

Administrative Notes



Mute your microphones

When you're not speaking



Questions

Time for questions will be built in, please submit them via chat OR wait for round robin



Technical issues

Shawn Brown: 080-2703-0621

Tuya Rosenberry: 080-9640-1216

Tuya.Rosenberry@dodea.edu



Session will be recorded

RAC Members SY19-20

Chair: Ms. Lois Rapp
Director, DoDEA Pacific



Student & Parent Reps

- **Daniel Posthumus**
Kinnick HS, Japan
- **Vanesa Berdoza**
ES, Air Force, Okinawa
- **Kelly Curtis**
MS, Army, Korea
- **Susan Torres**
HS, Navy, Japan
- **Dara Davis**
Guam School Board, Guam



Military Command Reps

- **Col. Sean Barrett**
USFJ/J1, Japan
- **Patrick McEleney**
USFJ/J1, Japan
- **Oliver Cunningham**
USFK/J1, Korea
- **CDMCM Lisa Tisdale**
JRM/J1, Guam



School Liaison Officers

- **Christopher Lamb**
Air Force, Okinawa
- **Diana Mizell**
Marine Corps, Okinawa
- **Brooke Boswell**
Army, Japan
- **Barbara Askey**
Navy, Guam
- **Christine McNeace**
Army, Okinawa
- **Christine Monroe**
Navy, Guam



DoDEA & Educator Reps

- **Todd Schlitz**
Pacific Chief of Staff, Okinawa
- **Thea Lopez Parrish**
Chief (A), Instructional Leadership, Okinawa
- **Jimmy Journey**
Superintendent, PAC South, Okinawa
- **David Ballesteros-Burkett**
Principal, Kadena ES, Okinawa
- **Jamie Sellers**
Teacher and FEA Rep, Okinawa



Regional Advisory Council (RAC)

SY 19-20 | 21 May 2020



Director's Welcome Remarks

Agenda



- RAC Overview & Blueprint
- COVID-19
- Pacific Highlights
- Community Partnerships
- New Initiatives
- Construction Update
- Questions & Discussion

RAC Function



Enhance & Improve Programs



Propose New Initiatives



Raise & Resolve Issues



Represent Stakeholders

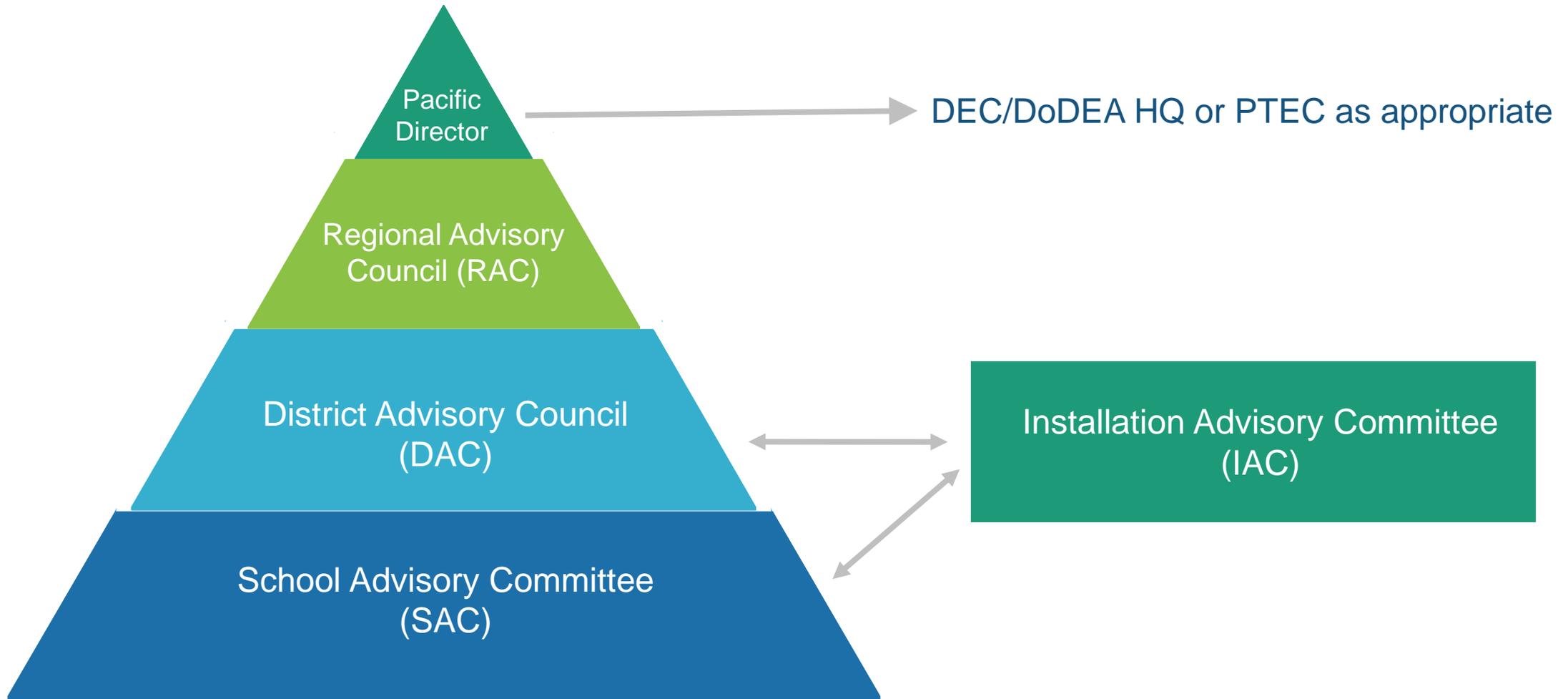


Make Recommendations



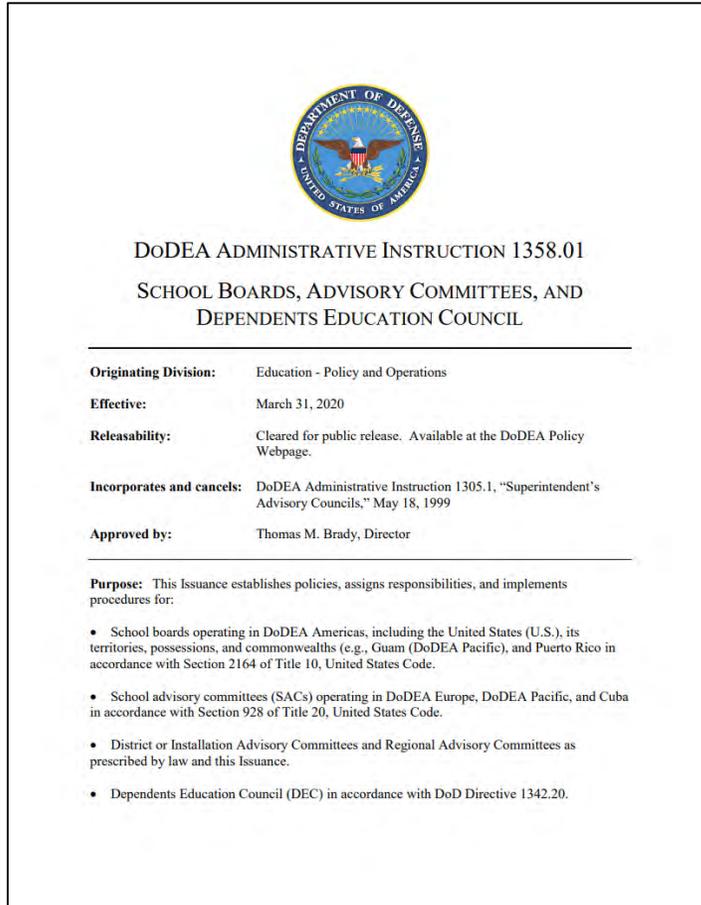
Disseminate Information

DoDEA Council Relationships



New Guidance

AI establishes policies, assigns responsibilities, & implements procedures



RAC Mission & Function

Foster communication, facilitate problem solving, and recommend action



RAC Composition

Recommended voting membership includes additional principal representatives



RAC Procedures

RAC minutes must be publicly available online within 2 weeks of approval by RAC members

RAC Webpage

<https://www.dodea.edu/Pacific/About/RAC.cfm>



Links to References



Meeting Slides & Minutes



List of Current Members

DoDEA Blueprint

Goals AND Key Result Indicators:



