

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

# **DoDEA Student Handbook**

**SY 2020-2021**



**dodea**  
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

## **Table of Contents**

<b>General Information</b>	4
<b>Interstate Compact on Educational Opportunity for Military Children</b>	4
<b>Access to School Facilities</b>	4
<b>Visitors and Volunteers</b>	5
<b>School Advisory Committees (DoDEA-Europe &amp; DoDEA-Pacific) and School Boards (DoDEA-Americas)</b>	5
<b>Enrollment</b>	5
<b>Student Registration Process</b>	5
<b>Student Immunization Requirements</b>	6
<b>Immunization Exemptions</b>	7
<b>Student Grade-Level Placement</b>	8
<b>Transcripts/Records Policy/Access to Student Records</b>	9
<b>English for Speakers of Other Languages (ESOL)/Language Services</b>	9
<b>Accelerated Withdrawal</b>	9
<b>High School Graduation Information</b>	10
<b>Graduation Requirements</b>	10
<b>High School Graduation Course Requirements</b>	11
<b>Transferring Course Credits to a DoDEA School</b>	13
<b>Home-school Students</b>	13
<b>Report Card and Grading Information</b>	14
<b>Grading and Grading System</b>	17
<b>Progress Reports/Report Cards</b>	17
<b>Parent-Teacher Conferences</b>	17
<b>Attendance</b>	17
<b>Student Attendance</b>	17
<b>Assessments</b>	18
<b>System-wide Assessment Program</b>	18
<b>Special Education</b>	19
<b>Special Education Services</b>	19
<b>Disability Accommodations and Nondiscrimination</b>	20

<b>Reporting Abuse, Neglect, Suicide Risk and Threats</b>	18
<b>Child Abuse and Neglect</b>	18
<b>Suicide Risk and Threats Towards Others</b>	18
<b>Suicide Risk</b>	19
<b>Threats Towards Others</b>	19
<b>System Programs and Services</b>	20
<b>School Counseling Services</b>	20
<b>School Psychology Services</b>	20
<b>School Health Services</b>	21
<b>Student Illness</b>	22
<b>Parent Notification</b>	22
<b>Allergies and Chronic-Acute Conditions</b>	23
<b>Medication at School</b>	23
<b>First Aid and Emergency Care</b>	24
<b>Student Rights and Responsibilities</b>	25
<b>Discrimination-Free Education Programs and Activities</b>	25
<b>Student Rights and Responsibilities</b>	25
<b>Scholastic Integrity</b>	26
<b>Freedom of Religious Expression</b>	26
<b>Interscholastic Athletics</b>	26
<b>Student Dress Code</b>	27
<b>Search and Seizure</b>	27
<b>Student Conduct and Discipline</b>	28
<b>Discipline</b>	28
<b>School Bus Behavior</b>	28
<b>Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct</b>	29
<b>Technology</b>	30
<b>Computer Access/Internet Policy/Electronic Devices</b>	30
<b>Role of Social Media</b>	30
<b>Transportation</b>	30
<b>Student Transportation Services</b>	30



## 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"><li>● 1.0 credit (ELA 9)</li><li>● 1.0 credit (ELA 10)</li><li>● 1.0 credit (ELA 11)</li><li>● 1.0 credit (ELA 12)</li></ul>	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"><li>● 1.0 credit (World History 9 or 10; or Honors</li><li>● World History 9 or 10, aka Global Studies)</li><li>● 1.0 credit (U. S. History)</li><li>● 0.5 credit (U. S. Government)</li><li>● 0.5 credit (Social Studies elective)</li></ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"><li>● 1.0 credit (Algebra)</li><li>● 1.0 (Geometry)</li><li>● 1.0 credit (Math course code 400 or above)</li><li>● 1.0 credit (Algebra II or identified equivalent course)</li></ul>	4.0 credits	4.0 credits

Science	<ul style="list-style-type: none"> <li>● 1.0 credit (Biology)</li> <li>● 1.0 credit (Chemistry or Physics)</li> <li>● 1.0 credit (Science elective)</li> </ul> <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"> <li>● 2.0 credits (World Language [WL] course)</li> </ul> <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"> <li>● 1.5 credits (CTE course offering)</li> <li>● 0.5 credit (Computer Technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>● 0.5 credit (Lifetime Sports)</li> <li>● 0.5 credit (Personal Fitness)</li> <li>● 0.5 credit (Activity &amp; Nutrition or equivalent PE)</li> </ul> <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> <li>● 1.0 credit (course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>● 0.5 credit (Health Education course offering)</li> </ul>	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> <li>● 0.5 credit in Economic Literacy in CTE, Social Studies, Science &amp; Mathematics</li> </ul>	–	0.5 credit
<b>Summary</b>			
<b>Minimum Total Credits</b>		<b>26.0 credits</b>	<b>26.0 credits</b>

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 \(https://dodea.gradespeed.net/gs/Default.aspx\)](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; and
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

### **Scholastic Integrity**

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

### **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 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](http://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.

***The following sections of the handbook should be aligned to individual school-wide procedures.***

Emergency Procedures (Local school to fill in)

School Closures

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures. (Schools to provide further details.)

Student Meals

Please contact your local school for information and an application for the Free and Reduced Lunch Program.

STUDENT-PARENT HANDBOOK  
SCHOOL YEAR 2020-2021

---

***M.C. Perry Elementary School***  
***Iwakuni, Japan***



<u>Motto</u>	<u>School Mascot</u>	<u>School Colors</u>
"Building Lifelong Learners"	Sammy Samurai	Maroon and White

**Ms. Kerry Weidler**  
**Principal**

**Ms. Mary Mullins**  
**Assistant Principal**

## Principal Welcome Letter

Welcome to M.C. Perry Elementary School. We look forward to return of our students for school year 2020-2021. Working together as a community we will be able to provide the best environment for your children to grow and become lifelong learners.

At M.C. Perry Elementary School, we believe that the best education for students can be achieved through teamwork by working together with parents and community leaders. We encourage stakeholders to be active participants in the education process.

M.C. Perry Elementary School provides quality programming to ensure student success. Some of the programs and services provided are Sure Start, Pre-School Children with Disabilities Program, Gifted Education, Special Education Services, English as a Second Language Program, Counseling and Psychological Services, School Nurse, Information Center (Library), and Educational Technologist (Computers, etc.)

I encourage you to volunteer and get involved. Join the Parent-Teachers Organization, attend our School Advisory Committee (SAC) meetings, volunteer in your child's classroom. Volunteers enrich and support the curriculum through diverse activities and are always welcome at our school.

It is a parent's enthusiasm that inspires children to do their best. It is a parent's involvement that is one of the biggest indicators of a child's success. And it is a parent's nurturing and guidance that allows children to develop a true love of learning. After all, YOU are their first teachers.

We at M. C. Perry look forward to working with you to help your children achieve their full potential and succeed in a dynamic world community.

Kerry Weidler  
Principal M.C. Perry Elementary School

## SCHOOL HISTORY



Matthew C. Perry, our namesake, embodies the characteristics we want to instill in our students--those of problem solvers.

Matthew Calbraith Perry (April 10, 1794-March 4, 1858) was a Commodore of the U.S. Navy and commanded a number of ships. He played a leading role in the opening of Japan to the West in 1854. He was very concerned with the education of naval officers and helped develop a system that helped establish the curriculum at the United States Naval Academy. With the advent of the steam engine, he became a leading advocate of modernizing the U.S. Navy and came to be considered The Father of the Steam Navy. The USS Commodore Perry was named in honor Commodore Matthew C. Perry and his brother Commodore Oliver Hazard Perry.

Matthew C. Perry Elementary opened its doors to serve both children and families in 1955 with only four classroom teachers

## SCHOOL CONTACT INFORMATION

M.C. Perry Elementary School  
PSC 561 Box 1874  
FPO AP 96310

DSN Phone: 253-3327  
Commercial Phone: 0827-79-3327  
Fax (DSN): 253-6490  
Fax (Commercial): 0827-79-6490

**E-Mail Address:** [Principal.PerryES@pac.dodea.edu](mailto:Principal.PerryES@pac.dodea.edu)

**M.C. Perry Elementary School Website:** <https://www.dodea.edu/MCPerryES/>

## OFFICE HOURS

School days:  
0735 to 1530

Summer hours:  
Morning from 0800 to 1100  
Afternoon from 1100 to 1500

## SCHOOL DAY FOR STUDENTS (HOURS)

Arrival 0735  
First Bell at 0750  
Tardy Bell at 0755  
Dismissal at 1435  
Tuesdays Early Dismissal at 1330

## School Bus Office Contact information

Transportation Officer: Mr. Brian Woodley Telephone: DSN 253-2034  
Location: building 9555 (High School Building)

## 2020-2021 Standard DoDEA Pacific School Calendar

Dates may change unexpectedly. Notification of revised dates will be emailed in monthly newsletters, available on the intranet, school Facebook page, school website, and at the commissary marquee.

