

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

DoDEA Student Handbook

SY 2020-2021



dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Table of Contents

General Information	6
Interstate Compact on Educational Opportunity for Military Children	6
Access to School Facilities	6
Visitors and Volunteers	7
School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas)	7
Enrollment	7
Student Registration Process	7
Student Immunization Requirements	8
Immunization Exemptions	9
Student Grade-Level Placement	10
Transcripts/Records Policy/Access to Student Records	11
English for Speakers of Other Languages (ESOL)/Language Services	11
Accelerated Withdrawal	11
High School Graduation Information	12
Graduation Requirements	12
High School Graduation Course Requirements	12
Transferring Course Credits to a DoDEA School	14
Home-school Students	14
Report Card and Grading Information	15
Grading and Grading System	15
Progress Reports/Report Cards	17
Parent-Teacher Conferences	17
Attendance	17
Student Attendance	17
Assessments	18
System-wide Assessment Program	18
Special Education	19
Special Education Services	19
Disability Accommodations and Nondiscrimination	20

Reporting Abuse, Neglect, Suicide Risk and Threats	20
Child Abuse and Neglect	20
Suicide Risk and Threats Towards Others	21
Suicide Risk	21
Threats Towards Others	21
System Programs and Services	22
School Counseling Services	22
School Psychology Services	23
School Health Services	23
Student Illness	24
Parent Notification	25
Allergies and Chronic-Acute Conditions	25
Medication at School	26
First Aid and Emergency Care	26
Student Rights and Responsibilities	27
Discrimination-Free Education Programs and Activities	27
Student Rights and Responsibilities	27
Scholastic Integrity	28
Freedom of Religious Expression	28
Interscholastic Athletics	28
Student Dress Code	29
Search and Seizure	29
Student Conduct and Discipline	30
Discipline	30
School Bus Behavior	31
Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct	31
Technology	32
Computer Access/Internet Policy/Electronic Devices	32
Role of Social Media	33
Transportation	33
Student Transportation Services	33

Sollars Elementary Handbook	34
From the Office of the Superintendent	35
Principal’s Welcome	36
About our School	37
District/Pacific Chain of Command with Contact Information	38
DoDEA Vision	0
DoDEA Mission	0
Sollars ES Purpose Statement	0
Sollars ES Student –Friendly Purpose Statement	0
DoDEA Blueprint for Continuous Improvement	0
Sollars ES Improvement Goals	1
Sollars Student Transportation SY 2020-2021	2
School Drop Off and Pick Up Procedures	5
Study Trips	7
Biking	7
School Closure Policies and Procedures	8
School Emergency Procedures	8
School Facilities	8
School Sponsored Nights	8
Student Meals	9
Town Halls	9
Sollars Student Supply List	10
The “Dragon Way”	13
Dress Code	13
School Electronics Policy	14
Lost and Found Information	15
Staff Members	15
School Liaison Officer	16
Kindergarten Handbook Addendum	17
General Information for Kindergarten Families	18
Kindergarten Curriculum Areas	22

CHILDREN MUST HAVE...	23
Sollars ES Parent-Student Handbook Acknowledge Form SY 20-21	24
<i>Miscellaneous</i>	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"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) 	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10; or Honors ● World History 9 or 10, aka Global Studies) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> ● 1.0 credit (Algebra) ● 1.0 (Geometry) ● 1.0 credit (Math course code 400 or above) 	4.0 credits	4.0 credits

	<ul style="list-style-type: none"> ● 1.0 credit (Algebra II or identified equivalent course) 		
Science	<ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry or Physics) ● 1.0 credit (Science elective) <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> ● 2.0 credits (World Language [WL] course) <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> ● 1.5 credits (CTE course offering) ● 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> ● 0.5 credit (Lifetime Sports) ● 0.5 credit (Personal Fitness) ● 0.5 credit (Activity & Nutrition or equivalent PE) <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"> ● 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> ● 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> ● 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	–	0.5 credit
Summary			
Minimum Total Credits		26.0 credits	26.0 credits

Required Courses	21.0 credits	21.5 credits
Elective Courses	5.0 credits	4.5 credits
AP and/or IB Courses and Requisite Exams	–	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

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

Transferring Course Credits to a DoDEA School

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

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

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

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Enclosure 3, Section 10, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

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

DoDEA recognizes that home schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependent(s). Home-school students who are eligible to enroll in a DoDEA-Europe, DoDEA-Pacific, and DoDEA-Americas school are eligible to utilize DoDEA auxiliary services without being required to either enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students using or receiving auxiliary services must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA school who use or receive the same auxiliary services. Any student, including eligible DoD dependent home-school students, who has not met

the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor participate (walk) in a DoDEA commencement ceremony.

