Student Transportation Services

Policy Reference: [DoDEA Administrative Instruction 4500.02, “Student Transportation Services,” August 13, 2018](#)

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student’s primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student’s IEP and/or required by Section 504 guidelines. “Curb-to-curb” only applies to students with disabilities who require such service as documented in the student’s IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

DoDEA Vision, Mission, and Core Values

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

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

CORE VALUES

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

DoDEA Blueprint for Success



Goals AND Key Result Indicators:

GOAL 1 **STUDENT EXCELLENCE**
Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life
Key Result Indicator: All DoDEA students will show appropriate growth within an academic year.

GOAL 2 **SCHOOL EXCELLENCE**
Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships
Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

GOAL 3 **TALENT EXCELLENCE**
Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students
Key Results Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

GOAL 4 **ORGANIZATIONAL EXCELLENCE**
Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the mission
Key Results Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.

GOAL 5 **OUTREACH EXCELLENCE**
Partner with internal and external stakeholders and industry leaders to advance student and organizational success
Key Results Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.



**DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
SHIRLEY LANHAM ELEMENTARY SCHOOL
PSC 477 BOX 38
FPO AP 96306**



Welcome to the Japan School District, renamed Pacific East as a part of the Department of Defense Education Activity (DODEA) restructuring initiative. We are proud of the educational opportunities offered in our system. Our focus is on improving academic achievement for all students while supporting the mission of our military families. The military command, school advisory committee (SAC) and parents provide wonderful community support to us and we feel fortunate to serve the families of our military sponsors.

We have a total of 19 schools (10 elementary, 3 middle, 3 middle/high and 3 high schools) which serve the families living on the Sasebo, Iwakuni, Yokota, Yokosuka, Zama/Atsugi, and Misawa military installations.

The Department of Defense Education Activity (DoDEA) is a Department of Defense field activity operating under the direction, authority, and control of the Deputy Assistant Secretary of Defense for personnel Support, Families, and Education. DoDEA provides education to eligible Department of Defense military and civilian dependents from preschool through grade 12 at sites both in the United States and overseas. Courses of study in DoDEA schools parallel those found in public schools in the United States.

Special Education services are available to all students including preschoolers. If you have concerns regarding your child's academic, physical, social, or language development, you may contact your child's teacher or the principal. Preschool children ages three and four years with developmental delays, physical disabilities, or speech-language problems may be eligible for services. You may contact the Special Education Office at DSN 225-3940 if you are concerned about your preschooler. For infants and toddlers, ages 0-2, you may contact Educational and Developmental Intervention Services at your local installation.

Our schools are committed to excellence. If I can be of service, please feel free to contact my office.

District/Pacific Chain of Command with Contact Information

For any questions involving a particular class, parents are to first contact the teacher involved to arrange a conference. If additional assistance is needed, contact the Counselor or Assistant Principal. The remaining DoDEA chain of command from the lowest to highest is Principal, District Superintendent, Director of Student Excellence (Pacific Area Office), and Director of DoDEA. Contact phone numbers and/or addresses for the next in chain of command are identified below:

Sharon L. Carter, Principal

PSC 477 Box 38

FPO, AP 96306-0005

Commercial: 011-81-467-63-3664 DSN-P: 264-3664/3261

Dr. Judy Allen, Superintendent

District Superintendent Office, Pacific East Unit 5072

APO, AP 96326

Phone: (315) 225-3940

Ms. Lois Rapp, Director of Student Excellence

DoDEA-Pacific Unit 35007

APO, AP 96376

Phone: (315) 644-5878

Mr. Thomas Brady, Director

DoDEA Headquarters 4800 Mark Center Drive Alexandria, VA 22350-1400

Phone: (571) 372-0590

DoDEA Pacific East Goals

Goal 1: The Pacific East District will develop a comprehensive professional learning system to build capacity for achieving DoDEA's goals and initiatives.

Goal 2: Schools throughout the Pacific East District will integrate technology into everyday classroom instruction when appropriate.

Goal 3: Implement the College and Career Ready Standards for Math and Literacy.

Goal 4: Use student data to support instructional decision making.



Welcome!

Letter from the Principal

Dear Parents and Students,

We welcome you to another exciting school year at Shirley Lanham Elementary School, and hope that you will take full advantage of all the varied learning opportunities and activities available to you here.

To that end, a dedicated and highly trained and motivated staff has been assembled. They love kids, love to teach and regularly devote time well beyond what is commonly termed the official duty day to ensure a quality education for your child. You often find teachers still at work late into the afternoon and sometimes long into the evening; many often work on Saturdays, Sundays, and holidays. Teachers are only one part of the educational team.

If we wish to maximize academic growth and achievement, parents will need to be deeply involved. You are encouraged to participate in the education of your child, whether it is coming to school to volunteer, conferencing with teachers whenever there is a concern, helping your child with his/her homework, or reading to students. There are many, many ways that you can actively and productively participate in your child's education. You are encouraged to become familiar with all of our school programs and the academic curriculum. We hold School-Home-Community Partnership in high regard and encourage as well as invite you to partner with us! Volunteer opportunities are continually available through each classroom teacher, the PTO, and school committees.

Shirley Lanham Elementary has a reputation as an excellent school with many interesting and challenging programs and classrooms with a high standard of quality. Let's work together to make this the best school experience for your child.

Sharon L. Carter
Principal

HISTORY OF SHIRLEY LANHAM ELEMENTARY SCHOOL

SHIRLEY LANHAM 1914 – 1969



Shirley Marie Vance was born September 21, 1914 in Fort Collins, Colorado. Her father George owned a shoe store, and her mother Marie was an artist who painted, played the piano and was an accomplished clothing designer.

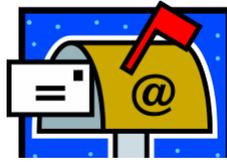
Shirley attended the University of Southern California, and in 1940 she married Harvey P. Lanham, a graduate of the U.S. Naval Academy and a career naval officer and pilot.

Shirley and Harvey were devoted to each other, to their family, and to the Navy. They moved 18 times in their 29-year marriage, but they felt their lives were truly enriched living in Japan and having the opportunity to make friends with many Japanese people.

Shirley was a petite woman, standing 5'1", with green eyes and brown hair. Although small in stature, she was a very positive person with lots of energy and enthusiasm.