Events and calendar items also may be announced on AFN TV and radio, as well notes brought home by the student.

### Begin First Quarter and First Semester (82 Instructional Days)

#### 2020

Monday, August 24, 2020	Begin First Quarter and First Semester 1 <sup>st</sup> Day for 1 <sup>st</sup> and 2 <sup>nd</sup> Grades
Monday, August 31	1 <sup>st</sup> Day for Kindergarten
Monday, September 7	Labor Day: Federal Holiday
Thursday, September 10	1 <sup>st</sup> Day of Sure Start
Monday, October 12	Columbus Day: Federal Holiday
Thursday, October 22	End of First Quarter (41 days of classroom instruction)
Friday, October 23	No school for students - teacher work day
Monday October 26	Begin Second Quarter
Wednesday, November 11	Veterans Day: Federal Holiday observed
Thursday, November 26	Thanksgiving Day: Federal Holiday
Friday, November 27	Friday: Recess Day
Monday, December 21	Begin Winter Recess (21 December -1 January 2020)
Friday, December 25	Christmas Day: Federal Holiday

#### 2021

Friday, January 1, 2021	New Year's Day: Federal
Holiday Monday, January 4	Instruction Resumes
Thursday, January 14	End of Second Quarter and First Semester (43 days of classroom Instruction)
Friday, January 15	Teacher Workday-No School
Monday, January 18	Birthday of Martin Luther King, Jr.: Federal Holiday

### Second Semester (88 Instructional days)

Tuesday, January 19	Begin Third Quarter and Second Semester
Monday, February 15	Presidents' Day (Washington's Birthday): Federal Holiday
Wednesday, March 24	End of Third Quarter (47 days of classroom instruction)
Thursday, March 25	No school for students - teacher work day
Friday, March 26	Begin Spring Recess (26 Mar-2 Apr)
Monday, April 5	Instruction Resumes - Begin Fourth Quarter
Monday, May 31	Memorial Day: Federal Holiday
Wednesday, June 9	End of Fourth Quarter and Second Semester (41 Days of classroom instruction)
Thursday, June 10	No school for students - teacher work day. Last day for Non-Administrative educator personnel



# 2020-2021 ACADEMIC SCHOOL CALENDAR

- 17-Aug Teachers Return
- 24-Aug 1st Day for 1st and 2nd Grades
- 31-Aug 1st Day for Kindergarten

AUGUST 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 12-Feb CCRS Quarter 3 Training- No School
- 15-Feb President's Day / Federal Holiday - No School

- 7-Sep Labor Day/Federal Holiday - No School
- 10-Sep 1st Day for Sure Start
- 28-Sep CCRS Quarter 1 Training- No School

SEPTEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 12-Mar Prof. Development Day- No School
- 24-Mar End of Quarter 3
- 25-Mar Teacher Work Day- No School
- 26 Mar-2 Apr Spring Break - No School

- 12-Oct Columbus Day- No School
- 22-Oct End of Quarter 1
- 23-Oct Teacher Workday- No School
- 26-Oct Beginning of 2nd Quarter
- 29-Oct Conference Day- No School
- 30-Oct Conference Day- No School

OCTOBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 26 Mar-2 Apr Spring Break - No School
- 5-Apr School Resumes, Begin Quarter 4
- 21-Apr CCRS Quarter 4 Training- No School

- 11-Nov Veteran's Day Holiday/Federal Holiday - No School
- 26-Nov Thanksgiving Break- No school
- 27-Nov Thanksgiving Break- No school

NOVEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 5-May Friendship Day- No School
- 11-May Early Withdrawal 2nd Semester (with PCS orders)
- 28-May Holiday- No School For Students
- 31-May Memorial Day / Federal Holiday - No School

- 4-Dec CCRS Quarter 2 Training- No School
- 7-Dec Early Withdrawal 1st Semester (with PCS orders)
- 21 DEC-1 JAN Winter Break for Students

DECEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 2-Jun Sure Start Last Day
- 9-Jun End of Quarter 4 and 2nd Semester
- Last Day of School for Students Early Dismissal
- 10-Jun Teacher Work Day - No School

- 4-Jan School Resumes
- 14-Jan End of Quarter 2 and 1st Semester
- 15-Jan Teacher Work Day - No School
- 18-Jan M.L. King Jr. Federal Holiday - No School
- 19-Jan Beginning of 3rd Quarter 2nd Semester

JANUARY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

- Every Tuesday is early release (1:30PM) for students
- Holiday-No School
- Student-No School/Teachers workday
- Early withdrawal
- Parent/Teacher Conferences - No School
- School Resumes
- School Ends
- Special Event

This schedule is subject to change.  
Updated as of Aug. 18, 2020



## Kindergarten Supply List SY 2020-2021

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

### Optional

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

### *Notes:*

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



## 1st Grade Supply List SY 2020-2021

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

### Optional

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

### *Notes:*

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



## 2nd Grade Supply List SY 2020-2021

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

### Optional

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

### *Notes:*

\*Please label all supplies with your child's name.

\*Teachers may have a more specific list for their classrooms. Please save your receipts, as all teachers may not require every item.

\*All students are required to wear pants/shorts and gym shoes during PE class

\*Any lunch or snacks your child brings to school should not be shared.

## DoDEA Vision

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

## DoDEA Mission

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

## M.C. Perry School Purpose Statement

The purpose of our school is to empower students to achieve excellence in scholarship, character, and citizenship through collaborative and independent lifelong learning in a global community.

**I will pursue excellence.**

**I am responsible for my actions.**

**I am a lifelong learner. Success begins with me!**

## SCHOOL IMPROVEMENT GOALS

ELA Goal Year One: The number of students at or above the standard on the system-wide BAS assessment will increase by 20% from BOY and EOY testing periods by June 15, 2018.

ELA Goal Year Two: The number of students at or above the standard on the system-wide BAS assessment will increase by 25% from BOY and EOY testing periods by June 14, 2019.

ELA Goal Year Three: The number of students at or above the standard on the system-wide BAS assessment will increase by 30% from BOY and EOY testing periods by June 12, 2020.

Math Goal Year One: 70% of students will score in the top two quarters and no more than 5% in the bottom quarter on the Getting Ready for the PARCC assessment by June 14, 2019.

Math Goal Year One: 75% of students will score in the top two quarters and no more than 5% in the bottom quarter on the Getting Ready for the PARCC assessment by June 12, 2020.

Math Goal Year One: 80% of students will score in the top two quarters and no more than 5% in the bottom quarter on the Getting Ready for the PARCC assessment by June 11, 2021.

## DoDEA Blueprint for Continuous Improvement

As the mechanism for articulating DoDEA's strategic plan, the DoDEA Blueprint presents the key elements of the plan in a manner that first establishes a foundational understanding of DoDEA's strategic vision, mission, core values, goals and planning themes.

### Goal 1 - Student Excellence

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

### Goal 2 - School Excellence

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

### Goal 3 - Talent Excellence

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

### Goal 4 - Organizational Excellence

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

### Goal 5 - Outreach Excellence

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

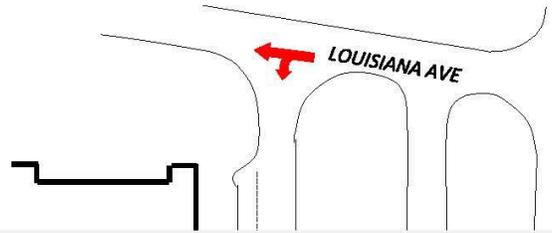
## ACCREDITATION

All schools in DoDEA Pacific are accredited by AdvancED. M.C. Perry Elementary School's commitment to accreditation assures parents and the community that the school is focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective school. Perry Elementary School adheres to high quality standards based on the latest research and successful professional practices.



# PSCD/Sure Start

**Sure Start: M/W/TH/F 7:55-1:30 PM**  
**Tuesday Early Release: 1:15 PM**



Hand-to-hand procedure: Wait for teacher or aid to accept student.  
Please use the front drive way along Powhatan St. for drop-off (please display assigned placard).



**PSCD**

**Arrival:** Escort student to the PSCD hallway side entry (vehicles are allowed to park for a few minutes next to bike racks).