Report Card and Grading Information

Grading and Grading System

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

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

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

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

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

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

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

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

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

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
Europe and Pacific Regions	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.
	P	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.
	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

Progress Reports/Report Cards

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

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

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

Parent-Teacher Conferences

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

Attendance

Student Attendance

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

In accordance with the policy stated in DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended, school attendance is mandatory. All students are required to attend school for 175 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.

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.

Sollars Elementary Handbook



From the Office of the Superintendent

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

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

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

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

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

Principal's Welcome

Dear Sollars Students, Parents and Community Members,

Welcome to the Sollars Elementary School community! We are a school of excellence composed of hard-working, kind and deep-thinking students; involved, supportive and engaged parents; and highly qualified, dedicated and caring teachers. Together, we work together to make Sollars Elementary School a special place.

During School Year 2019-2020, we established our Positive Behavior Support program, with our students earning recognition on a monthly basis for demonstrating excellence in several key character traits. Our counselors reinforced lessons each month emphasizing positive character traits, as well. We also fully implemented our Professional Learning Community collaborative model with our teachers and staff. Each team of teachers meets on a weekly basis to examine curriculum and learning data, then plan lessons and next steps for each student, in order to ensure accelerated academic growth.

School 2020-2021 will see our school build upon the successes of last school year. In addition to the tailored instruction students receive in the positive classroom environments at our school, students will also benefit from targeted intervention and acceleration opportunities throughout the school year. Sollars teachers and staff want the absolute best for each student; as a result, our team will offer a variety of innovative learning activities during the school day, as well as exciting opportunities and clubs after school, as well.

Please be sure to reach out to your child's teacher to find out ways that you can help in the classroom or at home. Additionally, feel free to stop by our main office or Parent Center to discuss avenues that your efforts can help our school continue to provide the best learning environment for our students.

Thank you very much for your positive partnership.

Sincerely,

Patrick Buckley
Principal
Sollars Elementary School

About our School

Grade Levels: Pre- school through 6th grade

School Mascot: "LJ" The dragon

School Colors: Red, Black and Gold

School Motto: "Building Lifelong Learners"

School Namesake: Sollars Elementary was named in honor of Lt. Col. John A. Sollars, Commander of the 531st Tactical Fighter Squadron, who died on December 19, 1961, after ejecting from his F-100 Super Saber fighter jet while attempting an instrument landing at Matsushima Air Base near Sendai, Japan.

School Address

PSC 76 Unit 5041
APO, AP 96319-5041

School Phone Number

315-226-3933 (DSN)
0176-77-3933 (off base)
011-81-176-77-3933 (from United States)

Webpage

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

Office Hours

0700-1600

School Schedule

8:25-2:50
Early Release every Tuesday at 1:50

District/Pacific Chain of Command with Contact Information

For any questions involving a particular class, parents are to first contact the teacher involved to arrange a conference. If additional assistance is needed, contact the Counselor or Assistant Principal.

The remaining DoDEA chain of command from the lowest to highest is Principal, District Superintendent, Director of Student Excellence (Pacific Area Office), and Director of DoDEA. Contact phone numbers and/or addresses for the next in chain of command are identified below:

Mr. Patrick Buckley, Principal
Sollars Elementary School
Unit 5041
APO, AP 96319
Phone: (315) 226-3933

Dr. Judith Allen, Superintendent
District Superintendent Office, Pacific East
Unit 5072
APO, AP 96326
Phone: (315) 225-3940

Ms. Lois Rapp, Director of Student Excellence
DoDEA-Pacific
Unit 35007
APO, AP 96376
Phone: (315) 644-5878

Mr. Thomas Brady, Director
DoDEA Headquarters
4800 Mark Center Drive
Alexandria, VA 22350-1400
Phone: (571) 372-0590

DoDEA Vision

Excellence in Education for Every Student, Every Day, Everywhere

DoDEA Mission

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

Sollars ES Purpose Statement

The Sollars Community is invested in providing students the opportunity to excel academically, achieve individual goals, and build character through a diverse and balanced education.