When the Lanhams lived at Atsugi in the 1960s, all the Atsugi children were bused to Zama and Sagami-hara to go to school. Shirley worked to have a school for Atsugi children built on this base, where her husband was a Rear Admiral. Shortly before the school was opened in the fall of 1969, Shirley Lanham died unexpectedly of a heart attack, and never got to see the school, which bears her name.

Shirley Lanham was an extraordinary person who did great things in her own community. She enjoyed helping others. Shirley and Harvey Lanham had a daughter, Cheryl, born in 1945, and a son, Peter, born in 1949. The children of the school that bears her name are also Shirley Lanham's children.



SCHOOL MAILING ADDRESSES

United States Postal System	Japanese Postal System
Shirley Lanham ES PSC 477 Box 38 FPO AP 96306-0006	Shirley Lanham ES Box 38 Atsugi Beigun Kichi Fukaya Oogami, Ayase-shi Kanagawa- ken, 252-1101 Japan

SCHOOL TELEPHONE NUMBERS

All staff members can be reached by leaving a message with the support staff in the Main Office. Messages are usually left in distribution boxes or e-mailed. Please specify if a message is urgent or if immediate attention is needed as uninterrupted instructional time is a priority.

LANHAM ES ~

INTERNET WEBPAGE:

<http://www.dodea.edu/LanhamES/Index.cfm>

PAC-East WEBPAGE:

<http://www.dodea.edu/Pacific/east/>

DODEA WEBPAGE:

<http://www.dodea.edu>

SCHOOLS' LIAISON OFFICER

Email: Hannah.Mccarthy@fe.navy.mil

Facebook page

<https://www.facebook.com/dodea.lanham.es/>

Main Office DSN: (315) 264-3664/3261	JPN COMM: 0467-63-3664 / 3261
Fax Number	US COMM: 011-81-46-763-4476
Principal	DSN: (315) 264-3261
Registrar & School Secretary	DSN: (315) 264-3664 / 3261
Nurse	DSN: (315) 264-3663
Counselor	DSN: (315) 264-3662
Psychologist	DSN: (315) 264-4826
Information Center	DSN: (315) 264-3920
Cafeteria	267-6228/6242



School Hours:

Kindergarten-6th Grade

Mon, Tue, Thu, Fri: 0745 - 1420

Tuesday: 0745 - 1320

Half Day Dismissal: 11:00

Sure Start

Mon, Tue, Thur, Fri: 0755 - 1330

Wednesday: 0755 - 1315

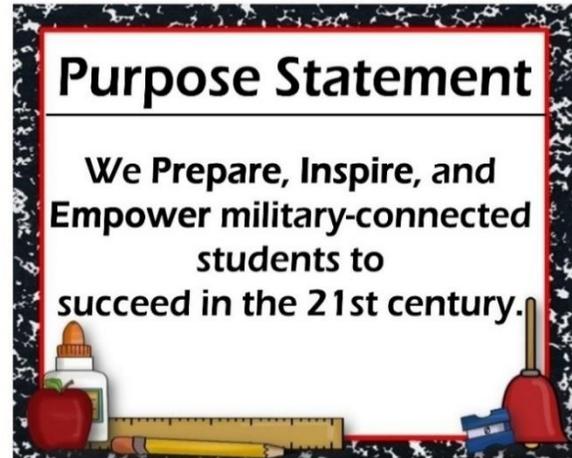
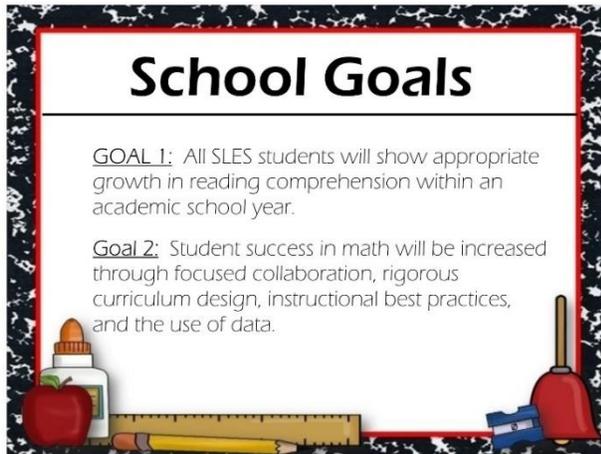
Office Hours:

0700 - 1600

Daily Schedule

- 0735 Teacher Duty Day Begins
- 0800 Paraprofessional Day Begins
- 0745 Students Permitted on Campus
- 0755 Students Go to Class
- 0800 Instructional Day Begins (40 Minute Lunch and Recess)
- 1420 Instructional Day Ends
- 1420 Paraprofessional Day Ends
- 1430 Buses Depart
- 1450 Teacher Duty Day Ends

SCHOOL IMPROVEMENT GOALS AND PURPOSE STATEMENT



SCHOOL MOTTO

“Hand in Hand, together, we can make a difference”

SLES SCHOOL COLORS

Red & White

SCHOOL MASCOT

By unanimous vote of students and staff in 1989, a Crusader was adopted to represent Shirley Lanham Elementary School. Each element of the Crusader represents the honor and courage of all those who have passed and will pass through the halls of our school.

- **Rainbow:** Represents the blend of our varied cultures
- **Crusader:** Represents the infinite quest for knowledge
- **Book:** Represents knowledge. “Reading is Power”
- **Compass:** Represents looking for direction and on-going thinking
- **Shining Armor:** Represents a high self-esteem



Curriculum

Information regarding DoDEA's curricular programs and a complete list of DoDEA courses can be found on the DoDEA website at the following link:

<http://www.dodea.edu/Curriculum/index.cfm>

Teacher Training Programs

During the year, there is time set aside for teacher in-service training. The topics for these meetings are designed to address increased student achievement, improve skills/ proficiency, and to stay current on new trends in education. The Pacific East District Schools all have weekly one-hour student release time to address staff development.

Exception to Attendance at Assigned Schools

Parents requesting a waiver to attend a school other than the school their child(ren) are zoned to attend must submit a request for consideration. Exceptions to students attending the school zoned for where they live will be made only for bona- fide need, exceptional, and/or extraordinary circumstances. The gaining principal must have available space in order to approve. Appeals to principal's decisions are made directly to the Japan District Superintendent. The required form is available from each school. All exceptions are valid for a specific period of time, usually one year. They must be resubmitted when expired, at least annually.