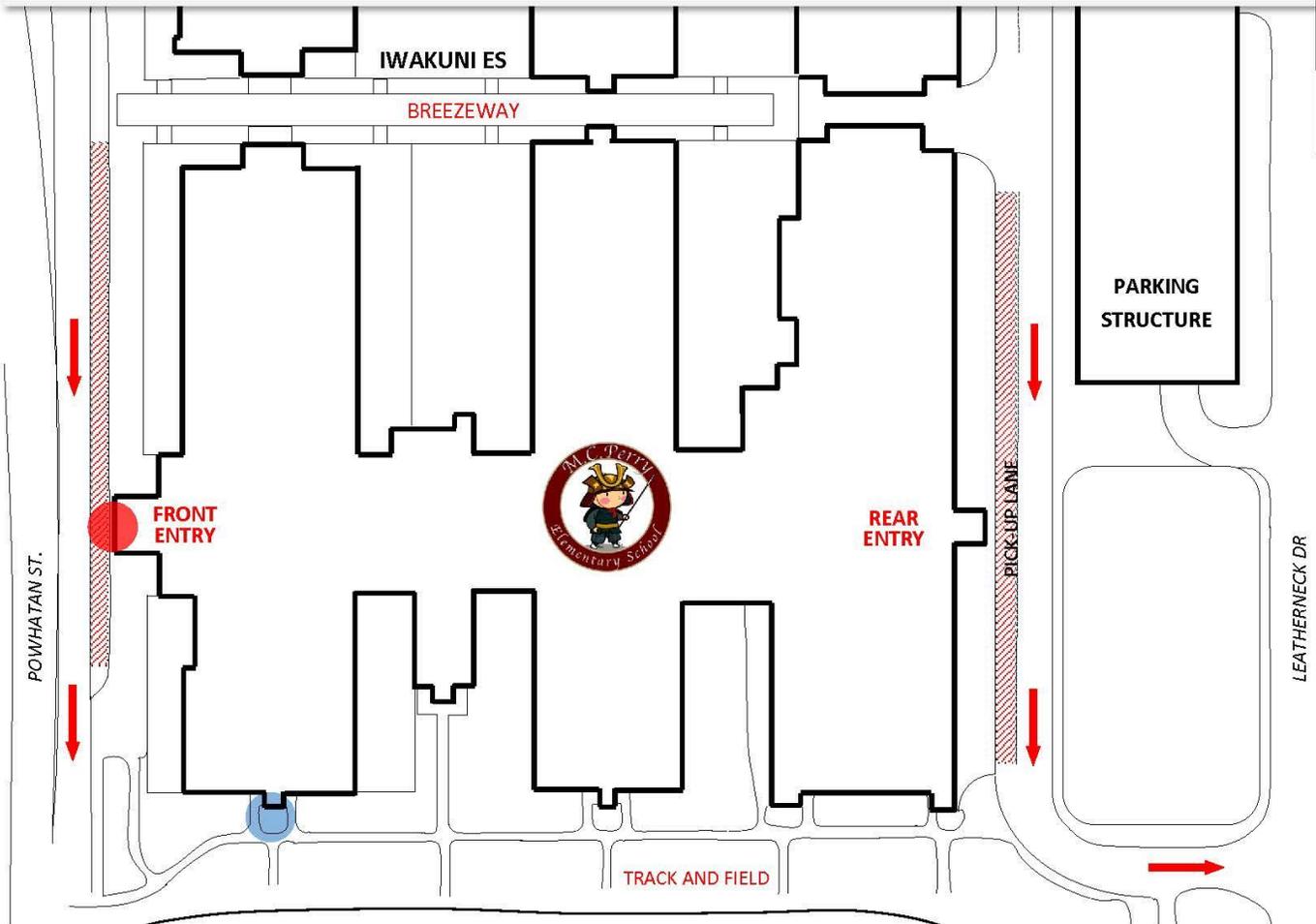
**Dismissal:** Meet students at the PSCD hallway side entry (vehicles are allowed to park for a few minutes next to bike racks).



**Sure Start**

**Arrival:** Car riders pull up to the front entry, remain in your vehicle while teacher or aide assists the student out. Walkers meet teacher and aide at the front entry.

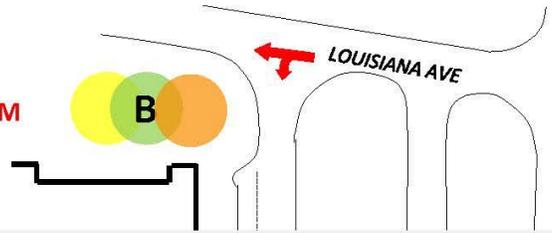
**Dismissal:** Car riders pull up to the front entry, remain in your vehicle while teacher or aide assists the student into the vehicle. Walkers, teacher or aide will release the student.





# ARRIVAL: K-2nd

Students may arrive on school grounds: 7:35 AM  
 First Bell: 7:50 AM  
 Late Bell: 7:55 AM



## KINDERGARTEN

- W** Walkers enter through Kindergarten hallway doors.
- C** Car riders to be dropped off at designated spot. Aide will walk students to classroom.

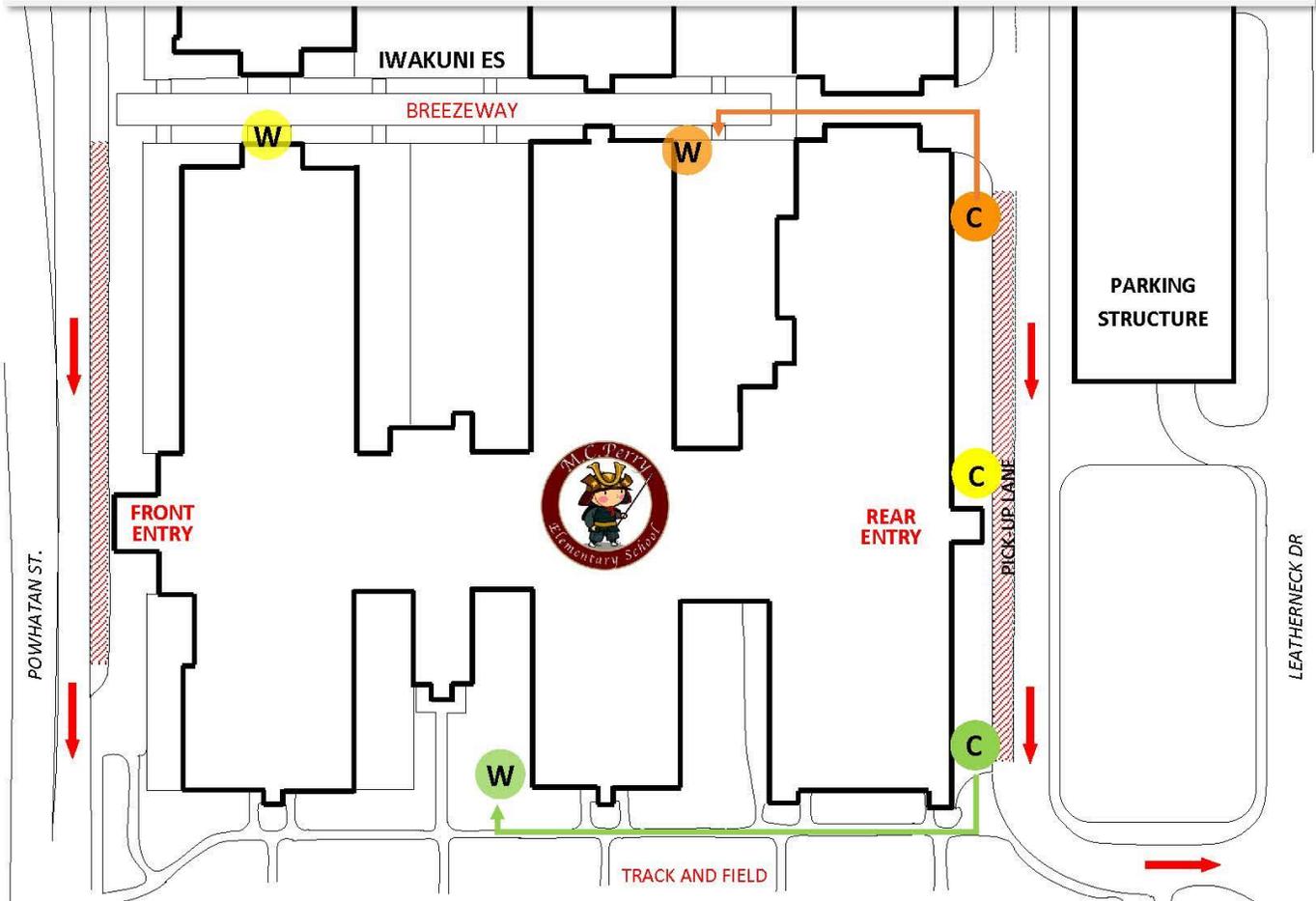
## FIRST GRADE

- W** Walkers meet on the side of the building next to track and field
- C** Car riders to be dropped off at designated spot. Walk to the side of building next to the track and field

## SECOND GRADE

- W** Walkers meet on the side of building along the breezeway.
- C** Car riders to be dropped off at designated spot. Walk to the side door along breezeway.