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

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

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

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

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

1. Student Excellence

Pacific Student Transition Program

2. School Excellence

Virtual Learning
Esports Initiative

3. Talent Excellence

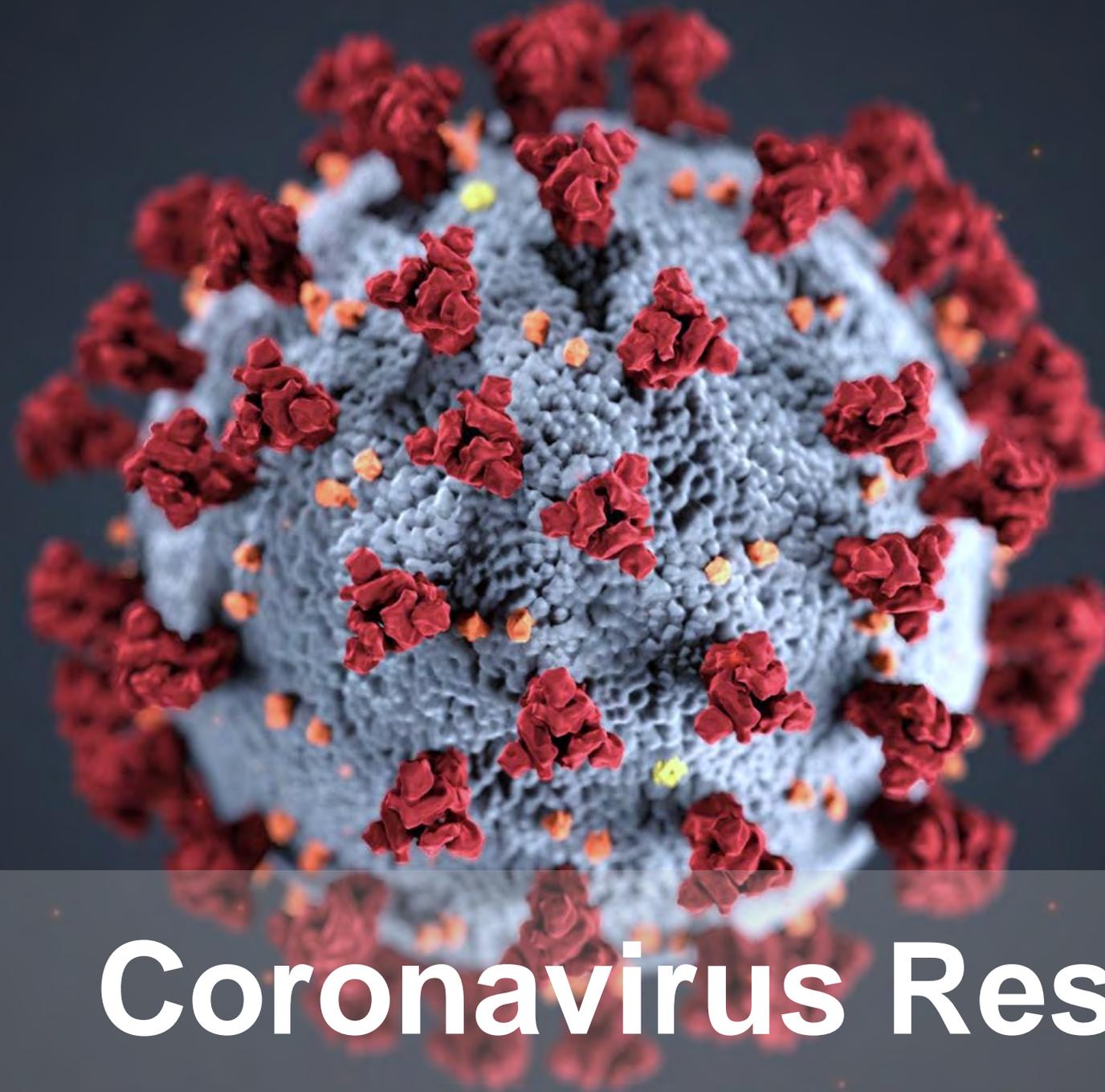
Principal & Teachers of the Year

4. Organizational Excellence

School Climate Surveys

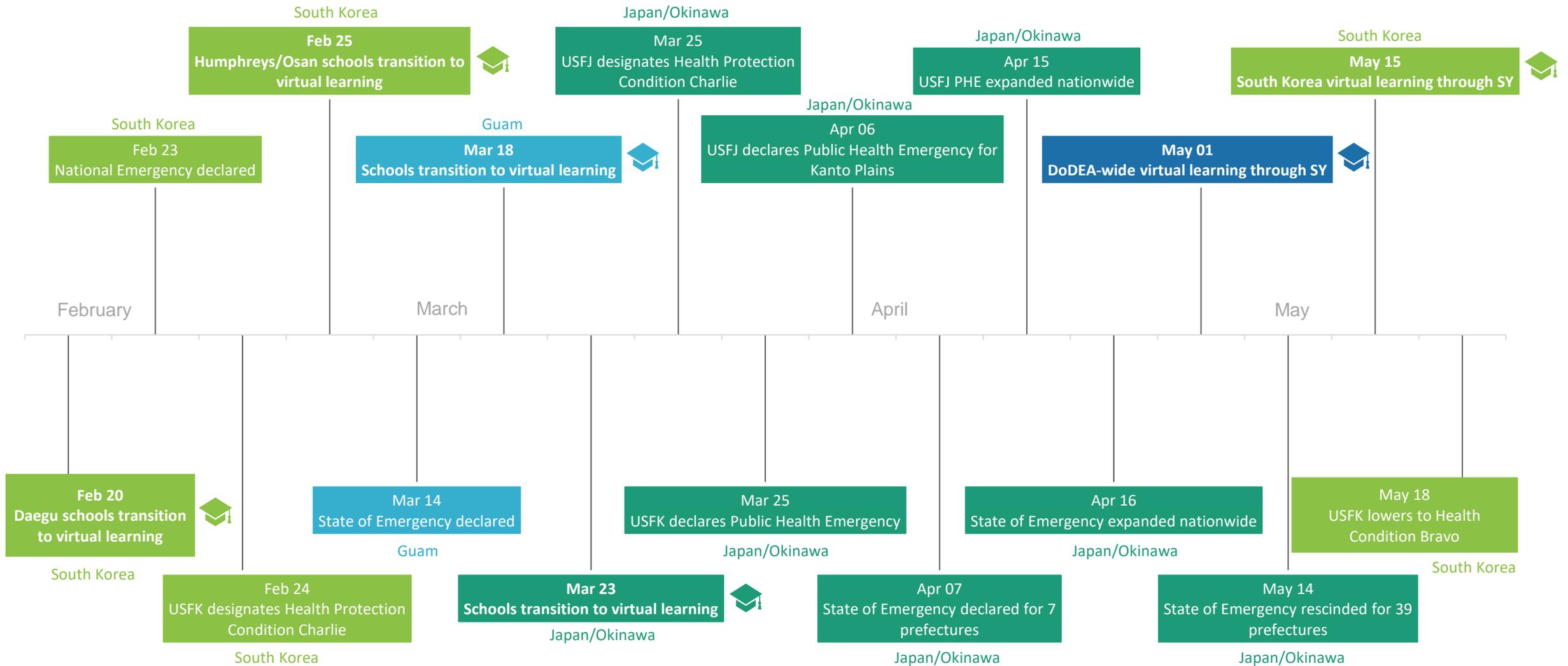
5. Outreach Excellence

Pacific Student Transition Program
English Language Initiative

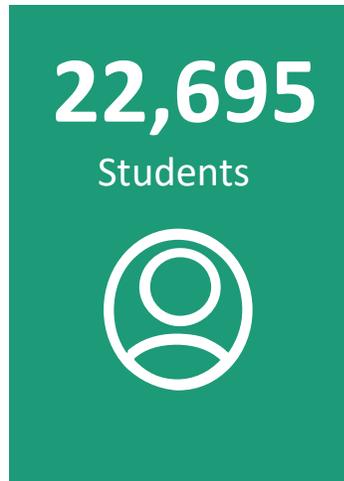


Coronavirus Response

COVID-19 Timeline



Actions by Numbers



Continue learning



Only 2 days to transition to virtual learning



Grab-and-Go breakfasts and lunches provided



Devices loaned to students



Emergency & Extraordinary Expenses Waivers issued

Feedback on Virtual Learning

Excellent job! Online content keeps children engaged.

Endless support, positive attitudes, and willingness to walk through the online lessons are very appreciated.

My kids didn't miss a beat in their education.

Transition to virtual learning was implemented flawlessly. Great support provided to parents and students.



Fantastic quality! Phenomenal job to switch to new learning and implement technology

Great communication, I feel very well prepared navigating virtual learning.

I appreciate the hard work and dedication of all teachers to provide exceptional education.

Virtual Learning Best Practices



Established hours of instruction based on grade level



Live and Recorded Instruction



Special Education, GE, and ESL Accommodations



Scheduled Office Hours; flexibility for dual-working parents



Streamline the number of online platforms



Hold Students Harmless



Breaking down lessons into small segments



Collaborative teacher planning

Parent Guide for Online Learning

dodea

Department of Defense Education Activity

Quick Links ▾

Audiences ▾

Regions ▾

About ▾

Newsroom ▾



DoDEA » DoDEA Pacific

Pacific Region

About Us ▾

Our Schools ▾

Region News ▾

Parents & Students ▾

Supporting Offices ▾

Employees ▾

Deployment

DODEA PACIFIC

• [Parent Guide for Online Learning](#)

• [Far East Student Activities](#)

• Gradespeed

• School Report Card (SRC)

• Transcripts

• Student Transportation

• Student Meal Program

• [Non DoD Schools Program \(NDSP\)](#)

DoDEA Grading 20

Details on grading, interim reports, calculation of grade point average, and report cards.