Sollars ES Student –Friendly Purpose Statement

I am successful and reach my goals because:

I learn something new every day.

I work hard in school.

I follow the rules.

I am a good role model.

I am kind and build friendships with everyone.

My efforts make Sollars a better place to learn.

DoDEA Blueprint for Continuous Improvement

The Blueprint includes a number of supporting elements that will guide DoDEA's efforts towards achieving the vision. Several of these elements draw from the Community Strategic Plan (CSP) and should be familiar to the DoDEA community including the mission, vision, values, and goals statements. However, in order to galvanize DoDEA's efforts as we move into the future, the Blueprint also includes several new elements: key results indicators, strategic initiatives, and critical success factors.

Strategic Goal 1 - Student Excellence

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

Strategic Goal 2 - School Excellence

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

Strategic 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.

Strategic 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.

Strategic 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.

Sollars ES Improvement Goals

Goal 1: All students will improve in reading as measured by data informed instructions and assessments.

Goal 2: Maximize instruction for 21st century learners: All teachers will learn and implement strategies and practices to maximize instruction for all students.

Sollars Student Transportation SY 2020-2021

The Misawa Student Transportation Office (STO) can be reached at 226-9119 or **Misawa.STO@dodea.edu** and is open from 0730-1600 year-round. We are located in building 740, the High School Gym wing of Edgren (Main) High School. When coming to the school bus office, please enter via the door facing the football field. We will remain in this location throughout the MILCON renovation. Please see the school registrar for a map and bus registration forms.

Bus Passes

Any student riding the bus must have a current school year bus pass in their possession.

New Students: Bus passes can generally be processed in about 10 minutes. Please obtain a “DODEA School Bus Registration” from the Registrar or at:
<http://www.misawa.af.mil/library/dodds.asp>

Please complete forms prior to your arrival to the STO. Please call for an appointment to bring the student for a photo.

Returning Students: Please complete re-registration procedures by one of the following methods prior to the end of school in June. A current-year bus pass will be mailed in August.

- During the Misawa Complex Spring Re-Registration in April
- Email to Misawa.STO@dodea.edu
- Mail to: Unit 5038 PSC 76 APO AP 96319
- Telephonically to 226-9119
- In-person at the Student Transportation Office

In your correspondence, please update parent’s home/work contact numbers, rank & DEROS, and especially the individual(s) designated as your emergency contacts.

Changes: In most cases parents may update important information telephonically by calling the STO at 226-9119. Parents may also email the STO at “Misawa.STO@dodea.edu”.

Lost Passes: If Parents cannot locate their child’s bus pass after a reasonable search, the parent may call or email the STO and request a clearly-marked duplicate pass. In most cases; we will then send the pass out with the bus. We do not issue a duplicate pass without speaking to the

parents first. Students who habitually forget/lose their bus pass may face suspension from the bus IAW DoDEA Regulations,

Temporary Passes: Students may not ride a different bus than their assigned bus. Daily changes are not authorized. However; parents may contact the STO to arrange for temporary bus passes in certain situations. If your child will be staying with another family, please provide the STO (as well as the School) with their contact information and dates they will be in their care.

****Please turn in bus passes no longer needed. ****

Eligibility

Eligibility is based on the location of a student's home. Bus stops are centrally located and a student may be expected to walk up to one mile to a bus stop. All housing on Main Base, except bldgs. 863 through 893 are within the Walking Zone of Sollars Elementary School.

Sollars Bussing Zone:

-The North Housing Area; The 863 and 893 area of Main Base only

Off-Base:

1. School bus transportation is provided within a limited area in close proximity to Misawa Air Base. **IF YOU SELECT HOUSING OUTSIDE OF THIS COMMUTING AREA THEN YOU ARE RESPONSIBLE TO TRANSPORT YOUR STUDENT TO THE NEAREST EXISTING BUS STOP.**
2. School bus routes will not be altered to accommodate sponsors moving outside of the commuting area, or outside the walking distance of an existing bus stop. You are urged to verify the proximity of an existing school bus stop **BEFORE** entering into any lease.
3. The commuting area is that area which is:
 - a. South of the base.
 - b. East of the railroad tracks
 - c. West of the "Tobu Kamikita Koiki Nodo" road.
 - d. North of the hwy 10 and toll road interchange and Kibi Shrine.
 - e. **WITHIN ONE MILE WALKING DISTANCE OF AN EXISTING BUS STOP.**

Large scale maps of the off-base bus Commuting Area is on display at the school, in the Housing Referral Office as well as in the STO.