**B** All bus riders will be escorted by an aide to MC Perry ES from the bus stop located on Louisiana Ave.



\*Please only use rear driveway on Leatherneck Dr. for car riders drop off and pick up. Front driveway is off limits for student arrival and dismissal.



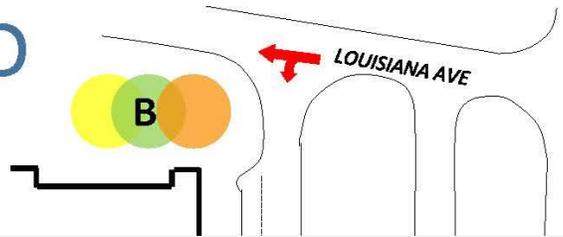
# DISMISSAL: K-2ND

M/W/TH/F:

2:35 PM

Tuesday Early Release:

1:30 PM



## KINDERGARTEN

**W** Walkers exit through Kindergarten hallway doors.

**C** Car riders to be picked up from designated spot. Aide will escort students.

## FIRST GRADE

**W** Walkers exit from side door of the building next to track and field

**C** Car riders to exit side of building next to track. Walk to designated pick up spot.

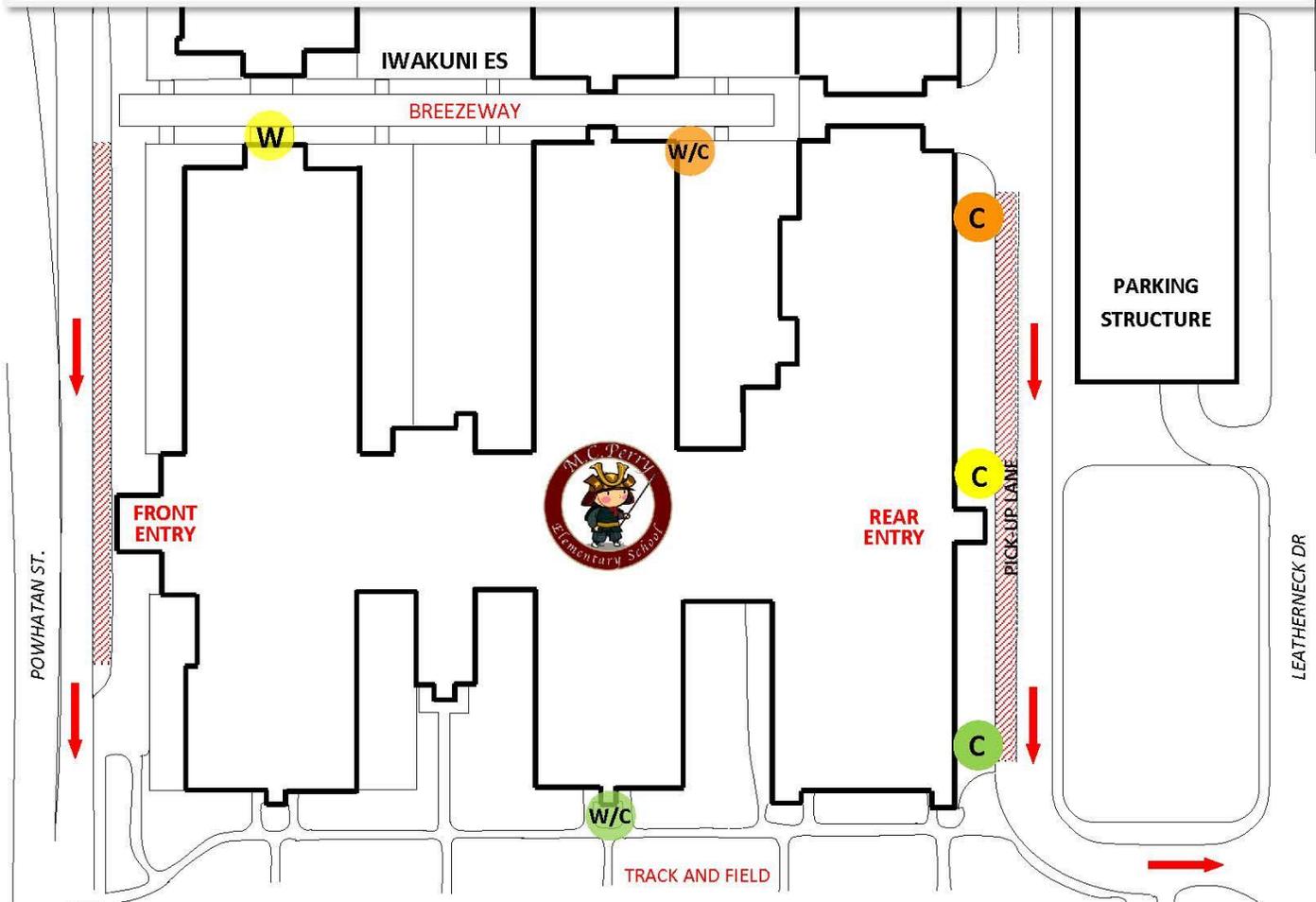
## SECOND GRADE

**W** Walkers meet on the side of building along the breezeway.

**C** Car riders to exit side of building from breezeway. Walk to pick up spot.



All bus riders will be escorted by an aide to the bus stop located on Louisiana Ave.



\*Please only use rear driveway on Leatherneck Dr. for car rider drop off and pick up. Front driveway is off limits for student arrival and dismissal.

## ATTENDANCE

### Absences:

Attendance is taken each morning and absences are recorded in the student management system, ASPEN. If a student is going to be absent, parents/sponsors should do one of the following:

E-mail or send a note explaining the reason for the absence Registrar at: [Madison.Dubois@dodea.edu](mailto:Madison.Dubois@dodea.edu)  
DSN: 253-4524 to report the absence and the reason for the absence.

Parents are required to submit a medical note or other valid documentation for absences of more than 3 days. Please see the DoDEA Student Handbook to see reasonable causes for absence from school.

The Principal has the final authority in determining whether an absence is excused or unexcused. Family vacations are not considered excused absences.

Parents/sponsors will receive an email notice informing them when a student is absent without prior notification from parents/sponsor to the school. Absences not verified by parent/sponsor within two school days of the absence will automatically be marked as unexcused.

Parents/sponsors of students who plan to be absent for more than five (5) days will need to complete a Student Monitoring Plan with the classroom teacher at least one week prior to the extended absence period. During all pre-approved extended absences, the student monitoring plan will be developed to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

**Students are expected to complete all missed work.**

**Student Monitoring Plan does not necessarily mean that the absences are excused.** Records of students who are absent for seven (7) or more days during a semester will be referred to the Student Support Team (SST) to determine if the SST should convene to review the student's academic and social emotional progress. When appropriate, the SST will develop or revise an intervention plan for the student. Additionally, when appropriate, **Command assistance may be requested** to ensure appropriate action or services are implemented to improve school attendance.

### Student Tardy

The tardy bell rings at 0755 which is the beginning of the instructional day. Late arrivals will be considered "tardy unexcused" unless a written excuse from the parent/sponsor is received by the school registrar. **A parent/sponsor must escort the student to the office to sign him/her in when tardy.** An unexcused tardy will be given if a student comes to the office without a note or a parent

A pattern or excessive tardiness, unexcused or excused, will be referred to school administration for disciplinary action. **If a student receives five (5) unexcused tardy notices, disciplinary action may include recess/lunch detention, as well as parent/sponsor contact and conference.** Additionally, students who accumulate five (5) unexcused tardies in a semester will be referred to the Student Support Team (SST) for possible intervention.

Adherence to the school attendance policy is the responsibility of parents/sponsors and students. If a pattern of unexcused tardiness continues, additional disciplinary action may be taken and **Command assistance may be requested.** Students are responsible for making up all missed work when arriving late to class.

Parents will be notified via e-mail each time a student is tardy, and the school does not receive a note from the parent/sponsor, or the student is not signed in by a parent.