More Info



Parent Guide for Online Learning

Elementary School Middle School High School

Elementary School Remote Learning Resources

Tips for Remote Learning

1. Develop a routine and schedule
2. Provide your student with choices
3. Encourage dance and movement
4. Create a designated space to learn
5. Engage in hands-on activities

[Additional Elementary School Resources >](#)



Social Studies

Ways to help your child in Social Studies

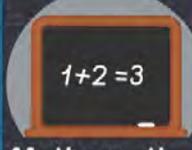
- Use a world map to identify the different places you have lived and traveled to.
- Encourage your child to talk about the things they want versus need.
- Learn about history with your student.
- Discuss how your student contributes to the family and the community.



Science

Ways to help your child in Science

- Encourage children to see science everywhere, be inquisitive and seek out answers.
- Lead family discussions on science-related topics.
- Create a science notebook with your student.
- Garden or care for plants.



Mathematics

Ways to help your child in Math

- Ask your child to explain to you in their own words what they are learning about in their math lessons.
- Play games involving dice or cards.
- Bake or cook together. Let your student help measure ingredients.
- Incorporate graphs into your exercise routine.



English

Ways to help your child in ELA

- Have your child read independently for 30 minutes every day. Try to find a book series to get them "hooked" on.
- For early readers, use picture books. Use the pictures to tell a story.
- Read to your child.
- Encourage your child to write every day for 10-15 minutes.

Content Web Links

DoDEA Resources

- [Additional 'Parent Guide' Elementary School Resources >](#)
- [DoDEA - Digital Learning at Home for Parents >](#)
- [DoDEA - Social Studies Learning at Home K-5 >](#)
- [DoDEA - Science Learning at Home >](#)
- [DoDEA - Parent and Family Resources K-5 >](#)

Recommended ES Resources

- [PreK Playdough Power >](#)
- [Benchmark Library >](#)
- [PreK Healthy at Home >](#)



ES, MS, HS level information



Tips & Resources



Engagement Strategies



Overview & Deep Dive Options

Graduation Plans



June 3-6, 2020



12 high schools, 952 grads



All will have virtual components



In person plans differ by location, including open air ceremonies & drive thru graduations

Graduation Schedule



PAC East

School	Date & Time	# of Grads
Edgren HS	6/5, 17:30	42
MC Perry HS	6/5, 18:00	45
Yokota HS	6/4, 18:30	64
Zama HS	6/4, 18:00	66
Kinnick HS	6/5, 17:00	124
EJ King HS	6/6, 10:30	38
Total		379



PAC South

School	Date & Time	# of Grads
Kadena HS	6/5, 14:00	166
Guam HS	6/4, 17:00	88
Kubasaki HS	6/6, 14:00	113
Total		367



PAC West

School	Date & Time	# of Grads
Daegu HS	6/5, 18:00	25
Humphreys HS	6/4, 18:00	142
Osan HS	6/3, 18:00	39
Total		206

South Korea In Person Activities



Connection & Close Out

Allows students to say goodbye to friends, turn in their equipment, and engage in fun activities. Activities are optional.



Mitigation Strategies

Staff and students will wear masks when moving, ensure social distancing when in place, and use hand sanitizer. Facilities and surfaces will be frequently cleaned.



Military Partnership

Activities developed in close collaboration with our installation partners to ensure appropriate measures in place.



Supporting our Sailors



Mission

McCool EMS & Guam HS housing sailors in support of Navy effort to combat COVID-19



Partnership

USN committed to sanitizing the facility and loaned equipment, followed by 14 day vacancy period



Timeline

Last sailor will arrive on June 17. Building will be turned back over to DoDEA by August 1

SY20-21 Reopening



Local collaboration with installation commands



DoDEA-wide planning and working groups



Continue to identify best practices & lessons learned for virtual learning



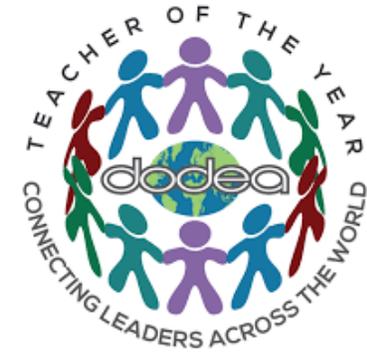
Pacific Highlights



Patrick Buckley

Principal, Sollars ES
Misawa Air Base

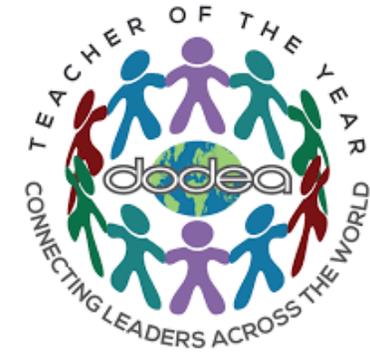
PAC East



Michael Pope

Math Teacher, Zama MS
USAG Camp Zama

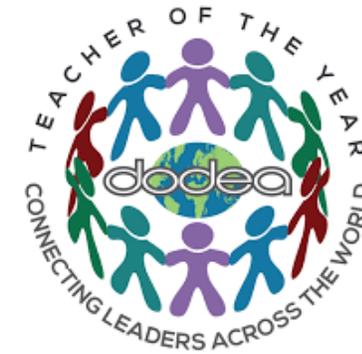
PAC East



Angie Fino

Math Support Specialist
Stearley Heights ES
Kadena Air Base

PAC South



Laird Sessions

Advanced Academic Program and Services
Resource Teacher
Daegu ES, USAG Daegu

PAC West



Farewell to
Dr. Schiavino-Narvaez

Chief Academic Officer
DoDEA Headquarters



Farewell to
Mr. Michael Johnson

Community Superintendent
PAC South

Retired



Farewell to
Dr. Greg Mowen

Community Superintendent
PAC East

Retired

Virtual Jr Science Humanities Symposium



March 16-17, 2020



STEM Research Projects



Competing for scholarships and
chance to go to Nationals



9 Man Football



Osan & Daegu Schools



Allowed schools with lower enrollment ability to still play



15-20 students per team

Far East Drill Meet



November 19, 2019



13 teams; 130 students



Team, Single, Dual
Competition Categories



Community Partnerships

English Language Initiative

Partnership between DoDEA, US State Department, and Japanese Government



Professional development support for rollout of English curriculum, led by Dr. Tracy Rice



In Nago, program benefited 2,000 students and 100 teachers in SY19-20



70+ Japanese teachers received training at Kadena ES in Okinawa



New Initiatives

Pacific Student Transition Program



Standard Components

All 21 middle and high schools in the region will have at least eight standard components for the transition program



Student Leadership

Student ambassadors escort new students, lead onboarding activities while developing and practicing their leadership skills



Student Impact

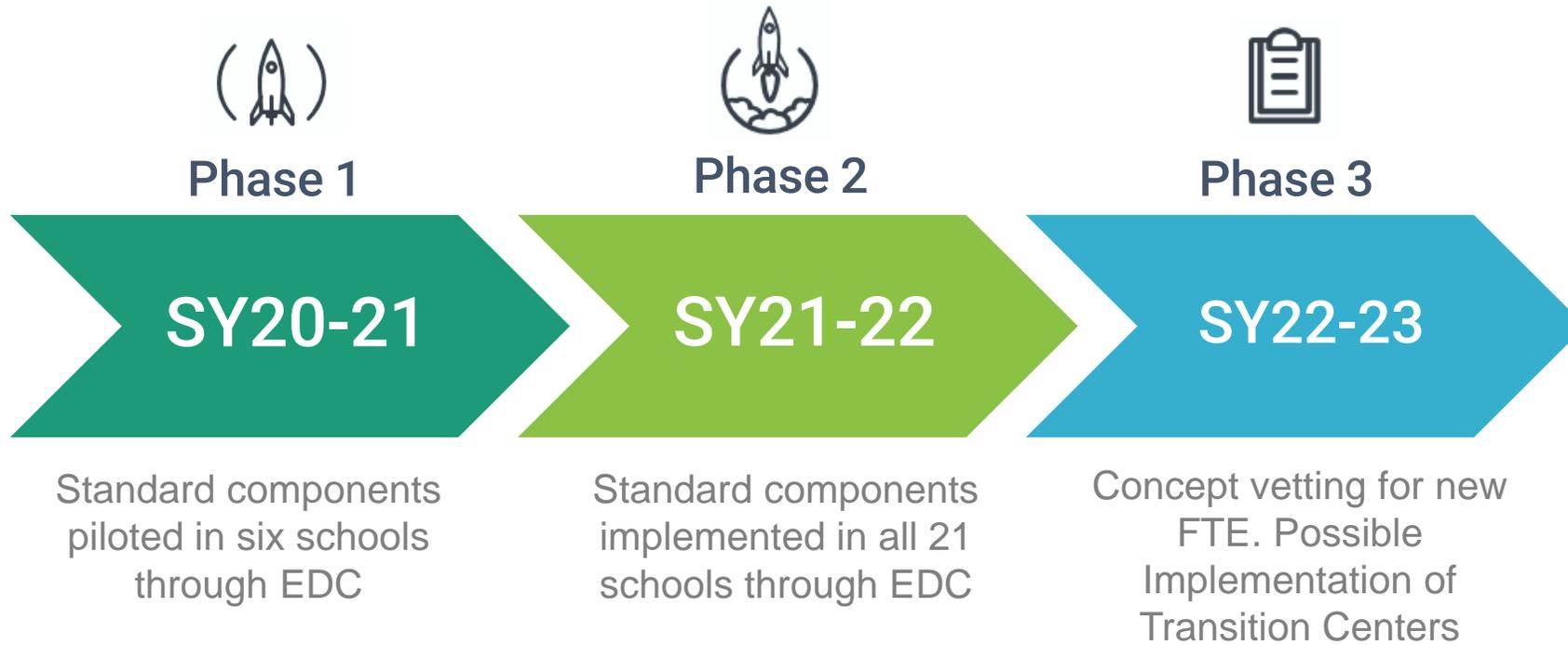
Immediate and long-term impact on students' social, emotional and academic performance has been the main focus of the program and is reflected in the program components