Retention

Research in education overwhelmingly indicates student retention seldom provides any long-term positive results. It is not recommended. If a student is having difficulty in academic or social adjustment areas, the classroom teacher will have regular conferences with the parents during the year to develop strategies to address the problem. Final decisions for retention are made by the school administrator based on recommendations from the school placement committee.

Change in Class Placement Procedures

When a parent requests a change in classroom placement, the following steps are required:

- The parent/s of the student must meet with the classroom teacher and the counselor to discuss the concern that has prompted the request for a change in placement. A plan will be developed to resolve the concern. All parties will meet after a three-week trial period.
- If the parents are not satisfied at that time, they must write a letter to the principal to request a change in placement. The letter must contain the reasons for the requested change in the classroom placement.
- After receiving a written request that explains in detail why the current placement is not meeting the educational and/or social needs of the child, the Placement Committee will schedule a meeting with the parents to discuss their request for placement change. The Placement

Committee is comprised of the Teacher, Counselor, Parents and others as needed. The Placement Committee makes recommendations. The principal makes the final placement decision and the parents will be informed. Parents may appeal the decision to the District Superintendent.

Conferences

Scheduled Parent/Teacher/Student conferences are held throughout the year. During the first quarter conference, report cards of elementary students are given to parents and school performance is discussed. Conferences may be initiated by either the parent or the teacher at any time as needed. Our goal is always to establish and maintain a cooperative and supportive partnership in promoting learning for the students. It is important for parents to have open and continuous communication with their child's teacher. Collaboration in this manner will ensure success for all.

See The Teacher First Policy

We strongly urge parents to see the teacher first if there is a concern or problem. This is considered part of the school's chain of command as well as a common courtesy. When a parent requests a conference with the principal for the purpose of discussing concerns or registering a complaint about a teacher, the principal will always request that the parent see the teacher first if this has not already occurred. We request that parents follow the Chain of Command to address their concerns. To contact a Classroom Teacher/ Counselor/ Psychologist/ Nurse/ Specialists and Support Staff here at Shirley Lanham Elementary School, you may call **(DSN): 264-3664/3261**

Sneak-A-Peek

The Sneak-a-Peek is an informal meet and greet opportunity for parents and their children to be introduced to their child's teacher. The event is held for one hour the Friday before the first day of school. The purpose of this event is to give parents a chance to locate their child's classroom, drop off their child's school supplies, and meet their child's teacher. During the Sneak-a-Peek teachers will be preparing for the first week of school. They will not be prepared to discuss classroom procedures or their instructional program.

Open House

The Open House is an orientation held at the beginning of each school year with your child's classroom and specialist teachers. This event is intended to allow teachers the opportunity to explain their classroom program, policies, procedures, routines, and expectations for the school year. Parents are highly encouraged to attend the orientation to receive vital information that will help make this school year a successful one for you and your child.

Homework

According to the DoDEA Homework Policy Letter (2000.9), the development of study skills must be an integral part of DoDDS regional, district, and school educational policies. DoDDS strongly supports the philosophy that homework is a necessary adjunct to school life, which serves different purposes according to the student's grade level.

Computers and Technology

Computers are located in all classrooms and instructional areas. We also have a learning lab that provides computer support for small group instruction. We expect that our students will use computers and technology on a daily basis in a planned manner to support learning goals. Our Educational Technologist (ET), Site Technologist (ST) and Information Specialist are all here to provide support to our staff and students. All students/parents are expected to sign an Internet Agreement before being allowed on a computer. Students/parents are expected to follow the DoDEA Internet Usage Policy. Failure to adhere to this policy may result in loss of computer use privileges.

Property and Supply Accountability

Each student is accountable for DoDEA textbooks, library books and/or other instructional materials issued for his/her use. Materials should be handled with care to keep them intact and clean for the next student who will use them. In the event of loss, destruction or misuse of materials or U.S. property, sponsors will be held responsible for reimbursement for the item.

Lost and Found Property

Please mark all items of personal property, particularly billfolds, sweaters, jackets, coats, notebooks, and lunch boxes. The location of the lost and found area is in the cafeteria. Parents are welcome to search through these items themselves, since children often do not recognize their own possessions. The cafeteria is open Monday through Friday from 0800 – 1300. **Lost and found property that accumulates and is unclaimed will be disposed of on the last day of each month.**

Change of Address, Telephone Numbers, Emergency Contacts

If your address, your phone numbers (work, home, or cell), or your emergency contact information changes, please inform the school **immediately**. Updates should be provided in person, please stop by during normal business hours. With the high deployment rate and the heightened operations tempo, it is very important that the school has your correct and current contact information for **the sponsor and spouse**. In the event of an emergency involving your child (one in which your child might be taken to the hospital), the school nurse or administrator will contact you immediately. A parent must be present to authorize certain types of medical treatment. Without the ability to contact parents or the emergency contact, the military unit will be contacted.

Please notify the school office of any changes with your military and/or home address. In the event you are to be away for an extended period, or you have no home phone, please notify the registrar in writing of an alternate phone number and contact name. Should there be a change in your employment status after registration or during the school year, please notify the registrar's office in order to correct your child's records. Your child must know exactly what he/she is to do in case of school closure or emergency. Preplanning for these situations is critical. Please arrange with your child where he/she should go if you are not at home, in order to ensure adequate and responsible supervision for the remainder of the day.

IF PARENTS PLAN TO BE OUT OF THE COUNTRY while your children are attending school, please be sure to obtain a special power of attorney to be used in case of emergency. **PLEASE**, inform the main school office (264-3664) of the name, address, home and work telephone number of the person(s) taking care of these students, as well as our nurse and classroom teacher. **THIS IS EXTREMELY IMPORTANT. YOUR COOPERATION IS GREATLY APPRECIATED.**

Deployment

If you are deployed or leaving the area for several days, please inform the main office of the name, address and phone numbers of the person who will be responsible for your children and ensure that your contact person has a medical power of attorney. Deployments may greatly impact the social, emotional, and/or cognitive growth of your child. Please help us assist your child in achieving their greatest potential by informing the school. Please contact the school's office if you have questions.