## AWARDS

Teachers in grades Pre-K through 2<sup>nd</sup> are encourage to present academic awards to students at their discretion in their individual classrooms.

## BULLYING

The school administrator and teachers take all accusations of bullying seriously. Bullying situations are thoroughly investigated and appropriate consequences are determined. Incidents of cyber-bullying will result in immediate termination of computer privileges at school. Discipline is viewed as an opportunity for a child to learn more appropriate behavior and the school counselor or school psychologist may counsel students who engage in this type of behavior and help them to generate more appropriate ways to interact. Continued inappropriate behavior may result in in-school suspension, out-of-school suspension, or expulsion.

## BUS TRANSPORTATION

Bus passes are issued and managed by the DoDDS Student Transportation Office (STO) which is located at M.C. Perry High School. The STO can be reached at DSN 253-2034. Bus passes are required to board school buses and should be carried by students at all times. When selecting off-base quarters, parents should be aware of bus routes so a house can be selected near the bus route. **BUS ROUTES CANNOT BE EXTENDED OR MODIFIED TO ACCOMMODATE INDIVIDUAL STUDENTS.**

Prior to moving into off-base housing, please consult the STO for the nearest bus stop locations.

**Any time a parent does not want their elementary school child to ride the bus home; the parent must send a note to inform the teacher, ideally 24 hours in advance, but at least the morning of the day of the change.** Young children often become confused about what they are to do, or which day they are to stay on base instead of riding the bus home. If a student does not have written permission from parents to remain after school, the student will be instructed to ride the bus home as usual.

Friends of students who live off base cannot ride school buses without approval from the DoDDS Student Transportation Office; please plan accordingly.

Bus routes are established based upon general housing patterns. Bus stops are designated to provide convenient locations for the majority of the children in a given geographical area. It is the responsibility of the sponsor to have students at the bus stop at the scheduled pick up time. Drivers are not authorized to wait at the bus stop for children arriving late.

Parents are responsible for the conduct of their students on buses and at bus stops. Bus drivers and security attendants are in charge of the bus and all passengers onboard. Students must cooperate with the driver and monitor and follow all instructions for the safety of everyone riding the bus. The following bus rules must be observed:

- When entering the bus, riders should fill the seats from the rear forward.
- Windows shall remain closed unless the driver gives permission to open them.
- Noise should be kept to a minimum so the driver can concentrate on traffic conditions.
- All passengers shall be seated while the bus is in motion and children must wear a seat belt.

- Passengers shall remain seated until the bus stops at the appropriate bus stop or destination.
- At no time will passengers extend any object or any part of their body from a bus window.
- No eating or drinking is allowed on the bus.
- Passengers will not use foul language, throw trash or paper from bus windows, or leave trash or paper when vacating.
- Vandalism will not be tolerated. Preserve the bus interior.

### **Bus transportation is a privilege, not a right!**

Consequently, misbehavior may result in suspension of bus transportation privileges and suspension from school. Parents may be assessed for any damages to the school bus caused by their children.

## CALENDAR

The M.C. Perry Elementary School monthly calendar of events is posted on the school's website. The calendar can be accessed at:

<https://www.dodea.edu/MCPerryES/index.cfm> . Early release dates and no school days are posted on each month's calendar, in the monthly newsletter, and on the commissary school's bulletin board near the exit.

## CELL PHONES

It is recognized that cell phones have become a parent's tool to help monitor their children's whereabouts after school. However, while at school students' cell phones will be turned off. Students are not allowed to make or receive phone calls, send texts, or use their phone as a camera or research tool during the school day.

Students are expected to keep their cell phones in their backpacks during the school day. Any interruption of classroom routines due to cell phone will result in the phone being brought to the school administration. The student may retrieve his/her confiscated cell phone at the end of the school day from the school administration. Depending on the circumstances, parents may be required to pick up the cell phone from the office.

Should a student need to contact a parent the school has phones for student use.

## CHAIN OF COMMAND FOR DEPARTMENT OF DEFENSE DEPENDENTS' SCHOOLS (DoDDS)

M.C. Perry Elementary School is part of the Department of Defense Dependents' Schools, Pacific Region.

DoDEA Pacific Director of Student Excellence  
Department of Defense Education Activity, Pacific  
Unit 35007

FPO AP 96373-5007

Telephone: (DSN) 644-5178/5879/5880;  
(COMMERCIAL) 098-953-5878/5879/5880

Pacific East District Superintendent  
Department of Defense Education Activity, Pacific  
Unit 5072

APO AP 96328-5072

Telephone: (DSN) 225-3940/3941;  
(COMMERCIAL) 0425-52-2510/1 Ext 53940/1

Ms. Kerry Weidler, Principal  
M.C. Perry Elementary School  
PSC 561 BOX 1874  
FPO AP 96310-1874  
Telephone: (DSN) 253-3327; (Commercial) 0827-79-3327

## CHANGE OF ADDRESS, TELEPHONE NUMBERS, EMERGENCY CONTACT

### KEEP YOUR STUDENT'S EMERGENCY DATA CURRENT

**THE AT SCHOOL.** Please notify the school immediately if there is a change in home or duty phone numbers and/or addresses for your family and those listed as alternate emergency contacts. In case of illness, accident, or other pertinent reasons, it is critical that school personnel are able to locate and contact parents quickly.

The school must be provided with the name and telephone number of a person who can be called when there is an emergency and a parent cannot be reached. An emergency contact telephone number cannot be the sponsor's home telephone number. If the sponsor's duty telephone number is listed as the emergency number, the name of a person other than the sponsor must be provided to the school as the designated emergency contact person.

It is recommended that a "Power of Attorney" be on file at the Branch Clinic in case a child needs urgent medical attention and a parent is not available. Parents can get more information on filing a "Power of Attorney" by contacting the Base Legal Office.

If the sponsor or emergency contact cannot be reached, PMO will be contacted. The school may also contact the Branch Clinic and the sponsor's Commanding Officer as needed to cope with the emergency.

## VISITORS

**We conduct 100% ID checks for people visiting the school. This is for the safety of all students.**

"Visitors" to M.C. Perry Elementary School includes anyone who does not work at school or attend as a student.

As part of DoDDS Worldwide School Security System, **all visitors to the school must sign in at the school office.**

Visitors will be given a badge to identify themselves. Upon completion of their visit, visitors will return the badge to the school office and sign out of the building. All visitors will be required to present their military identification card before signing in. Visitors are welcome, but this procedure must be strictly observed for the safety of all students.

## CLOSING OF SCHOOLS IN EMERGENCIES

The following procedures will be observed whenever it is necessary to cancel or close school due to inclement weather or other emergencies.

### Before the school day begins

The Principal will coordinate with the Commanding Officer MCAS Iwakuni to cancel school for students. Announcements will be made on AFN radio, Facebook, or Website.

School may be cancelled or have a 2 or 3-hour delayed opening depending on weather conditions. AFN will always have the latest information. Any decision will apply to all students, whether living on or off-base.

### During the school day closures

The Principal will coordinate the closing of school with the Commanding Officer MCAS Iwakuni. The Commanding Officer MCAS Iwakuni will coordinate announcing school closure time with AFN and will inform local commands. Working parents will be notified of school closures through the local commands so they may return home to receive students.

### Procedures for bus riders

The Principal will call the Transportation Office and request buses. Bus students will be sent home. Bus departure time will be announced on AFN. Students in grades Pre-K to 2nd will not be released until

verification is made of a parent, an older brother or sister, or the emergency contact person is available to supervise them. If no one is at home, the child will be returned to school and placed under supervision until a parent can be contacted. The school bus will not make a second trip. If a student must be returned to school, the parent will be required to pick the student up at school as soon as possible. Once all school personnel are dismissed to go home, any students remaining at school will be taken to PMO, where their parents can pick them up.

### **Procedures for walkers**

Students who walk to school will be dismissed within 30 minutes of the time that school closure is announced. The Principal will inform teachers when students may be released.

Students in grades Pre-K to 2nd will be sent home after verifying that a parent, or an older brother or sister or emergency contact will assume responsibility.

If no one is at home, the students will be kept at school under supervision until the parent can be contacted. When all school personnel are dismissed to go home, the students remaining at school will be taken to PMO, where their parents can pick them up.

### **Delayed closing of school**

If conditions exist that make it unsafe for students to travel home by bus or on foot (severe weather, civil disturbances, etc.) students will be kept at school under faculty supervision.

Parents should listen to AFN radio before calling the school office.

When travel by bus and on foot has been deemed safe, the school will be closed and students sent home following the procedures listed above.

### **CONCERNS**

Parents who have questions, concerns, or complaints should attempt to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures apply, in order, as needed.