Focus on Results

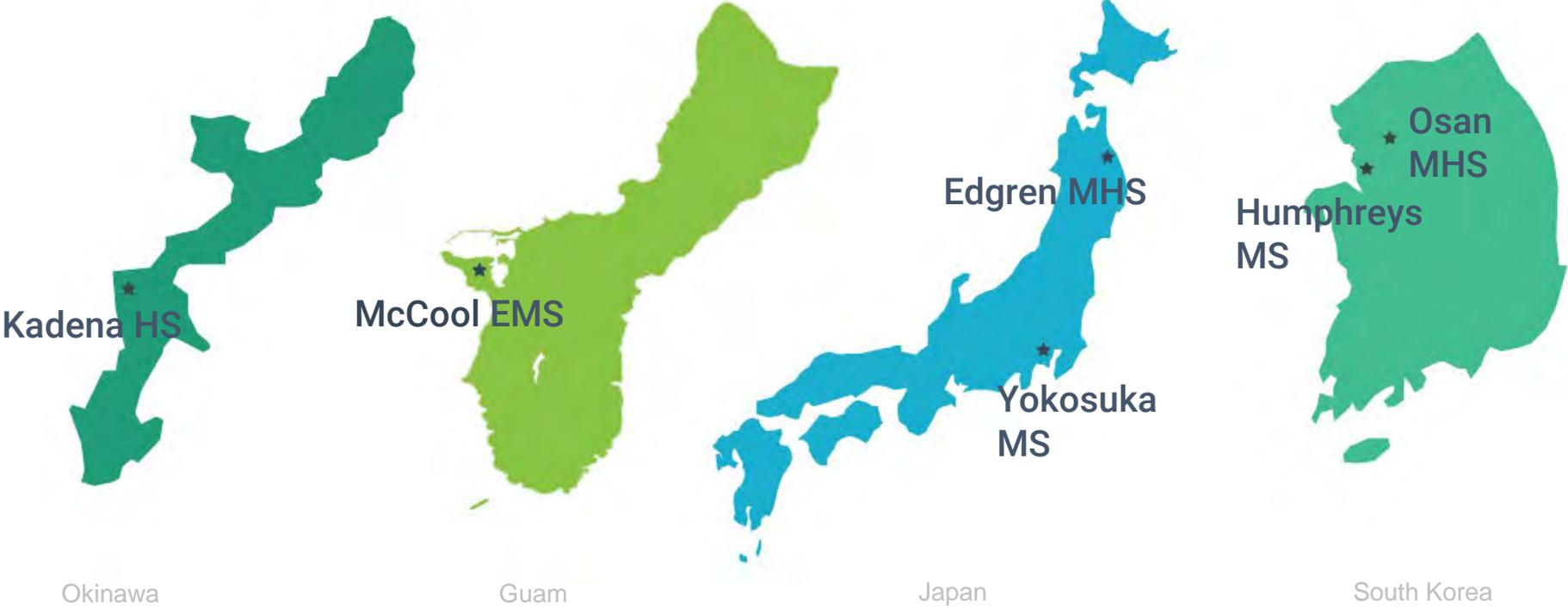
New metrics and indicators are being developed to better measure success of the program for continuous program improvements

Program Timeline



Phase 1: Pilot SY20-21

Six schools selected for the pilot year



Esports Initiative

Esports is a sport competition using electronic games (e.g. playing Chess online)



Photos: Women of Swift; Senior Karly Cruzan playing Overwatch, Tipton HS, Indiana



Growing Interest in Our Schools

Our high school students, teachers and administrators express increased interest



Path to College & Scholarships

Last year, more than 200 colleges offered \$16 million in esports scholarships to 65K students in 1,700 high schools



COVID-19 & Availability

In social distancing environment, students are able to participate in esports activities virtually



STEM & Career Opportunities

The technology involved allows students develop STEM skills and prepare for 21st century careers

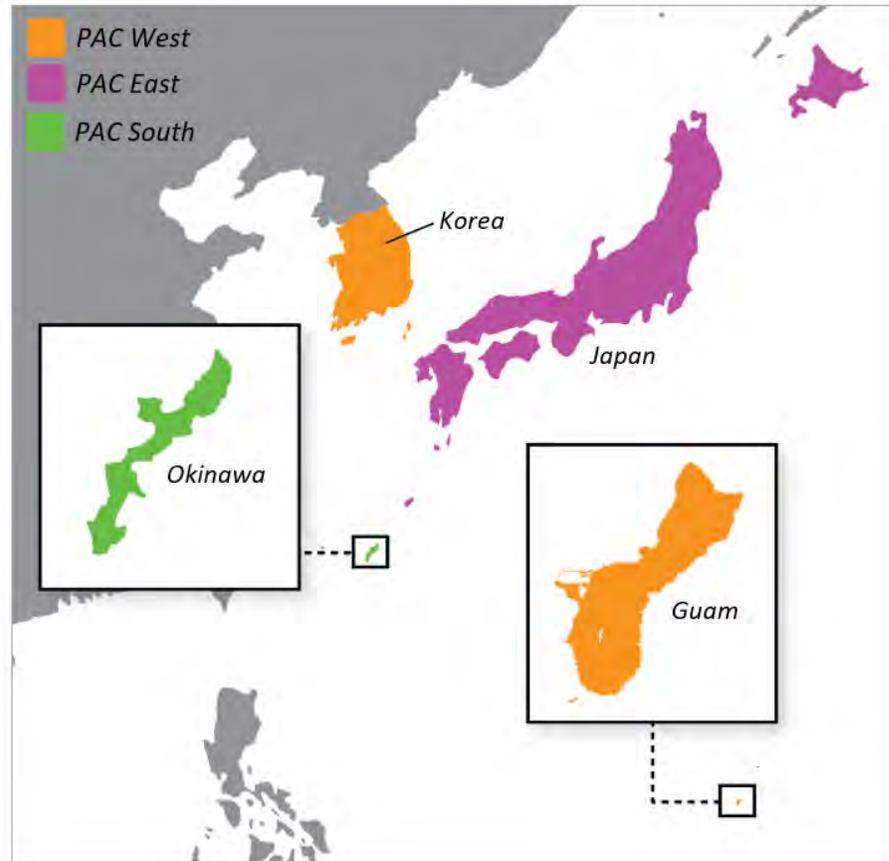


Next Steps: Pilot in Four Schools

In SY20-21, esports clubs will be expanded in four schools: Kadena HS, Kubasaki HS, MC Perry HS, and Humphreys HS

Guam Realignment to PAC West

Effective July 15, 2020



DoDEA Pacific Map, effective July 15, 2020



Even Distribution of Resources

Students and staff are evenly distributed across the districts. Enhanced and more equitable academic support



Reduced Costs

Direct flights available between Korea and Guam will reduce travel time and associated costs



Seamless Transition

Students, parents, teachers, and administrators will not be impacted by this realignment

Defense Organizational Climate Survey (DEOCS)