School Liaison Officer (SLO)

The School Liaison Office is the military's point of contact for facilitating the delivery of quality school transition and education support services and to help parents ease the impact of the mobile military lifestyle on the academic success of military children. The School Liaison Officer (SLO) is a vital link between the Command Group and the school. The SLO assists the school, and our parents, in many areas:

- Relocation issues
- School lunch program
- Installation questions
- School Advisory Committee (SAC)
- Contacting military units as needed
- General questions, comments, concerns, compliments
- Community calendar updates
- Homeschooling support

The SLO is our local version of a community handbook and remains an excellent resource for school, home, and command. The SLO can be reached at DSN 264-4732, or 0467-63-4732.

Procedures for Absence Notification

Parents are asked to call the front office when they know their child will be absent. The sponsor must provide the front office with a written explanation of each absence when the child returns to school. The sponsor's note, by itself, does not constitute an excused absence.

Tardiness/Late Arrivals to School or to Home

When a student is late for school, his/her parents are required to sign the student in at the main office and fill out a tardy slip. Students cannot be dropped off without any notification by the parents or guardians. A student is tardy if he/she arrives after 0800. Students who are tardy due to government transportation are excused. The classroom teacher will report students who are frequently tardy to the administration. Parents may be contacted if it is noted that a student has numerous unexcused tardies.

If a child is not home from school at the normal time, or within 15 minutes, usually one of three things has happened:

1. The buses are late. Please, call school Bus Transportation at 263-4151.
2. The child(ren) has gone home with a friend without telling you.
3. Child is playing at a neighborhood park.

Please contact the school registrar at 264-3664 as soon as possible, as well as any friends with whom your son/daughter plays. When the school is notified that a child is not home, we will contact the necessary personnel for assistance. Please remember to have your child(ren)

1. Memorize his/her home phone number and home address
2. Mom or dad's work phone number.

Also, please remember that:

1. Children are to ride their assigned bus, unless a note has been given to the teacher and bus monitor.
- 2.

Written notification should be sent to the bus monitor and teacher if their regular mode of transportation changes.

Release of Students Policy

During the school day, students will be released only to a parent or to the person named as the emergency contact on the registration form. The only exceptions will be a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached. Contact the Principal in cases of emergency.

Parents are required to sign children out in the office when picking up children during the school day. Students are not permitted to depart the school grounds during the day unless a parent or

legal guardian (over the age of 18) accompanies them. The accompanying adult must show his/her ID card or other valid photo ID in order to remove the child from the school grounds. 0-5 year old students must be accompanied to/from school by an adult or older child when walking to/from school. Students 6-12 years may walk to school, unaccompanied as long as the child is six years of age and in the first grade.

Due to safety concerns, we are asking parents not to stop their cars on the road directly in front of the school to drop off or pick up children before and after school. The safest place for before and after school drop/pick up of students:

- The parking loop directly in front of the school.

It is suggested Kindergarten students be met on the red top, or the middle entrance to bldg. 989 under the overhang during inclement weather.

Emergency Evacuations and Inclement Weather

Emergency evacuation procedures are in place for Force Protection Condition (FPCON) and other security emergencies. We will hold periodic drills to ensure that our students and staff are prepared in the event of an evacuation. In case of severe weather please become familiar with your communities' procedures for notifications. These decisions are made by the base leadership in coordination with school officials. More information regarding emergency procedures here at NAF Atsugi, can be found at the following link:

https://cnic.navy.mil/regions/cnrj/installations/naf_atsugi/om/emergency_management/TTCOR.html

Due to inclement weather, school may be either canceled or delayed for 2 hours. Buses will pick up 2 hours from the time listed on your child's bus pass. Please note that **LUNCH WILL NOT BE SERVED** during a delayed start. Please prepare your child a bagged lunch. For more information, please tune into your AFN Radio Station, AFN Channel 18 and the Yokota AFB Facebook and web page.

Cancellation and Unscheduled Dismissal of School

It may be necessary at some point during the year to cancel/close the school due to political emergencies, strikes, facility breakdowns, weather, etc. If it is not possible to get written notice out to parents in advance, the U.S. Forces radio and TV will be used to broadcast changes.

Parents should make arrangements for an alternative place for their children to go whenever there is no one at home to meet them. The decision to cancel school is made by the Base Commander. When school is canceled, all available communication systems will be used to notify parents as far in advance as possible.

Emergency/ Drills

Your child can expect multiple drills per school year. The drills will consist of fire, lockdown, bomb threat, evacuation, earthquake and shelter in place. Your child will practice these emergency evacuation procedures in preparation for a real event. Any person present at the school during a drill is expected to participate. Fire drills are required by law and are an important safety precaution. It is essential that when the signal is given, everyone obeys orders promptly and clears the building, by the prescribed route, as quickly as possible. Teachers in each classroom give the students instructions.

Bomb Threat

When a bomb threat is received, the school is evacuated using the same locations designated for earthquake drills. If necessary, the students will then be evacuated to the Taiyo Community Center following the same procedures used for an earthquake. Teachers will remain with their children at ALL times. Students will be returned to school as soon as possible. In the event that it is not advisable to return to class, children will be seated in the theater and wait for transportation.

If notification of a bomb threat is received, do not touch or move any unidentified objects. If found, have a reliable person guard the object/s to keep other personnel clear while you report it to the principal. The police or fire department will handle all action regarding disposal or handling of the object/s.

Earthquake Drills

Earthquake drills are conducted. There are two steps in an earthquake drill. Students are first trained to get under their desks or tables on their knees, clasping both hands behind the neck, burying their face in their arms, and closing their eyes.

If the school buildings are unsafe students will be evacuated to the Taiyo Community Center (our designated Safe Haven Location). Once at the Taiyo Community Center, students will be contained until the base commander releases them. Depending on the severity of the disaster students may be released to walk home or held until the sponsor, parent, or a designated emergency POC arrives to pick the child/children up.

Fire Drills

In the event of a fire drill, a loud, continuously ringing bell will sound. Students will follow the evacuation plan posted in the room and leave in an expeditious and orderly manner. Students are not to return to the building during or after emergency evacuation procedures until given permission by an appropriate authority. Fire Drill procedures will be practiced once a week during the first month of school and once a month thereafter.

Intruder/Lockdown Drill

In the event of an intruder to the base or school that poses a threat to our children, a lockdown drill is performed periodically to ensure staff know and follow proper procedures to keep our children safe while at school.