1. The parent discusses the matter with the teacher concerned.
2. The parent and teacher meet with the Principal
3. Matters un-resolvable at school level are referred to the District Superintendent of Schools, Pacific East District, Japan. (See Chain of Command)

These procedures follow the line of authority from teacher to district superintendent and focus on resolution at the most immediate level. Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems later on.

### **CONFERENCE: PARENT/ADMINISTRATOR**

The Principal has an open door policy, but it is strongly recommended that parents desiring a conference with the administration call the school for an appointment; this will help avoid waiting due to previously scheduled commitments and meetings.

If the subject of the conference concerns policies or practices of an individual teacher, a conference should first be held with the teacher involved. Problems that cannot be resolved at the most immediate level should then be brought to the attention of the school administration.

### **CURRICULUM AND SCHOOL SERVICES**

#### **School Educational Program**

BASIC CURRICULUM: Reading, Language Arts, Math, Social Studies, Science, Health, Physical Education, Art, Music, Computer Literacy, and Intercultural Education.

Specialist Services: Learning Impaired (mild to moderate and moderate to severe), Preschool for Children with Disabilities (mild to severe), Counseling, School Nurse, Gifted Education, Communication Impaired (Speech and Language), and Language Arts / ESOL.

Specialists' programs are designed to include exceptional students who have special needs, including gifted and talented, those with unique learning styles, or those who are acquiring English as a second language.

#### **Curriculum and Support Programs**

Each subject in the curriculum of the Department of Defense Education Activity (DoDEA) is reviewed according to the Six-Year Curriculum Development Plan. This plan provides for review and revision of objectives and curriculum materials, selection of instructional materials, and staff development for teachers. DoDDS curriculum committees select textbooks and supplementary instructional materials, which support these curricula.

With the exception of the Host Nation teachers, who are Japanese nationals, teachers must be American citizens and fully qualified educators, holding a valid stateside

license. They are recruited from the United States, transferred from other DoDEA schools, or hired locally.

### ADVANCED ACADEMIC PROGRAMS & SERVICES (AAPS)

The AAPS program guides schools in identifying and providing differentiated instruction for students with exceptional potential in grades 2-6. All procedures for referral, record keeping, and services are consistent throughout our school system. Students who are eligible for services at one DoDEA school are automatically eligible at all DoDEA schools. Students who transfer into a DoDEA school from a public or private school are referred to a AAPS Review Committee if there is evidence of participation in a gifted program. Possible services offered to eligible students include resource classes, classroom differentiation, content or grade acceleration, individualized services, and additional opportunities. Enrichment classes for younger grades (1 and 2) are on an "as time allows" basis from quarter to quarter and are not part of the DoDEA AAPS Education Program.

Eligibility is determined by considering data such as observations, interviews, anecdotal evidence, student portfolio, narratives, rating scales (by teachers, parent, and student), and test scores (to include non-verbal, ability, and standardized test scores). An AAPS review committee (consisting of several classroom teachers, specialists, and administration) meets regularly throughout the year to discuss and determine eligibility.

### LITERACY SUPPORT SPECIALIST (LLI)

Literacy Support Services are designed to help students acquire the necessary skills to become successful, independent readers. Students can enter the Reading Support program at any time throughout the year. The programs and materials used in the reading support are based on scientific research and are aligned with the recommendations for instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students receive instruction in all of these areas, with the emphasis varying according to their individual reading needs. Students' progress is monitored informally every one to two weeks and formally quarterly, or as needed using DRA, Developmental Reading Assessment. The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 5. The DRA K-3 and 4-8 are intended to identify

students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA 4-8, preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels. This data is used to help make instructional decisions and goals.

### MATH SUPPORT SPECIALIST

Programs and materials used in Math Support are based on scientific research and are aligned with DoDEA's College and Career Ready Standards in Math (CCRSM). These standards incorporate five major domains of instruction for K-2 students: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. Students receive instruction in all areas, with the emphasis varying according to their individual mathematical needs. Student's progress is monitored by teachers using a variety of formal and informal assessments throughout the school year. Student advancement will be reported on a quarterly basis to monitor individual, class, and school wide progress. GO Math's Grade Level Prerequisite Inventories and Getting Ready for the PARCC assessments, DoDEA's Curriculum Embedded Performance Assessments (CEPAs), and Math Running Records are used to determine students' mathematical levels by teachers when needed. Number sense, addition and subtraction fluency, and mathematical problem solving are major assessment components that drive instruction for individual students, to include identifying students' learning challenges and strengths, planning instruction, monitoring student growth, preparing students to meet classroom and testing expectations, and providing information to stakeholders regarding mathematical achievement.

### SPECIAL INSTRUCTIONAL PROGRAMS

Students (grades K-2) receive regularly scheduled instruction from resource educators specifically trained in these subjects.

#### **Art**

The goals of the art program are to develop creative expression, perceptual awareness, technical skills and an appreciation of the contributions of art to our culture. Students receive instruction based on the DoDEA art curriculum from an art specialist as well as from their

classroom teachers. They work with a variety of materials such as clay, plaster, charcoal, pastels, and paint. The program includes instruction in drawing, design, painting, sculpture, craft, and art appreciation.

### **Host Nation**

The Host Nation program is an important part of our school's curriculum. The intercultural setting is, in fact, a resource that a DoDEA-Pacific school has that no other system in the United States has - Japan as its classroom. One goal of the course is that children will learn to use basic words and phrases in Japanese. They will also learn about Japanese history, geography, economy, government, folk customs, sports, foods, and crafts.

### **Music**

General music is offered to students in all grades K-2. Some of the objectives of the general music program are to help children understand that music is all around them, that there are a variety of musical styles and sounds, and that music is a form of communication and self-expression.

### **Physical Education**

The physical education curriculum at M.C. Perry Elementary School provides opportunities for physical development. These opportunities are provided through exercise, games, sport activities, dance, and rhythm activities. It is very important that students come to class prepared. For physical education classes, all students are required to wear athletic tennis shoes and clothing appropriate for physical education. M.C. Perry Elementary School Physical Education dress policy is as follows:

Athletic tennis shoes with Velcro Fastenings or shoelaces  
Socks

Loose fitting, weather appropriate, comfortable clothing  
\*\*Jeans, dresses, crocs, sandals, flip-flops, boots and high heels are not appropriate for Physical Education.

### **Student evaluation Special areas for SY 2020-2021**

Music, Art, Physical Education, Host Nation, Media Center, and STEM.

P - Participates

+ - Shows Strength

/- More Participation Ne

### **DRESS CODE**

M.C. Perry Elementary School supports parents in their responsibility for ensuring appropriate student dress. We encourage our students to dress comfortably, follow good grooming practices, and select clothes that are appropriate. Dress and grooming standards should not

be disruptive to the learning process nor create an unsafe condition for the student or others.

Students are expected to dress according to regulations that guide dress for all SOFA status personnel assigned to MCAS Iwakuni (MCBJ/III MEF Order 1050.7 and CNFI INST 1020.3B) the following dress code has been designated:

The student dress code is as follows:

- No excessively baggy pants.
- No undergarments showing.
- No short skirts/shorts – as a rule of thumb the hem should reach the tip of the middle finger when the arm is extended.
- Do not wear any clothing that restricts activity or movement.
- No clothing that depicts alcohol, tobacco products, drug, drug use, or the promotion of violence or weapons.
- No clothing that has violent, obscene, or racial symbols, graphics or words.
- No head coverings or hats worn inside any building.
- No shoes with wheels
- No flip-flops – for student safety. It is strongly recommended that students not wear any open-toe shoes to school – but is not specifically prohibited. When choosing students footwear, please consider that students climb stairs, play on playground equipment, run, and participate in physical education activities while at school.
- Appropriate shoes for Physical Education Class

### **EARLY DISMISSAL FROM SCHOOL**

If a parent intends to pick up a student before regular dismissal time, a note should be sent to the teacher that morning or the previous day. Please do not call the office unless it is an emergency. We make every effort not to disrupt classes.

A parent who wishes to take a student out of school during the school day (for a medical appointment, for example), should send a note indicating the specific time the child should be released from class. The teacher will be contacted to send the student to the office, or if the note from the parent indicates a specific "pick up" time, the teacher may wish to send the student to the office to wait for the parent. Please do not go to your student's classroom without checking with the office first.

Students will not be released within 30 minutes of the dismissal bell unless the student has a medical appointment and the parent/guardian can provide proof of the appointment.

Students cannot be released to non-family members without written verification from the sponsor.