Organizational Effectiveness



Equal Opportunity



Sexual Assault Response & Prevention

DEOCS PAC Region Initiative

Newly Appointed Sups & Com. Sups

*60 days from day of appointment,
NLT the beginning of SY*



Every 3 Years

*If no other triggers,
every 3 years*

Allegations

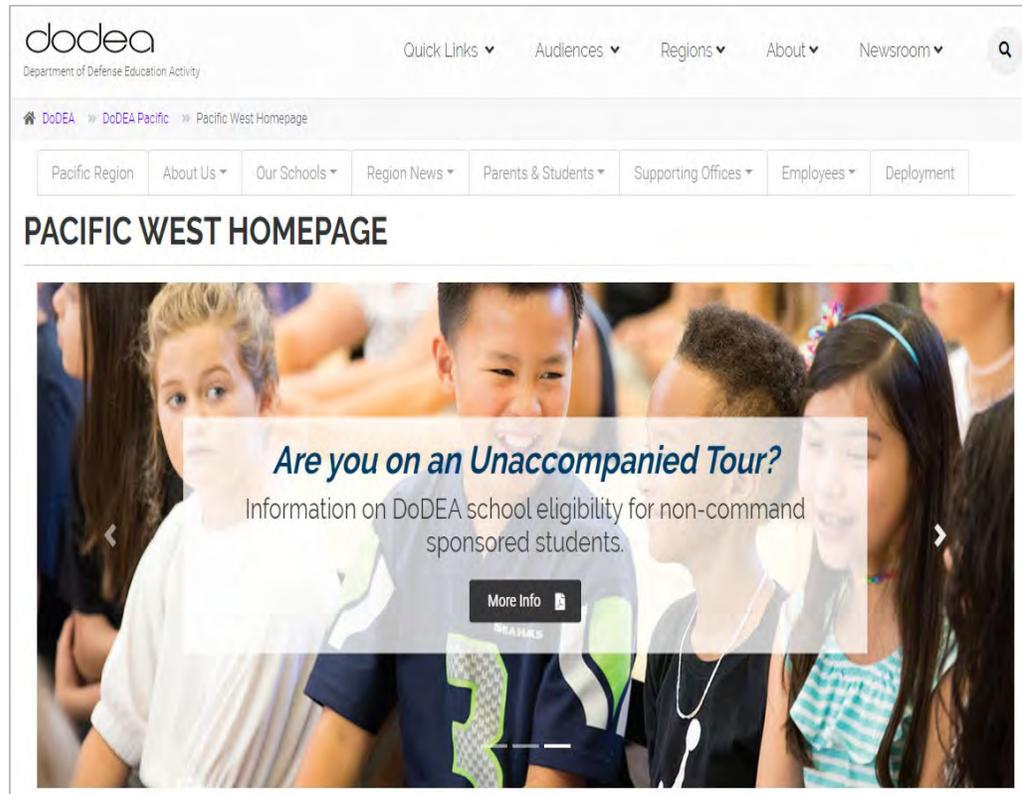
May trigger a survey



DSE/DSO Discretion



Non-Command Sponsored Students



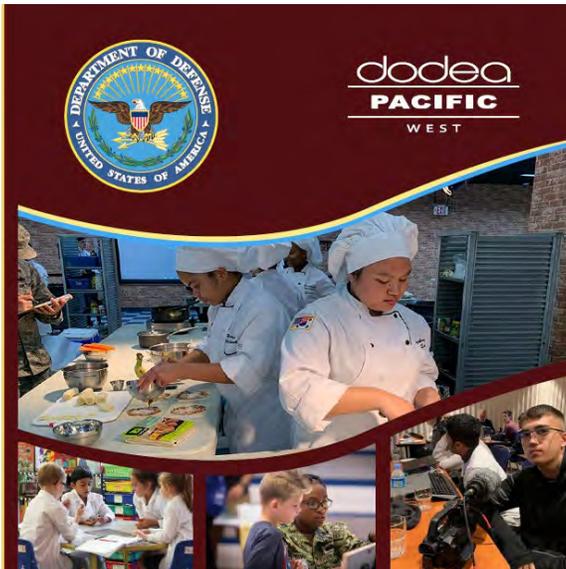
The screenshot shows the DoDEA Pacific West Homepage. At the top, the DoDEA logo is on the left, and navigation links for Quick Links, Audiences, Regions, About, and Newsroom are on the right. Below the logo, the breadcrumb path reads: DoDEA » DoDEA Pacific » Pacific West Homepage. A secondary navigation bar includes links for Pacific Region, About Us, Our Schools, Region News, Parents & Students, Supporting Offices, Employees, and Deployment. The main heading is "PACIFIC WEST HOMEPAGE". Below this is a large banner image of diverse students. Overlaid on the banner is a text box with the heading "Are you on an Unaccompanied Tour?" and the subtext "Information on DoDEA school eligibility for non-command sponsored students." A "More Info" button with a document icon is positioned at the bottom of the text box.

 Brochure to educate families and help them make decisions

 Space required vs. space available

 Private school cost considerations

Non-Command Sponsored Students



dodea
PACIFIC
WEST

ARE YOU ON AN UNACCOMPANIED TOUR?

Thinking of Bringing the Family?



Introduction

If you received assignment orders to South Korea, planning early is in the best interest of your family, especially when it comes to school eligibility and both command and non-command sponsorship. DoDEA works closely with the Services to carefully plan, budget, and staff for the projected population of command sponsored students in each location.

What is the difference between Command and Non-Command Sponsorships

Command sponsored family members on an accompanied tour are authorized transportation at U.S. Government's expense and are entitled to station allowances at the "with family" rate. Command Sponsored dependents are allowed to accompany the active duty member which entitles

the family members to access base facilities including DoDEA schools in a space required/tuition free status.

Non-command sponsored family members on an unaccompanied tour are not authorized transportation. The military member elects to transport the family at his/her own expense. School-age children who are not command-sponsored are eligible to attend a DoDEA school only if space is available. The principal determines capacity and whether or not the school can meet any unique needs for any space available children. The school cannot create space, hire additional staff or provide services not currently available for non-command sponsored students. Enrollment in future school years is not guaranteed and always subject to space availability.

Who is responsible for explaining command sponsorship to military members?

The Services and military commands publish detailed information on command sponsorship. Servicemembers are responsible for thoroughly researching command sponsorship programs, allowances, and entitlements as well as the implications for choices related to the sponsorship status.

Who is responsible for educating my children if I fund the move to Korea without command sponsorship?

Your child's education has to be a key factor in every relocation decision for military families. Servicemembers are responsible for any costs regarding the education of your children without command sponsorship. Non-command sponsored children may only attend DoDEA schools on a space available basis.

It is not advisable to assume that there will be space for non-command sponsored children or that your command will ensure enrollment of your child/ren in a DoDEA school. In Korea, most DoDEA schools are at full capacity with space required, command-sponsored children. We love our mission of educating all military connected students. However, our first responsibility is to the families that have been sponsored and funded by the command.

School Liaison Officers

Daegu
DSN: 315.763-4560
COM: +82(0)50-3363-4560

Humphreys
DSN: 315.757-2241
COM: +82(0)50-3357-2241

Osan
DSN: 315.784-4966
COM: 011-82-31-661-4966

What is space availability? Who makes the decision?

The Principal and District Superintendent determines capacity and whether or not the school can provide for any unique needs for your child. Their decisions are final. The school cannot create space, hire additional staff or provide services not currently available for your child. School Liaison Officer (SLO), who work for the commands, can provide information on off-post education options when space is not available.

What is the average private school tuition in Korea? Who pays it?

Servicemembers are personally responsible for the tuition and associated costs. Schools (English-speaking) outside the gate are expensive. Prices range from \$10,000 to over \$25,000 paid from your own pocket. Costs varies by school and grade level. Your School Liaison Officer can provide specific information by school.



What is the timeline for a decision regarding space available in my child's school?
The principal will inform you within two weeks after all the registration forms are submitted.

Will the command relocate me if DoDEA cannot provide education for my unaccompanied children?
A Servicemember's chain of command is responsible for all decisions regarding command sponsorship.