1. Lock all classroom doors, and close windows and blinds. If you have a classroom door with one of the small windows, make sure you have that covered also.
2. Move children to an area in your classroom that would make a good "hiding place."
3. Keep students silent and hidden until the "ALL CLEAR" is announced.
4. If your class is outside at the time immediately go back to your classroom and if that's not possible, go to the nearest available room.
5. Please coach your students ahead of time that if they are ever in the bathrooms and hear "The Code" they should go back to your room immediately. If that's not possible they should go to a room closest to the bathrooms.
6. During the drill we have a person assigned to each building that goes around to every classroom checking doors and listening for students in the rooms.

Other Evacuations

Other evacuations will occur according to procedures authorized by DSO-Japan, base authorities and school principal. The Drill usually takes 5- 7 minutes to complete.

School Bus Evacuation Drills

Just as your children participate in fire and lockdown drills at school, if your children ride the school bus, they will participate in two evacuation drills throughout the year (K-5th). These drills are generally scheduled in September or October and again in February or March. Bus evacuation drills are necessary because of the possibility of danger caused by accidents, fire, or the elements of nature. The guidelines for conducting evacuation drills are as follows:

1. The drills are to be held on school grounds.
2. The drills are to be supervised and verified by the school principal or her/his representative.
3. Both the service door and the emergency exits are to be used.

Specific procedures to be followed in School Bus evacuation drills are:

1. Students need to remain quiet and listen for instructions from the bus driver.
2. If the driver orders an evacuation of the bus and the exit is to be by way of the front door, the students shall evacuate beginning with the front seats and proceeding in order to the back. Those students sitting in the front seat to the left of the aisle will move out first, followed by those in the seat to the right of the aisle (in the seat behind the driver), and such alternation shall continue toward the back of the bus until all seats are emptied.
3. If the driver orders an evacuation by way of the rear emergency door, students shall move out in the same sequence as above, emptying the bus from back to front.
4. Should it be necessary to make a rapid evacuation from the bus and neither door is obstructed; students should make their exit by way of both the front and back doors. The students

in the rear half should move out the back door, while students in the front half should move out the front door.

Upon exiting the bus, students are to move immediately off the roadway to a safe distance from the traffic. Under no conditions should they cross the road, unless specifically instructed by the driver. The driver should always account for all the students. **It is extremely important that drills be conducted so students know what to do in an emergency situation. Ask your children about their school bus evacuation drill!**

Safety and Security

Information regarding safety and security within schools can be found at [DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#)

Lunch Program and Prices

The DoDEA lunch program is operated by the Military Exchange at each installation. Questions about free and reduced lunch eligibility should be addressed to the School Liaison Officer at each installation.



Student Eligible for Free Meals	No Charge
Student Eligible for Reduced Price Meals	\$0.40
Full Price K-6th	\$3.25
Adult / Teacher Price	\$5.00
Additional Entrée	\$1.75
Additional Milk	\$0.75

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

The school cafeteria is operated by the Navy Exchange Program (NEX). Orders/count of lunches is taken by teachers each morning to assure preparation of required number of lunches. You are encouraged to complete the student meal program enrollment form and submit to the SLES front office. The NEX lunch ladies will pick up forms on a daily basis.

Once the account is established, money can be added at the www.mypaymentsplus.com website. Students will have their own individual pin numbers to purchase lunch. Cash is also accepted. Please check your child’s balance frequently or you can set up a low balance notification on the website by registering an account on MPP, you are responsible for maintaining a positive account balance. Your child will not be declined a meal even if the account has a zero or negative balance; however, you still remain financially responsible for your child's account. Effective FEBRUARY 1, 2017; NEX will begin collection efforts for all account in arrears. Collection efforts will include, but are not limited to, DoD wage garnishment procedures and Command notifications. All payments to student accounts can be made free of charge at www.mypaymentsplus.com.

- **Prices are subject to change and all questions regarding the lunch program are to be directed to the lunch supervisor**
- **Monthly lunch menus can be found on the website at www.mynavyexchange.com/smp**
- **Contact the POCs for additional concerns: DSN 264-3852**

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

Lanham Elementary School's Wellness Plan

As part of DoDEA's and the Japan District's Wellness Plans, Shirley Lanham Elementary School is committed to maintaining a safe and healthy environment for all students. We will be implementing a researched based, school wide health and wellness program called the **5-2-1-0 Daily Rule**.

- 5 or more fruit and vegetables.
- 2 hours or less of screen time.
- 1 hour or more of physical activity.
- 0 sugar sweetened beverages.

The staff throughout Shirley Lanham will be collaborating to implement this program. The nurse, Physical Education teacher, Host Nation teacher and Music Teacher will be working together to promote daily physical activities. Classroom teachers will help educate student and parents about healthy snacks and decreased screen time. The nurse will work with the cafeteria staff to ensure healthy food choices. The nurse, base clinic, base gym, Youth Center and MWR program will be collaborating to educate families and provide opportunities for healthy activities such as family fun runs.

The goals include: decreased obesity, decrease school absences, increase attention and focus during instruction time, higher energy levels, and a start to making positive life-long health choices.

Eating Environment

Meals are scheduled at appropriate times, with adequate time and space to eat and socialize in a pleasant environment which has attractive serving and eating areas. Lunch periods are scheduled as near to the middle of the day as possible. Students will use hand sanitizer or wash their hands before eating. Lanham implements a recess before lunch program. Students are scheduled for a 20- minute recess period per grade level, and then transition to the cafeteria for a 20-minute lunch.

Microwave

Microwaves operated by adults are available to heat lunches brought from home.

Á la Carte, Vending Machines, School Stores, and other Food Sales for the Elementary School: Vending machines will not be available to students. Á la carte meals are limited to milk, water, and fruit juice. Milk will be available for purchase to students who bring a sack lunch from home. For a complete copy of Lanham ES's Wellness Plan, please contact the school nurse.

Food/Snacks at School

Shirley Lanham Elementary School encourages good nutritional habits. Classes may take a mid-morning or afternoon snack break. Nutritious snacks such as fruit, nuts, or juice are acceptable. Candy, sweet deserts and carbonated beverages are not recommended either for lunch or for snack time. Gum is not permitted in school.