Safety

All Sollars students may ride buses on field trips. At the beginning of the school year STO personnel conduct bus safety and evacuation training at school. All students on the bus are expected to follow these behavior standards:

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

- Promptly comply with the bus driver's or attendant's instructions.
- Arrive at your bus stop at least five minutes before the departure time printed on your bus pass.
- Wait for the bus well back from the curb; do not approach the bus until it is stopped and the door is opened. Never run towards your bus as the bus arrives.
- Never, ever go or reach under the bus for any reason. Tell the driver if you drop something. If the bus is already moving; stay back and let the bus run over your dropped item.
- Show your bus pass and board and exit the bus in an orderly, safe manner.
- Remain seated and wear the seatbelt while on the bus.
- Talk with other passengers in a normal voice.
- Keep all parts of the body inside the bus windows.
- Keep aisles, steps, and empty seats free from obstruction.
- Remain fully and properly clothed.
- Treat the driver, security attendant, and fellow students, with respect.
- Use headphones when listening to electronic devices, etc; Use cell phones only in a manner which does not disturb other bus occupants. E-mail or C-mail is preferred.
- Contain large items such as musical instruments, skateboards, etc in a protective case or bag.
- Tell the Driver or Attendant if you are afraid to get off the bus for any reason. Any student of any age may stay on the bus and be returned safely to school.

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

- Fight, push, shove, or trip other passengers; or engage in horseplay.
- Stand or move while the bus is in motion.
- Open windows or extend any item or part of the body from the bus.
- Discharge any aerosol such as hair spray, perfume or deodorant.
- Throw or shoot objects in any way.
- Ride unauthorized bus or loan your bus pass to another person.
- Litter inside or outside of the bus.
- Consume food or drink (other than water) to include gum and candy.

- Spit or use saliva in any manner.
- Use profanity; make derogatory racial, ethnic, sexual remarks, or obscene gestures.
- Assault, harass or create an intimidating environment.
- Vandalize the school bus.
- Use or possess unacceptable items, substances, or weapons identified in the school Code of Conduct.
- Talk to friends or pass items through the windows, nor run after or chase the bus.
- Unfortunately, pens and pencils may cause injury if the bus hits a bump, and so are not allowed to be used on the buses.

The school bus and the bus stop are an extension of the school campus, and all school rules apply. School bus transportation is a privilege for your family member(s) and may be suspended or revoked. Disciplinary measures are taken in co-ordination with the administration of the school concerned.

School Drop Off and Pick Up Procedures

Sollars Elementary School is located within walking distance to most housing areas on base. We encourage children and families to walk to school whenever possible. If you prefer to drive your child to school, we ask that you read and follow the drop-off and pick-up procedures and policies below. These policies are in place for the safety of our students, staff, and community and help to ensure an efficient drop-off and pick-up routine.

- Always adhere to the posted speed limits on base and while driving in a school zone.
- Please pay close attention and follow the instructions of our student Safety Patrol.
- Never leave a baby or young child unattended in a vehicle while dropping off your school-age children. Violators will be reported to security forces.

Kindergarten

The kindergarten parking lot (across from the hospital) is reserved for Pre-K and Kindergarten drop-off and pick-up only. Cars may enter from the western entrance and proceed through the designated line along the fire curb. Please pay close attention to pedestrian traffic crossing at all cross walks and children exiting cars. Supervision is provided from 8:20-8:30 AM and from 2:50-3:00 PM. Kindergarten students should not be left unattended before or after these times.

- All vehicles should pull all the way forward.
- Drivers must remain in the car at all times.
- Students should enter and exit vehicles on the sidewalk (driver-side) whenever possible.