Where do I register my child?
The DoDEA Online Registration System (DORS) provides access to information on eligibility, forms and registration. Please visit: <https://www.dodea.edu/DORS/>

DoDEA Pacific West

DSN On Base: 755-1168
DSN Off Base: 031-690-1168

From U.S.:
08191955 011-822-5033 +551168

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



Construction Update

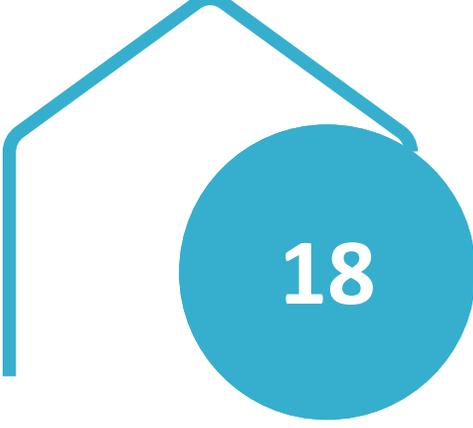
Facilities by Numbers



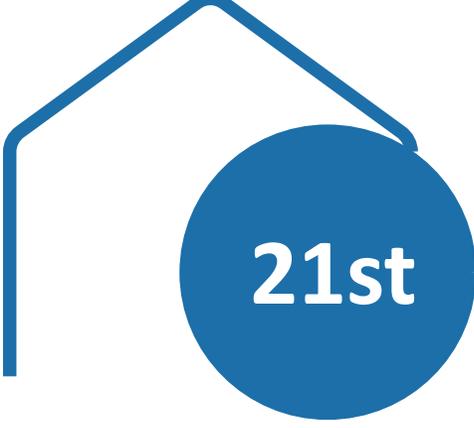
Schools in Pac Region
Inventory



In planned construction-
next 6 years



Facilities under
construction-next 6 years



21st Century Facilities
Design

Recently Completed Projects

Phase Totals: 2 projects, \$59,543,000



Sasebo ES Replacement
Opened: Fall 2019
Cost: \$56,970,000

Yokota HS Culinary
Arts/JROTC
Opened: Fall 2019
Cost: \$2,573,000

Japan

Projects in Construction Phase

Phase Totals: 5 projects, \$262,516,000



Renovate EJ King HS
0% Complete
Cost: \$37,681,000
Est opening: TBD



Renovate Edgren HS
75% Complete
Cost: \$34,463,000
Est opening: TBD

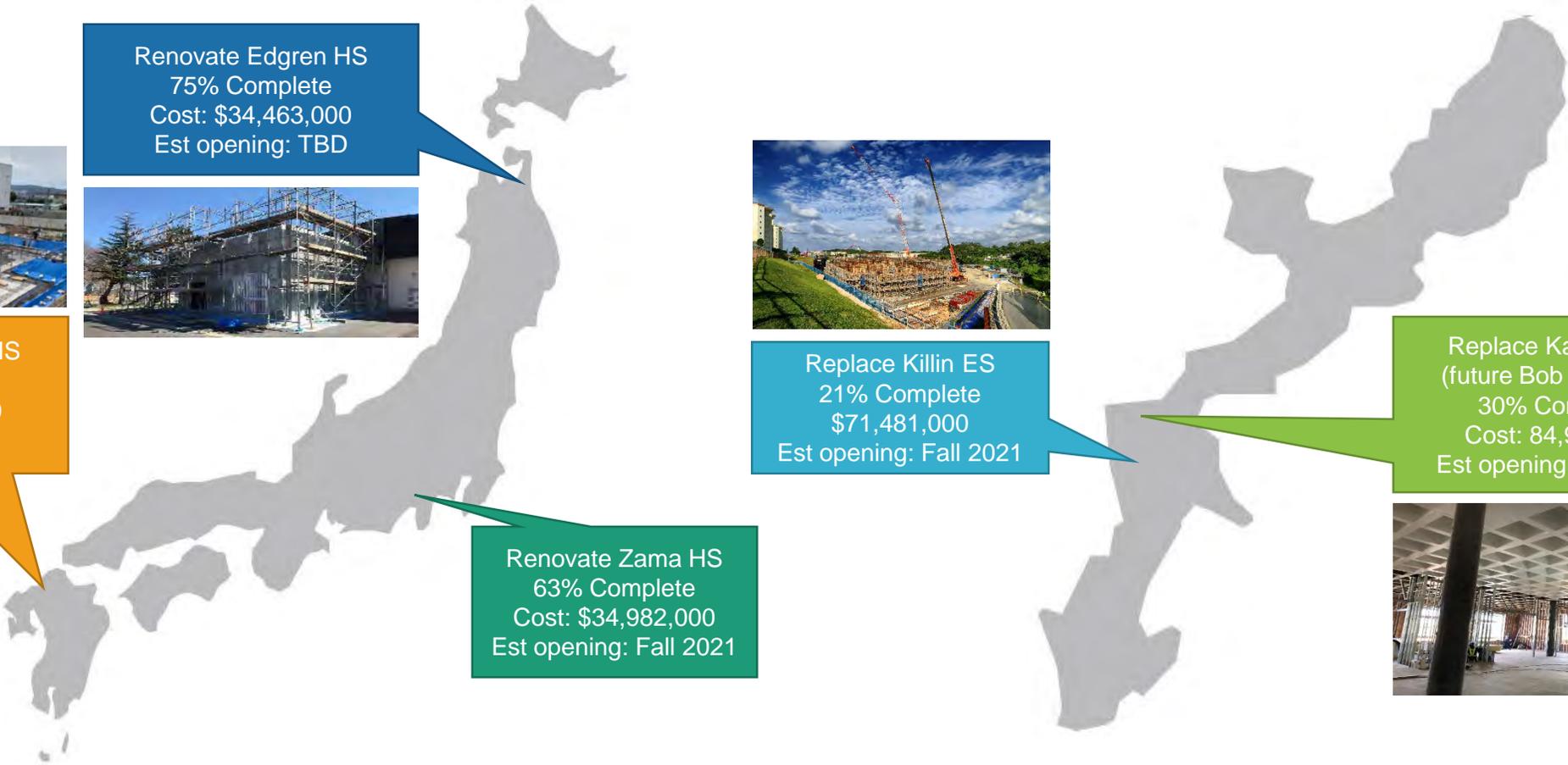


Replace Killin ES
21% Complete
\$71,481,000
Est opening: Fall 2021



Replace Kadena ES
(future Bob Hope ES)
30% Complete
Cost: 84,909,000
Est opening: Fall 2021

Renovate Zama HS
63% Complete
Cost: \$34,982,000
Est opening: Fall 2021



Japan

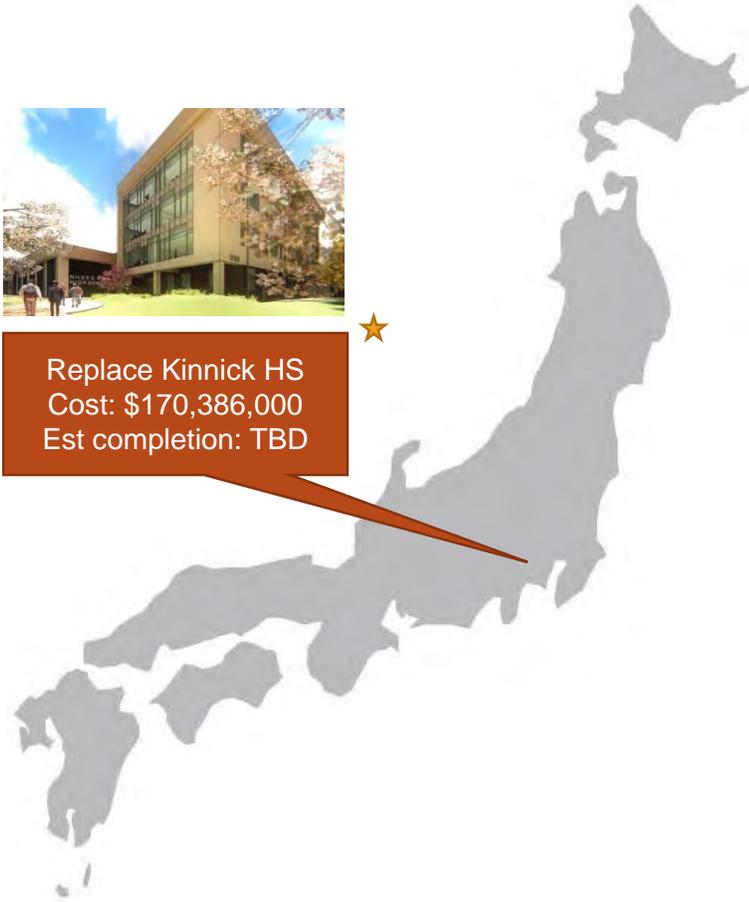
Okinawa

Projects in Solicitation Phase

Phase Totals: 2 projects, \$265,237,000



★
Replace Kinnick HS
Cost: \$170,386,000
Est completion: TBD



Japan



★
Renovate Bechtel ES
\$94,851,000
Est completion: TBD



Okinawa

★ *Deferred to support Sec. 2808 construction effort*

Projects in Design, Planning, & Programming Phases

Phase Totals: 5 projects, \$576,106,000



★
Renovate DSO Admin Building
Design Phase
Cost: \$20,106,000
Est opening: TBD

Replace Mendel ES
FY2024
Cost: \$121,000,000
Est opening: TBD

Replace Stearley Heights ES
(future Amelia Earhart ES)
FY2025
Cost: \$140,000,000
Est opening: Fall 2021