Classroom Celebrations

Classroom celebrations may be held during the school day. Celebrations should be designed so that any and all students can participate. In order for all students to have the opportunity to participate; considerations of personal beliefs, dietary restrictions, background, and financial means must be kept in mind. While parents may be asked to donate refreshments, monetary contributions may not be solicited for these events. Classroom celebrations should be limited in time to minimize impact on instruction.

SCHOOL WIDE RULES

- Follow directions when they are given
- Show respect to others by using kind words and actions
- Keep my hands, feet, and objects to myself
- Respect school and personal property
- Avoid unsafe situations

Dress Code

Student dress and personal grooming are the responsibility of the student and the parents. The school administration reserves the right to advise parents when students come to school dressed in a manner that is disruptive, in poor taste or affects the health and well-being of the individual or classmates. ***Students may be sent home for more appropriate dress.***

Students are expected to be neatly groomed and dressed in clothing that is appropriate for the activities which they will participate in during the school day. ***Certain clothing and apparel items are inappropriate.***

Clothing and/or apparel that:

- is unsafe and unsanitary.
- is vulgar, offensive, and that represent rude and disrespectful attitudes or actions.
- contain slogans and /or pictures related to drugs, alcohol, tobacco, violence, weapons, death, cults, profanity, vulgarity, or lewd and sexual references.
- includes negative depictions of race, ethnicity, religion, national origin, and gender.
- is symbolic of gangs or other questionable groups.
- is perceived as questionable by school or base authorities.

Students are expected to comply with school specific dress codes (**see additional information under Handbook Index Section**).



Examples of *Appropriate* Dress Attire for School

Examples of *Inappropriate* Dress Attire for School

The staff highly recommends that students have a sweater or sweatshirt on hand at school, especially during the winter weather. (Large bulky coats worn in the classroom tend to interfere with class work). Although the weather changes daily, the air conditioning makes for cool temperatures inside and students do go out for recess on colder days. Please help by ensuring your child has appropriate outerwear each day.

Student Electronics Policy

Students may have cell phones and other electronic devices (i.e. i-Pods, electronic games) in their possession, but they must remain turned off and in their backpack during the school day. Students caught text messaging, taking photos, playing games, or making calls will have their electronic devices confiscated and held so that parents may come in to pick them up. Students take all responsibility for these electronic devices. We do not encourage them to bring these expensive devices to school. If lost or stolen, the school will not investigate.

School Grounds Rules

Students are expected to go home at the conclusion of the school day. Students are not to leave the school grounds without permission during the school day. Students leaving must be picked up by parents or guardian. Legal responsibility prevents the honoring of telephone requests.

During school hours, parents will report to the school office before picking up their child. For the safety and security of your child(ren), all visitors to the school must sign in and wear a visitor's badge. All students should be picked up within 10 minutes after dismissal.

Students who are suspended or expelled from school are **not** eligible to be on school grounds or at school-related activities. These activities are intended for students, family, and community members who promote a positive and appropriate environment. For accountability and safety reasons, all visitors must sign-in at the Main Office before entering classrooms or attending school activities

Bullying

Information regarding DoDEA's Bullying Awareness and Prevention Program may be found at the following website:

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

What is bullying? Bullying is defined as: aggressive behavior that is intentionally cruel physically, verbally, or emotionally, that differs from typical peer disagreements; and involves an imbalance of power or strength. It is considered to be an extremely serious matter and is not acceptable in any form.

Typically, bullying behaviors are repeated or have the potential to be repeated over time. A child who is being bullied has a hard time defending themselves. Bullying can take many forms depending on the age level but may include behaviors such as: hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying). DoDEA uses various resources to teach all students and adults at the school about bullying. One of our primary resources is www.stopbullying.gov.

Verbal bullying: Name calling, Mocking, Taunting, Harassment, Swearing, Lying about others, etc.

Physical bullying: Spitting, Hitting, Kicking, Slapping, Grabbing, Unwanted physical contact, etc.

Intimidation: Taking/Damaging/Destroying property, Threatening violence, Retaliation for reporting incidents to parents or school authorities, etc.

Note: Cyber bullying of students on social media sites (whether or not it was posted from a school computer) will also be considered for possible disciplinary action.

Playground Expectations

Each child is expected to be courteous and to show respect for everyone at school and for all school property. Students are reminded to keep their hands, feet and belongings to themselves. Students should practice safety, act reasonably and be considerate of others when involved in

any activity **ANYWHERE ON THE SCHOOL CAMPUS**. Students should always walk on campus, unless engaged in an activity being supervised or directed by a teacher. Students should practice fair play, good sportsmanship and be polite. Students should behave as responsible citizens, at all times.

When lunch recess is over, students are to stop playing and line up immediately and **QUIETLY**. They will be directed by the playground monitors and classroom teachers on duty to walk to the cafeteria. Students are expected to adhere to the following rules during recess:

During our recess times we:

- Do not eat food/drinks while playing outdoors.
- Invite/include others to play.
- Use the equipment appropriately
- Slide down the slide feet first
- Use the playground equipment for climbing, sliding and walking – not for playing “tag” or chasing others.
- Stay outside of the white lines while waiting while others are swinging on the swings; students must swing in only the one, designated direction
- Share and give others a turn.
- Ask an adult to go to the nurse before leaving the playground.
- Pick up after ourselves.
- Save the trees for nature and admiration (e.g., tree climbing is prohibited, playground climbing structures are available on the playground).
- Line up when it is time/when you are called

*Please remember that pets have no place on the school playground. We ask your cooperation in protecting all children at school and direct your attention to the **Prohibited Items** section of this handbook for further information.

Bicycles

Bicycle racks are provided on the school grounds; however, the school cannot accept responsibility for the loss or damage to bicycles brought to school.

Prohibited Items

We discourage students from bringing large sums of money or high value items to school. In addition, any item that could cause harm must be left at home. Parents are requested to assist the school staff in keeping all students safe. Although not exhaustive, examples of items which should NOT be brought to school include:

- Knives or blades (real or replica or toy)
- Caps and cap guns, fireworks, matches, or lighters
- Darts
- Animals (unless the principal has approved)

- Guns (real or replica)
- Laser pens
- Personally owned athletic equipment (i.e., balls, bats, mitts, rackets, jump ropes)
- Slingshots
- Personal electronics
- Medications

Zero Tolerance Weapons Policy

Possession of weapons of any type or form will not be tolerated at DoDDS' schools. YWES enforces the DoDEA Zero Tolerance Policy and prescribes to the consequences stated below.