- Students who must enter or exit on the opposite side must walk in front of their vehicle
- Drivers should keep an eye on their student until they are safely on the sidewalk.
- Monitors and volunteers will supervise and assist students as they transition to their class line.
- Please say your goodbyes and have your child's belongings organized before arriving at school, this will allow for a more efficient drop off procedure.
- Students arriving after 8:30 must sign in at the front office to receive a tardy slip.
- Vehicles left unattended in the fire lane will be reported to security forces.

Grades 1-6

1-6th grade students should be dropped off in the front of the school. Please do not drop your 1-6th grade student off in the kindergarten parking lot, unless you are also dropping off a kindergarten sibling.

- All vehicles should pull all the way forward.
- Drivers must remain in the car at all times.
- Students should enter and exit vehicles on the sidewalk (passenger-side) whenever possible.
- Students who must enter or exit on the opposite side must walk in front of their vehicle.
- Drivers should keep an eye on their student until they are safely on the sidewalk.
- Monitors and volunteers will supervise and assist students as they transition to their class line.
- Students will line up in their class line prior to the first bell ringing at 0825. Fourth grade students will line up near the track next to Bldg 94. 1st - 6th grade students will line up in the courtyard behind the gym and Bldg. 94.
- **If heavy rain or snow is falling prior to the 0825 bell, students will hear an intercom announcement to line up inside. K-1st grades will line up in the cafeteria. 2nd - 6th grades will line up in the MPR.**
- Students arriving after 8:30 must sign in at the front office to receive a tardy slip.

PSCD/Sure Start

- PSCD and Sure Start Students must be escorted and signed into class by an adult.
- PSCD and Sure Start Students may not be dropped off in the kindergarten line.
- Please locate a legal parking space (in the kindergarten parking lot or across the street at the hospital) and walk your student into class.
- Vehicles left unattended in the fire lane will be reported to security forces.

Study Trips

Study trips are an important part of the educational program. Students are expected to participate in these activities in order to extend the DoDEA Curriculum and Standards outside of the classroom as well as to learn about our Host Nation and its people and to appreciate the diversity and difference of cultures. Participation should be accomplished in a manner which:

- Demonstrates respect for the Host Nation and its people.
- Promotes high-level thinking skills and application of existing knowledge.
- Reflects credit on the American community and the school.
- Ensures the child's own safety

Parental permission is required for a student to participate in study trips. Parents are often requested to assist by volunteering to accompany classes and help with supervision. Parents must have a background check on file with the office to manage small groups. Without a background check, you must stay in eyesight of DoDEA employee. Background Check Forms are available in the main office. Younger children and/or siblings cannot accompany parent chaperones on the trip for safety reasons.

Biking

Students may ride bicycles to and from school but NOT ON THE SCHOOL CAMPUS. School and base policy states riders must wear a helmet while riding their bike. Bikes should be secured with a lock in the racks upon arrival at school and remain locked until it is time to return home. Any vehicle may be barred from school at any time when it becomes a nuisance or is operated in an unsafe manner. The school is not responsible for any lost/stolen bicycle that is left unlocked and beyond school hours. ***SKATEBOARDS, ROLLER SKATES, ROLLER SHOES, SCOOTERS, AND ROLLER BLADES ARE NOT ALLOWED INSIDE THE SCHOOL.***

Bicycle & Skateboard Safety

- The helmet does no good if it is not buckled.
- The ground is harder than your head.
- Use bike lights and reflective gear. Not so you can see; but so that drivers can see YOU.

Pedestrian Safety

Sidewalks and roadways are icy and snow packed during the winter. Children playing on snow piled next to roadways are in danger of slipping into the roadway. On or off base:

- Cross the street ONLY at crosswalks (Parents, too, please).

- Look both ways before entering the crosswalk and raise your arm to request drivers to stop.
- Check that vehicles have stopped before crossing, even if the light is green for you.
- Walk on sidewalks - stay off of the roads.
- Parents must know and comply with Misawa AB Community Standards regarding children outside.
- Wear and outfit your children with reflective gear.
- Do not talk or get into cars with strangers.
- Parents and older students please assist clearing snow from sidewalks.

School Closure Policies and Procedures

There are times when weather situations could result in school being closed. Weather closures are determined by the base command, in conjunction with school administration. Weather related closures and alternative school schedules (early release, late start) will be implemented on a case by case basis.