Replace Sullivans ES
FY2025
Cost: \$140,000,000
Est opening: TBD

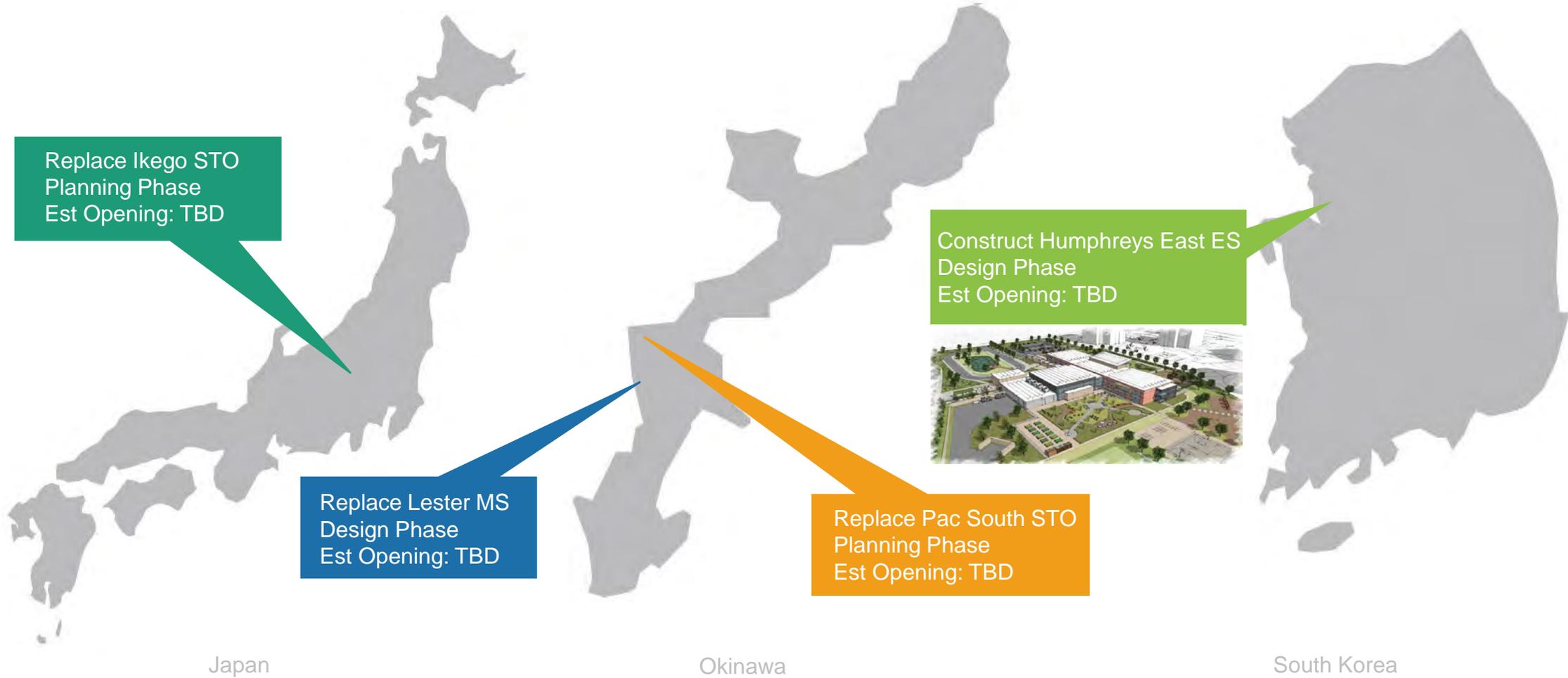
Replace Kubasaki HS
FY2023
Cost: \$156,000,000
Est opening: TBD

Japan

Okinawa

★ *Deferred to support Sec. 2808 construction effort*

Host Nation Funded Projects



Replace Ikego STO
Planning Phase
Est Opening: TBD

Replace Lester MS
Design Phase
Est Opening: TBD

Replace Pac South STO
Planning Phase
Est Opening: TBD

Construct Humphreys East ES
Design Phase
Est Opening: TBD



Japan

Okinawa

South Korea



Discussion

Assessments Proposal

Proposed by Kinser ES SAC. Approved by ODAC March 2020 for referral to RAC

1. Can the amount of standardized interim assessments be reduced?

- We propose that there are less interim assessments. On top of the testing of students subjects they are being given interim assessments that do not go toward their grade. We feel our students are being over tested.

2. Can parents get the results of all assessments given?

- Only assessments we have received (in elementary) has been the end of year summative assessment, which does not give us much data.

3. Can DoDea start using a adaptable assessment?

- After much research on the PARCC or CCRS DoDea uses the results of interim and summative assessments do not give much data for teachers to go off of. And most of all are not adaptable to students, example: if student gets question wrong the next question is a little easier and vise versa if a student gets the question right the next question is harder. The NWEA Measure of Academic Progress has had great success and is used in 24 States as well as internationally. The M.A.P. using adaptable assessments is able to gage better where students are in their academics. As for the PARCC or CCRS started with 22 users including DoDea, states and Bureau of Indian Education in 2010. As of 2019 is down to only 4 users being DoDea, Bureau of Indian Education, Massachusetts (using hybrid grades 3-8) and Louisiana (using hybrid grades 3-10).

4. Can parents have more information about each assessment?

- We propose that DoDea make a informational sheet describing each assessment and what the results will help for each student. On top of the informational sheet propose that parents receive a "Optout Form" at the beginning of each school year or semester whichever the district prefers.

Conclusion: Our students are being tested way to much. If they do not do well on their assessments their confidence and self-esteem can be affected. With us being military families and only here 3yrs at a time, most parents do not realize how much testing there is until we are about to PCS. In turn feel like there is not much they can do about it.

Assessments Proposal

Sent to HQ for consideration

<https://www.dodea.edu/assessments/>

The screenshot shows the DoDEA website's 'Comprehensive Assessment System' page for 'COLLEGE AND CAREER READY STANDARDS (CCRS) INTERIM ASSESSMENTS'. The page includes a navigation menu with links for 'Assessment Home', 'Matrix', 'Test Descriptions', 'Resources', 'Calendar', 'Results', 'Glossary', and 'Contacts'. The main content area is titled 'College and Career Ready Standards (CCRS) Interim Assessments' and contains several sections: 'Advanced Placement Exams', 'PSAT 8/9', 'PSAT/NMSQT', 'CCRS Summative Assessments', 'CCRS Interim Assessments' (highlighted in blue), 'ESOL Assessments', 'World Languages Assessments', and 'Assessments for Learning'. The 'CCRS Interim Assessments' section includes sub-sections for 'College and Career Ready Standards (CCRS) Interim Assessments', 'Student Participation', 'Student Results', 'Sample CCRS Interim Assessment Reports', 'Features of the CCRS Interim Assessments include:', 'Resources for Teachers, Parents, and Students', 'Student Practice Tests', 'Support Page', and 'Contact Information'.



Reduce standardized interim testing

Final testing calendar developed with HQ and field subject matter expert feedback. We will continue to gather input about best ways to address interim testing needs.



Use adaptable assessments

DoDEA is currently exploring use of universal screener tools. The CCRS assessment is aligned to our curriculum, allowing us to assess student mastery of our standards. We will continue to make sure the central purpose of our assessment is to inform and improve instruction towards this goal.



Provide parents with more information about testing and the ability to opt out

DoDEA CAS webpage contains information on each assessment. A child's sponsor can request an exemption to opt out in writing.

Submitted Questions

Q: Can we go back to two days for MS and HS Parent Teacher Conferences?



Will send to HQ for consideration

Submitted Questions

Q: What are the schools doing to prepare for the upcoming SY if we have to remain closed or should have to open again?



Local collaboration with installation commands



DoDEA-wide planning and working groups



Continue to identify best practices & lessons learned for virtual learning

Submitted Questions

Q: In MS and HS, teachers utilize various platforms for students do work. Is there any way they can decide on a platform that works so that they don't have to worry about bouncing back and forth between different programs and websites?



Provided guidance to teachers encouraging use of one consistent platform



Looking at ways to streamline platforms across schools should virtual learning continue next year

Submitted Questions

Q: Is flexible seating being eliminated in schools?



No, though seating may be modified to ensure compliance with social distancing & cleanliness guidelines

Submitted Questions

Q: What can be done to help students who do not qualify for a 504 or SPED services but have known learning difficulties that teachers have noticed?



Available Support

- Differentiated instruction
- Literacy support programs
- Math support programs
- Strategic support for interventions within GE



What can parents do?