The Zero Weapons Policy will be discussed with your child during the first week of school.

1. Inherently Dangerous Items: Deadly Weapons

- Firearms, knives, explosives, or other dangerous objects of no reasonable use to the pupil at a school activity. It is not necessary to determine if the student was going to use the weapon.

2. Dangerous Items: Replicas and other items (not inherently dangerous) used in such a way as to injure others or instill other or instill fear.

- Small pocketknives, small firecrackers, tools, laser pens, and other objects used to threaten, frighten, or harm others.

3. Potentially dangerous items: Replicas or other items inappropriate (not inherently dangerous) on school grounds that are not used to injure others or instill fear.

- Unrealistic replicas, toys, or other inappropriate items at school or at a school activity
- without any intent to use them as weapons.

School Sponsored Activities

Participation in school sponsored activities is limited to those students that are currently enrolled at the school. Students are to maintain school dress code. Student conduct is expected to conform to the established school rules and code of conduct. Loitering in the parking lot or other areas of the school is not allowed. Parents are responsible for a student's transportation to and from school activities.

School sponsors and chaperones enforce the following rules:

- Students must be in attendance for all classes the day of the activity. If a student is too ill to attend classes, s/he should refrain from attending school activities later in the day.
- Each activity has specific guidelines stipulating who may attend. These guidelines apply to all attendees.
- Signed administration approval is required for all visitors prior to attending a school activity.
- Each student attending the activity must be ready to produce an ID card if it is requested.

Study Trips

Study trips are used to broaden a student's knowledge of the Host Nation or Japan and expand the classroom learning experiences. They are part of our curriculum and funded by DoDDS. Teachers will send home information about the study trip planned. Parents are encouraged to act as chaperones or accompany children on study trips, as the teacher sees a need. Parents may be asked to accompany their child if discipline is a concern. The safety of all children and the image we present to the Japanese community is taken into consideration. Children are expected to attend study trips. No pre-school age children are allowed on study trips. Students are not allowed to go on study trips with family members or friends in another classroom. *Parent(s) must complete an IRC (background check) once every three years in order to chaperone any study trips. Please stop by the main office for more information.

PTO

DoDEA schools encourage interaction between parents and teacher to enhance student learning. Some type of Parent Teacher Organization is offered at each school. Contact your school for specific information and ways to become involved.

School Photos

Shirley Lanham Elementary PTO annually sponsors individual student photos taken in the Fall and again in the Spring. Volunteers to help with school photos will be requested through the school newsletter as the time approaches. Additionally, parents may decline media release of their student's image (images to organizations outside of the school) or select to have it releasable only for yearbook purposes.

School Spirit/Spirit Wear

The moment you walked into our building; you became an SLES Crusader. Every Friday is SPIRIT DAY, so show your crusader pride! Our school colors are red and white. Spirit wear is available for purchase, from the PTO. Spirit wear may be advertised for sale occasionally during the school year.

Volunteering

We, here at Shirley Lanham Elementary School, are pleased to have you serve as a parent volunteer. Parents are invited to serve as partners in their children's education in a variety of areas:

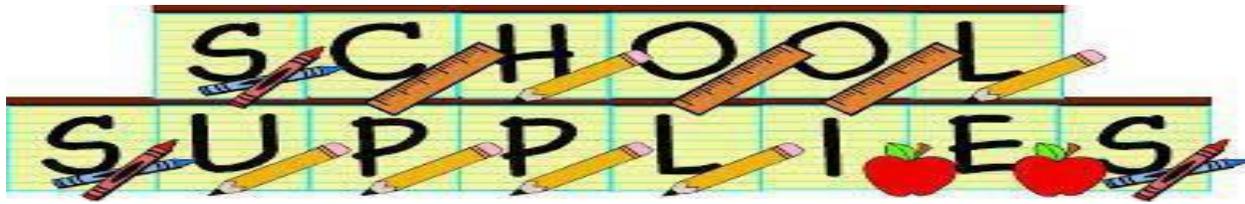
- Helping teachers prepare
- Sharing a skill or talent
- Getting professional experience and making contacts
- Achieving personal growth and self-esteem
- Giving something back
- Doing something exciting and new

- Making a difference in the life of a child

Some Things to Remember When Volunteering:

- You must register in the Front Office to be a volunteer.
- Volunteers who chaperone on study trips and are with children out of sight from the teacher are required to have a background check.
- As a volunteer staff member, you are expected to maintain a high level of confidentiality regarding school matters. Volunteers must refrain from talking about teachers to students.
- Please help us model a neat and clean appearance. Dress appropriately for the school setting and task.
- As a volunteer you will be a part of the staff. All students will treat you with respect and you shall treat students with the same respect.
- Smoking is not allowed in our building or in the presence of students. The designated areas are in your car and in the parking lot.
- Loss of temper and use of inappropriate language is not acceptable on school property.
- Volunteers are not to counsel students on such topics as religious beliefs, sexual topics, family relationships, personal hygiene, or moral issues.
- Please fulfill commitments and be on time. If you can't come, please call the office and leave a message.
- A preliminary meeting with the classroom teacher and volunteer must be conducted regarding duties to be performed and times, so as to make helping less disruptive to instruction.
- In extreme problems with discipline, volunteers should bring this to the attention of an available staff member or administrator. DoDDS policy is NO corporal punishment.
- Volunteer staff members should be supportive of goals and objectives of the school and promote safety among all students.

The American Red Cross, military units, community and school volunteers are an integral and highly valued part of the school program. These valuable volunteers are always needed. Their contributions provide teachers with more time to devote to student instruction. Volunteers assist by working with small groups of children: reading to students, assisting with continuous school improvement activities, checking papers, preparing materials, working in the Information Center/library, and helping on the school playground/cafeteria and in many other essential areas. Parents and interested units and friends are encouraged to volunteer. Contact the school for details and additional information. We ask that volunteers refrain from bringing non-school-aged children to school during time when volunteer service is being rendered. Stakeholders who contribute five volunteer hours or more are recognized during our annual Volunteer Tea.