### EMERGENCY DRILLS, SAFETY AND EMERGENCIES

All school emergency safety plans and procedures are constantly being monitored, evaluated, and revised as needed to meet the needs of command, DoDEA, and local assessment on emergency procedures. No student is allowed to be checked out during any safety drill. In the event of an actual emergency, base command and PMO will dictate if it is advisable to pick up your child.

**FIRE DRILLS** - Fire drills are required by law and are an important safety precaution. It is against the law to ignore any fire alarm, no matter how inconvenient the timing. 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 to a designated Fire Safety Zone location where teachers and staff take attendance. Students stay with teachers during the entire drill or in the event of an actual emergency.

Fire drills are conducted weekly during the first month of school and monthly for the remainder of the school year. At least once per year, students also participate in an Evacuation Drill, the procedure of which is a continuation of a fire drill. Teachers and staff will direct student to continue on from the Fire Drill Safety Zone to the designated Evacuation location at the Sakura Theatre. No students are allowed to be checked in or out during any safety drill.

**EMERGENCY OPERATING PROCEDURES** – The safety of students is our highest priority. M.C. Perry Elementary School adheres to, and exceeds, all DoDEA guidelines for student instruction of emergency procedures. An emergency channel loud speaker is located in the office. School emergency procedures are available in each classroom and are located near the exit.

Teachers are trained at the beginning of each school year and are mandated to discuss and practice emergency procedures using grade and age level language. The school has an active Crisis Team in place in the event of an emergency which is also part of the

base crisis team.

**EMERGENCY SCHOOL CLOSINGS** – In the event it becomes necessary to close the school because of snow, typhoons, or other unusual circumstances, the following procedures are in place:

The base Commanding Officer decides school closure for students.

In the event the Commanding Officer closes the entire base, an announcement to that effect will be broadcast on AFN television and radio. If possible, parents will also be emailed any information available to us. When appropriate we will post information on our school's Facebook page.

### TYPHOON WARNING PROCEDURES

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

Condition	Attendance
2, 3 or 4	Students will attend school as usual
1	Students will not report to school
All Clear	If all clear is announced between 0600~0759, students will report to school with approximately a 2-hour delay.

If condition one is called while school is in progress, children will be released as soon as possible, based on notification of sponsors and availability of bus transportation.

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

### GRADUATION

Graduation is celebrated at the high school for graduating seniors. We do not have a Kindergarten graduation.

### HOMESCHOOLING

Home-schooled students who attend a DoDEA school for auxiliary services are required to have a copy of their immunizations on file with the school nurse and all immunizations must be current.

### HOMEWORK

Homework is defined as assignments to be done outside the classroom to reinforce classroom instruction, increase understanding and retention, transfer and

extend classroom instruction, prepare for class discussion and provide curriculum enrichment opportunities. Parents can help by providing a specific homework time and place with a minimum of interruptions and distractions. In addition, parents can assist their child(ren) by helping them to organize their work using folders, spiral notebooks, memo pads, etc.

The type and amount of homework shall be designed to meet the individual needs of the students (Differentiation). Homework is not assigned merely as busy work or as a disciplinary measure. Homework assignments serve supportive purposes including the following:

Provide students with opportunities to follow-up on individual interests.  
Allow exploration in greater depth of material being presented in the classroom.  
Supplement classroom learning.  
Provide opportunities for problem solving and research.

Teachers are required to do the following per DSAI 2000.9:

Identify the degree to which homework affects the determination of a student's grades.  
Provide clear, concise directions for completion of homework assignments. Check homework for completeness and mastery of concepts as appropriate to the nature of the assignment and return to students.  
Inform parents of student performance and completion of homework assignments as appropriate.  
Use the following guide for amount of homework per week:

- 1<sup>st</sup> Grade: 10 to 15 minutes per night
- 2<sup>nd</sup> Grade: 20 to 30 minutes per night

Homework will vary with the age and grade of the student and may be assigned at the discretion of the teacher. Please contact the teacher if your student never has homework, or spends excessive time on homework. If your child exhibits signs of frustration or failure, please contact the classroom teacher. Teachers endeavor to modify homework to increase student success.

## LUNCH ROOM RULES

- Be respectful to all adults and children.
- Use inside voices at all times.
- Follow the directions of all school adults.
- Raise your hand if you need assistance.
- Students are expected to use the restroom during their recess. Raise your hand if you need to use the restroom.
- Remain seated with your feet under the table until the adult on duty dismisses you.
- Check around your area for trash before you leave the table.
- Empty your tray and/or dump your trash before you leave the cafeteria.
- No food or beverage will be taken out of the lunchroom.
- Line up as directed and quietly wait for your teacher to pick you up.

## PARENT TEACHER ORGANIZATION (PTO)

The purpose of the Parent Teacher Organization (PTO) is to promote friendly relations and mutual understanding between parents and teachers; to collaborate with school authorities in order to advance educational, artistic and athletic interests, social development and well-being of the students; to act as a forum for parents' views and attitudes toward topics of mutual interest to parents and the school; and to provide reciprocal opportunities for school administration to disseminate information to the parents regarding school policies and curriculum.

Membership in the PTO is open to parents, faculty, staff and interested community members. The PTO has monthly meetings and a number of other social and educational programs throughout the year. If you are interested in becoming a member of the PTO, contact the school's main office for further information or visit the PTO's Facebook page at <http://www.facebook.com/MCPerryElementarySchoolPTO>

## REGISTRATION/RE-REGISTRATION

### New Student: Forms to be completed

1. Copy of sponsor's orders
2. Area clearance message or dependent entry approval message listing school-aged dependents by name
3. \*Civilian sponsors are required to submit orders and letter of employment
4. Student immunization record
  1. Birth certificate or passport
  2. Bus Transportation Notification Letter
  3. DoDEA Form 600-Student Registration
  4. DoDEA Form 600B – Questionnaire for Race/Ethnicity and Home Language
  5. DoDEA ESL Program Guide Form F4-Complete if Form 600 B is marked yes under Home Language
  6. DoDEA Form 620-Educational Pre-Screening Questionnaire
  7. DoDEA Form 700-Consent and Authorizations Publicity Form
  8. DoDEA Form 2942.0-M-F1-Student Health History
  9. DoDEA Form 6600.1-F2-Computer and Internet Access Agreement for Students
  10. Tuberculosis Exposure Risk Assessment

### Returning Students: Forms to be completed

5. Sponsor's orders if they have extended
6. Area clearance message or dependent entry approval message listing school-aged dependents by name
7. \*Civilian sponsors are required to submit new letter of employment
8. DoDEA Form 600-Student Registration
9. DoDEA Form 6600.1-F2-Computer and Internet Access Agreement for Students
10. DoDEA Form 700-Consent and Authorizations Publicity Form
11. DoDEA Form 2942.0-M-F2-Returning Student Health History Update
12. Tuberculosis Exposure Risk Assessment
13. Bus Transportation Notification Letter if necessary

## SCHOOL LIASON OFFICER (SLO)

The Marine Corps School Liaison Officer provides critical information and resources for military school- aged children, families, and school districts to ensure positive and effective educational experiences. Contact the School Liaison at <https://www.facebook.com/MCCSIwakuniSchoolLiaison> Program or call the office at 253-3691.

## STUDENT PLACEMENT

If a student enrolls in school between the hours of 8:00 a.m.-11:00 a.m. in most cases, the child may begin attending class the following school day. If a student enrolls after 11:00 a.m. the student must wait an additional school day. Teachers must be notified the day before a student enters class so that a desk, textbooks and other materials are prepared.

Parents should bring all previous school records, report cards, school health records, etc. at the time of initial enrollment to assist in proper planning and placement.

No changes will be made in student placement until after the first two weeks of school. Requests to change classes will only be granted under very unique and extraordinary circumstances. The following procedures are followed when student movement is deemed necessary:

- Parent should express concerns to classroom teacher and administration; then allow ample time for issues to be resolved before requesting changes in placement.
- If issues are not resolved, the next step is to write a formal letter requesting a change in placement. This letter should include the parents' rationale and justification for requesting the move. This letter will be presented to the school counselor.
- The school counselor will notify the teacher immediately upon receipt of a letter requesting a change in placement. The Counselor, administration, teacher, and parents will meet to discuss issues and develop a specific plan to address concerns.
- The measures that are discussed between parent and teacher will be implemented over the next ten school days, with the student, parents, and teacher working together in a good faith effort.