- Express concerns to classroom teacher
- Request conference with teacher and administrator
- Request SST support
- Request review or reopening of discussion



Who Implements It

- Classroom teacher
- Literacy teacher/Read 180 teacher
- Math Support teacher
- Student Support Team (SST)

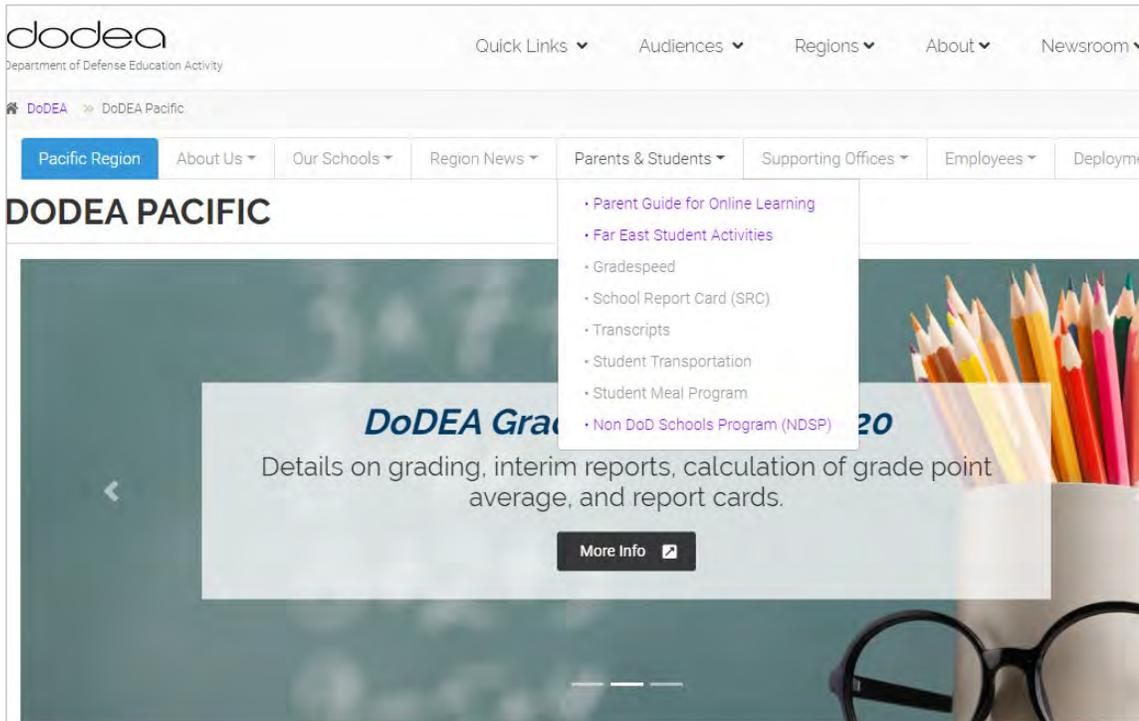


What can school administrators do?

- Validate accuracy of the “eligibility” decision
- Lead an examination of current student performance
- Engage SST or other pre-referral interventions
- Consider “Child Find” referral to CSC if pre-referral data supports it

Submitted Questions

Q: Would it be possible to offer online learning/training opportunities in order to help parents become better acquainted with the online programs/websites being used in school?



Parent Guides



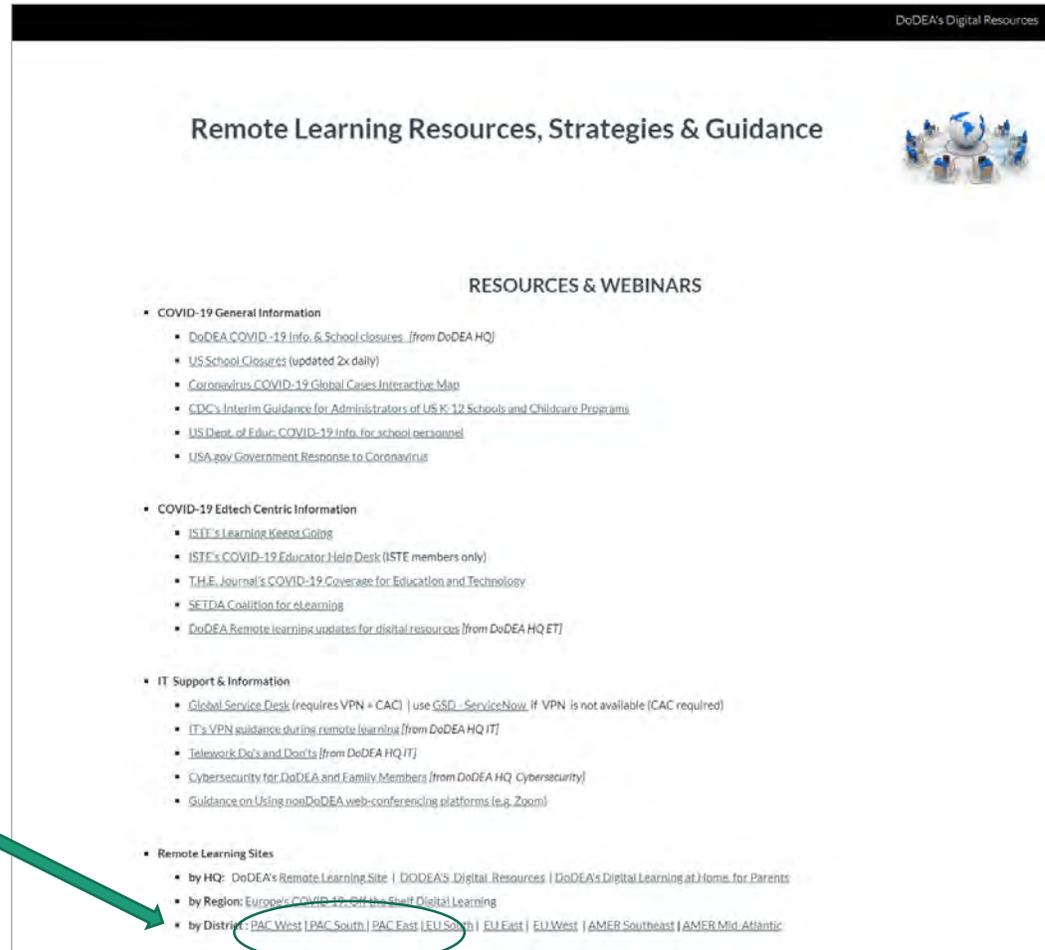
District Digital Tools,
Platform Tutorials & Tips



DoDEA Digital Resources

DoDEA Digital Resources

<https://sites.google.com/student.dodea.edu/dodeadigitalresources/remote-learning-info>



The screenshot shows a webpage with a black header containing the text 'DoDEA's Digital Resources'. The main heading is 'Remote Learning Resources, Strategies & Guidance', accompanied by a globe icon with people icons around it. Below this is a section titled 'RESOURCES & WEBINARS' which contains a bulleted list of links categorized into COVID-19 General Information, COVID-19 Edtech Centric Information, IT Support & Information, and Remote Learning Sites. A green arrow points to the 'Remote Learning Sites' category, and a red circle highlights the 'by District' sub-category.

Remote Learning Resources, Strategies & Guidance

RESOURCES & WEBINARS

- **COVID-19 General Information**
 - [DoDEA COVID-19 Info. & School closures](#) (from DoDEA HQ)
 - [US School Closures](#) (updated 2x daily)
 - [Coronavirus COVID-19 Global Cases Interactive Map](#)
 - [CDC's Interim Guidance for Administrators of US K-12 Schools and Childcare Programs](#)
 - [US Dept. of Educ. COVID-19 Info. for school personnel](#)
 - [USA.gov Government Response to Coronavirus](#)
- **COVID-19 Edtech Centric Information**
 - [ISTE's Learning Keeps Going](#)
 - [ISTE's COVID-19 Educator Help Desk](#) (ISTE members only)
 - [T.H.E. Journal's COVID-19 Coverage for Education and Technology](#)
 - [SETDA Coalition for eLearning](#)
 - [DoDEA Remote learning updates for digital resources](#) (from DoDEA HQ ET)
- **IT Support & Information**
 - [Global Service Desk](#) (requires VPN + CAC) | use [GSD - ServiceNow](#) if VPN is not available (CAC required)
 - [IT's VPN guidance during remote learning](#) (from DoDEA HQ IT)
 - [Telework Do's and Don'ts](#) (from DoDEA HQ IT)
 - [Cybersecurity for DoDEA and Family Members](#) (from DoDEA HQ Cybersecurity)
 - [Guidance on Using non-DoDEA web-conferencing platforms](#) (e.g. Zoom)
- **Remote Learning Sites**
 - **by HQ:** [DoDEA's Remote Learning Site](#) | [DODEA's Digital Resources](#) | [DoDEA's Digital Learning at Home for Parents](#)
 - **by Region:** [Europe's COVID-19 Shift to Self-Digital Learning](#)
 - **by District:** [PAC West](#) | [PAC South](#) | [PAC East](#) | [EU South](#) | [EU East](#) | [EU West](#) | [AMER Southeast](#) | [AMER Mid-Atlantic](#)

Submitted Questions

Q: Many students did not do so well at the end of Q3 when this closure happened. Is there a reason those bad grades have to be counted? Why can't those last few weeks in the Q3 be excused? Parents, students and teachers alike were all learning how to navigate online learning. It doesn't seem fair to penalize students when many of the adults did not have a plan or clear understanding of the technology or even lacked the ability to support their students due to both parents working?



Recognize difficulty of situation and that not all students have the same support for virtual learning



System set up to hold students harmless



Those who did not do well at the end of Q3 have the opportunity to work through Q4 to raise their grade



Questions