*****Bring supplies to the Sneak-a-Peek*****

Kindergarten

- Backpack without wheels
- Change of clothes
- Box/Pack of facial tissue
- 24 regular pencils
- 5 glue sticks
- 1 pencil box
- 1 pack of markers (10 ct)
- 2 packs of colored pencils (24 ct)
- 2 boxes of crayons (24 ct)
- 1 pair of blunt scissors
- 1 pack of erasers (3 ct)
- 4 plastic folders
- 4 writing primary composition notebooks K-2
- Headphones (No ear buds)
- 2 packs of dry erase markers
- BOYS- 2 packs of gallon size Ziploc bags
- GIRLS- 2 packs of mid-sized Ziploc bags
- 1 bottle of glue
- 1 Large bottle of sanitizer
- 1 Old Large/X-Large T-Shirt or XL Shirt for painting

Grade 1

- 3 - pack of #2 pencils
- 2 - box of tissue
- 1 - hand sanitizer
- 1 - disinfectant wipes
- 2 - 1" binder with plastic sleeve
- 1 - pack of 5 divider tabs for binder (hole punched)
- 5 - 2 pocket plastic folders (standard, solid color only)
- 1 - pack of large erasers
- 15 - glue sticks
- 1 - box of crayons (16-24 ct.)
- 2 - box of colored pencils (24 ct.)
- 1 - box of markers (8 ct.)

- 2 - permanent marker (black, fine point tip)
- 1 - pack of sheet protectors
- 2 - K-2 primary journals (preferred) (composition notebooks are also accepted)
- 1 - pair of scissors, child's with round tips
- 1 - set of labeled headphones-(no ear buds)
- 1 - plastic pencil box
- 1 - pack of yellow highlighters
- 1 - dry marker eraser or cloth (wash cloth or used (CLEAN) socks are also acceptable)
- 1 - gallon re-sealable plastic bags
- 3 - pack of dry erase markers

Grade 2

- 24 #2 Pencils
- 1 3-ring, 1" binder (with clear slip-in cover)
- 1 3-ring, 1/2" binder (with clear slip-in cover)
- 2 WIDE RULE Composition Notebooks
- 4 Pocket Folders (no prongs or vinyl)
- 1 pack Sheet Protectors
- 1 Plastic Supply Box (8Lx4Wx4H) (Can be found at Daiso)
- 1 box Markers (10 ct.)
- 1 box Crayons (16 or 24 ct.)
- 1 box Color Pencils
- 12 Glue Sticks
- 2 Large Erasers
- 1 box Dry Erase Markers
- 2 Red Pens
- 1 pack Highlighters
- Headphones for the computer (over the ear type, no ear buds stored in gallon bag labeled with child's name)
- Boys- 2 packs of gallon size re-sealable bags
- Girls- 2 packs of sandwich size re-sealable bags

Grade 3 **Label supplies with student's name**

- 1 backpack – no wheels
- 4 black and white composition notebooks (Wide Ruled)
- 1 box of 24-colored pencils
- 1 box of 24-count crayons
- 2 large erasers
- 2 large boxes of facial tissue
- 1 RED folder with pockets/no prongs (Labeled "ELA")
- 1 GREEN folder with pockets/no prongs (Labeled "Math")
- 1 YELLOW folder with pockets/no prongs (Labeled "Health/Misc")

- 1 BLUE folder w/pockets/no prongs (Labeled “Science/Social Studies”)
- 3 packages of #2 pencils
- 1 school supply box
- 1 pair of pointed scissors
- 1 pack of loose leaf wide-lined paper
- 1 bottle glue
- 4 glue sticks
- 4 pack of highlighters
- 1 package of sheet protectors (at least 25)
- 1 Box Re-sealable Plastic Bags (Girls bring gallon size, Boys bring quart size)
- Headphones for the computer (over the ear type, no ear buds) (stored in gallon bag labeled with child’s name)
- (1 ½ inch or 2 inch) 3 ring binder with clear protector on front (color doesn’t matter)

Grade 4

- 2 Packs of dry erase markers (1 fine tip and 1 large tip)
- 1 backpack (no wheels)
- 4 black and white composition notebooks
- 1-3 prong folders
- 3—2 pocket folders (assorted colors)
- 1— 2inch --3 Ring binder with clear cover
- 2 pkgs-24 ct. #2 pencils
- 4 large standard size erasers
- 1pkgs. color pencils
- 1pkgs. Crayons
- 2 pkg. markers
- medium boxes (no pouches please)
- Personal Headphones (no earbuds please)
- 1 set of 4 assorted color highlighters
- 1 pkgs. colored pens
- 1 pair of pointed scissors
- 2- Packets of loose leaf notebook paper (wide ruled)
- 15 large glue sticks
- 2 large boxes of facial tissue

Grade 5

- Large backpack or book bag
- 6- Composition Notebooks (College Ruled)
- (1 inch) Binder
- Packet of binder dividers with tabs
- Red pens
- Black pens

- Large erasers
- Plastic pocket folders
- Packs of #2 pencils
- 2- Packets of loose leaf notebook paper
- Box of colored pencils
- Glue sticks
- Yellow/green highlighters
- Pair of Scissors
- Pouch to keep pencils and pens (prefer 3 ringed pouch for binders)
- Headset for computers
- disinfecting wet wipes
- 1 box of tissues

6th Grade Supply List

- 1- Large backpack or book bag
- 1- Composition Notebook (College Ruled)
- 1- (3 inch) Binder
- 2- Packs of Binder dividers with tabs
- 1- Pack of sheet protectors with holes (used in binders)
- 2- Black pens
- 4- Large erasers
- 3- Packs of Post-It Notes
- 3- Plastic pocket folder
- 4- Packs of #2 pencils
- 6- Packets of loose leaf notebook paper
- 1- Box of colored pencils
- 1-Box Markers
- Glue sticks
- 2- Black sharpies
- 1- multicolor highlighter pack
- 1- Pair of Scissors
- 1- Pouch to keep supplies in
- Headset for computers

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**Shirley Lanham Elementary School
Parent-Student Handbook Acknowledgement Form SY19-20**

This handbook can be found at Shirley Lanham Elementary School. Please review the handbook with your child and make sure that all rules and regulations are understood. This is to ensure that you and your child are fully aware of all the rules they will follow while attending Shirley Lanham Elementary School. Your child should return this to his/her homeroom teacher by 30 October 2018.

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

Student Signature

Date

Parent/Guardian Signature

Date