- If concerns are adequately addressed, the change in placement request will be set aside. If after ten days the concern still exists, the placement committee will convene as soon as possible to review the information and make a recommendation regarding student placement. Both parents and teachers will be invited to this meeting to present their views, and then the committee will meet privately to discuss and make a determination based on the information provided. The placement committee then makes a recommendation that is forwarded to the administration for final determination of student placement.
- Placement in another classroom will normally be determined based on the number of students in each class. Classes currently with the lowest number of students at the time of change will be considered first. There may be extenuating circumstances during which this procedure will not be followed; such cases will be handled on a case-by-case basis.
- Change in student placement is a one-time event during the school year.

## SCHOOL RULES

### STUDENT EXPECTATIONS

- Positive Attitude
- Respectful
- Integrity
- Dedicated
- Empowered

### PLAYGROUND RULES

Be Safe. Be Kind. Be Responsible.

#### USE OF PLAYGROUND EQUIPMENT:

If possible, use hand-sanitizer before playing on or playing with playground equipment.

**Slides:** Slide down, feet first & sitting up. Never head first on your back or stomach. Never slide in groups. Make sure bottom of the slide is clear before sliding down.

**Climbing Equipment:** Use both hands on monkey bars. When you drop from the bars, bend knees and land on both feet, keeping arms close to the body. When climbing down, watch for those climbing up— never race across or try to reach for bars that are too far

ahead. No standing on top of or jumping from any playground equipment.

**Balls:** When playing dodge ball (or any other games with balls), always aim below the waist. Aiming at/hitting someone in the head and/or hitting someone with unnecessary force will be reason for removal from playground; the playground is not a soccer field! Don't kick the ball recklessly; know where you are aiming when you kick the ball. Never kick a ball toward, or into a group of students. Kicking the ball is mainly for practicing personal skills, not long, sweeping kicks.

**After-hours use of school equipment:** No students should be on school grounds unsupervised by adult school staff. This includes the use of the school playgrounds and the school garden. There should be no unsupervised work in the school garden by students after school hours.

### OTHER SCHOOL-WIDE RULES

- No toys of any kind, playing cards of any kind, electronic devices, or other non-school related objects are allowed at school. If seen, they will be confiscated.
- No weapons, including play weapons, of any kind are allowed at school (See Weapons Policy section).
- No head coverings or sunglasses are to be worn inside the building.
- Gum is not allowed on school grounds. No gum chewing by the students or staff during the school day.

### SCHOOL SPONSORED ACTIVITIES- AFTER SCHOOL

Students can sign-up for after school activities once per semester, usually in September and in late January. Competition for extracurricular activity spots is stiff. Although we try to accommodate as many students as possible, the earlier you get your child's application submitted the better. However, students recommended by teachers as needing academic tutoring will take precedence.

No child will be allowed to stay for after school activities unless a parent permission slip is on file. Club sponsors take student attendance. If your child misses after-school activities three times, the club sponsor has the authority to remove the student from the list, thus allowing the next child on the waiting list an opportunity to participate. Parents will be notified by the school sponsor of the student's removal from after school

activities.

Students are to report to their after school clubs at the exact time the activity begins. Students are allowed in the building only upon the arrival of the sponsoring teacher. Students are expected to leave the school campus upon completion of the after school activity.

No student is allowed to remain on campus after school or after activities without a parent/sponsor being present. Kinder students must be picked up by an adult.

### STUDENT SUPPORT TEAM (SST)

The Student Support Team (SST) is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. One might think of the SST as a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to student needs.

The SST has a vital role in creating a high achieving school as expressed in the following goals:

- Enable teachers to teach students more effectively
- Enable students to acquire academic and social competencies, achieve standards, become independent learners for life
- Create a collaborative culture among all staff.

The SST is not viewed as a gatekeeper to the special education process.

The Student Support Team’s primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. Teams work effectively with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change. The functions and services the teams provide vary with the needs of the individual.

### STUDY TRIPS

Occasionally, during the year, students are taken on a field trip as a class project. Students are encouraged to participate if at all possible. Parents are frequently asked

to chaperone the class on these trips in order to help supervise.

Parents of students who may need special supervision will be asked to accompany their student on field trips. All chaperones must have a background check filed with the office before being allowed to chaperone. Parents are not permitted to have any other children with them when chaperoning.

Such trips are sponsored and the school pays for transportation. Transportation is authorized only for DODEA students, teachers, and chaperones. Costs to students are generally limited to entrance fees, food, personal requirements, etc.

Parental permission is required for each student to participate in study trips. Please return permission slips to the classroom teacher promptly. Without a signed permission slip, children may not attend.

Children who cannot attend a field trip will be assigned to another classroom for the day.

Chaperones should not take pictures of other students while on study trips and no pictures of others students should be posted on social media.

### SURE START

Hours from 0750-1350 Mon., Wed.-Fri. and 0750-1315 on Tues.

Parents are expected to comply with all program requirements. Parents who do not meet the required volunteer hours will be asked to meet with the administration to discuss possible solutions. The administration may contact the sponsor’s command for assistance as needed.

### TEACHER TRAINING PROGRAMS

Continuous professional development of teachers is mandated by federal, DODEA, and teacher union guidelines to ensure that teachers have the information, skills and training to be able to deliver highly skilled instructional practices in the classroom. Teacher quality has a direct influence on the scholarship and achievement of the students.

In support of regular professional development, DODEA has adopted a policy which will allow schools to have an early release day once a week. M.C. Perry Elementary School’s early release will be each Thursday. During this early release students will be dismissed at 1330. This will allow time for teachers to receive professional development in a variety of topic based on our school improvement plan. These early release days are in

addition to other training days mandated by DODEA Headquarters, Area Director's Office, and District offices. As always, parents are welcome to attend these meetings.

Although our calendar dates for these events may change, we have listed the preliminary dates for professional development in the calendar in this handbook. Notification of revised dates will be emailed in monthly newsletters, available on the intranet, on the school marquee, and at the commissary marquee. Events and calendar items also may be announced on AFN TV and radio, as well as in notes brought home by the student.

### TEXTBOOKS, LIBRARY BOOKS AND INFORMATION CENTER

Textbooks adopted by DODEA are ordered from the same book companies that are used by many schools in the United States. Books are issued to students free of charge, but the sponsor is held financially responsible for the cost of lost or damaged textbooks and library books.

Students transferring during the school year must turn in their books and workbooks to their classroom teachers. All other students must turn in their books at the end of the school year. All books will be accounted for by the teacher at the end of the school year.

The M.C. Perry School Complex maintains a complete Information Center (IC) with a collection relative to the student population. With the exception of periodicals (magazines and newspapers), reference and reserve materials, items circulate for a two week period. It is the responsibility of the student to return materials when due. Failure to do so can result in suspension of privileges, payment for lost books and in severe cases, letters to the sponsor's command requesting payment.

The information specialist provides formal library/information skills instruction for all students in grades Kindergarten through 2nd.

The IC is open daily (M-F) from 7:50 a.m. until 2:35 p.m. Arrangements for the use of the information center beyond normal operating hours can be accommodated with advance notice.

### TRANSFER/WITHDRAWAL OF STUDENTS

Please notify the school ten (10) working days prior to a PCS move so that the transfer documents may be prepared. We suggest parents hand-carry student records needed for enrollment at the new school. Final school clearance requires students return all books and pay all fees. Upon request we will send copies of school records to your new location. The original student records remain at school, in case more copies are needed later.

### TUITION

Tuition payments can only be accepted in the form of a money order, check, or via [www.pay.gov](http://www.pay.gov). Payments must be made in US dollars. Checks and money orders will be made payable to "Treasurer of the United States." The check or money order will be attached to the Cash Collection Voucher, along with all other supporting documentation, and forwarded by the school to the DODEA-Pacific Service Center, Fiscal Division. Dependents of self-pay sponsors cannot complete the enrollment process or attend classes until the required tuition is paid.

### VALUABLES

Parents should note that willful misuse, damage or destruction of any school property is unacceptable. Students, as well as sponsors, will be held responsible for repair, replacement, payment, or another form of approved corrective action regarding lost or damaged school property. Intentional destruction of government property will involve the Provost Marshall Officer.

If an investigation reveals that a student has lost or willfully damaged property, the sponsor may be required to reimburse the U.S. Government. Examples include broken furniture or windows, and damaged or lost textbooks. Specific procedures for reimbursement are based on the actual value of the object in question. Items such as library, textbooks or calculators can be replaced via online purchase. Requests for overdue payments may be referred to the sponsor's command.

MC Perry Elementary School  
Parent-Student Handbook  
Acknowledgement Form SY 2020-2021

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 MC Perry Elementary. Your child should return this to his/her homeroom teacher by 23 October 2020.

**I knowlege 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's Signature \_\_\_\_\_