- Weather closures will be announced on AFN radio and television. Early morning closures or delays will be broadcast as early as possible. If the buses cannot operate, students will be held at school until they can be picked up by parent/guardian.
- Other emergency closures will be handled in a similar manner.
- In the event of a 2-hour delay of school due to bad weather, the morning preschool program for children with disabilities (PSCD) will be canceled.

School Emergency Procedures

In all cases of emergencies, parents are encouraged to call the school at 226-3933. To dial from off base, this number is 0176-77-3933. Information may also be obtained from AFN radio and TV channel (Commander's Channel #16), and Misawa Air Base webpage: <https://www.misawa.af.mil/> or <https://www.facebook.com/MisawaAirBase/>.

School Facilities

Sollars campus consists of five buildings and two playgrounds.

School Sponsored Nights

School events are listed on the Sollars School Calendar.

Student Meals

The DoDEA lunch program is operated by the Military Exchange. For all questions and concerns, please contact Sollars ES cafeteria manager (DSN-957-7452) or email: SchoolMealProgram@aafes.com.

Town Halls

Town Hall meetings are arranged through base command.

Sollars Student Supply List - Kindergarten through 2nd Grade

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
- 4 boxes crayons (24 count)
- 2 composition notebooks (primary with picture space)
- 1 pack thick 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 Pack 5 TAB plastic dividers
- 1 3-ring binder with a cover insert - 1.5" wide

- 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

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 with picture space)
- 3 packs No. 2 pencils
- 1 pack colored pencils
- 1 bottle liquid glue
- 1 pair child's round end scissors
- 1 pack washable markers thick & thin
- 1 watercolor paint set
- 2 highlighters
- 1 supply pouch or box
- 1 box of gallon-size Ziploc bags
- 3 heavy pocket folders WITH brads
- 1 bound, wide ruled composition - NO picture space
- 1 3-ring binder with a cover insert - 1" wide

- 1 pack 5 TAB plastic dividers WITH pockets

- 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

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
- 12 glue sticks
- 1 pair of personal headphones (plug in)
- 1 pair child scissors
- 1 plastic supply box or pouch
- 1 pack washable thick colored markers
- 2 pack crayons (box of 24)
- 1 pack of loose-leaf paper (wide ruled)
- 4 pocket folders
- 2 bound composition books (NO picture space)
- 2 highlighters
- 1 pack highlighters
- 1 box of gallon-size Ziploc bags
- 3 plastic folders WITH brads/ fasteners and pockets²
- 1 bottle of glue
- 2 bound composition notebooks WITH picture space.

- 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: Parents are responsible for providing these school supplies. We have notified the Base Exchange of our needs so that items will be available for you to purchase; similar supplies are also available at Japanese stores. Please do not purchase TRAPPER KEEPERS or mechanical pencils. Students in Grades K-2 need a pair of clean gym shoes for PE—Velcro is highly recommended. Students in Grades 3-6 also need a pair of clean, non-marking gym shoes for PE class.

*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.

3rd Grade Supply List SY 2020-2021

- Backpack/book bag - big enough to fit a file folder/large books. No wheels please.
- 3 packs No. 2 Pencils
- 1 pack of colored pencils
- 4 rubber erasers
- 2 pack 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 plastic pocket folders
- 5 bound composition books (wide ruled)
- 2 spiral notebooks (wide ruled)
- 1 pack highlighters
- 1 3-ring binder 1.5" wide
- 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

4th Grade Supply List SY 2020-2021

- Backpack/book bag - big enough to fit a file folder/large books. No wheels please.
- 3 packs No. 2 Pencils
- 1 pack of colored pencils
- 2 rubber erasers
- 8 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 with holes
- 5 bound composition books (wide ruled-no picture space)
- 1 pack highlighters
- 1 3-ring binder 1.5" wide
- 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

5th 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 pens (blue or black)
- 1 pack of red pens
- 2 rubber erasers
- 1 pack glue sticks - clear
- 1 pair of personal headphones (plug in)
- 1 pair child scissors
- 1 plastic supply box or pouch
- 1 pack washable colored markers
- 2 packs of loose-leaf paper (wide ruled)
- 4 pocket folders
- 6 bound composition books (wide ruled-no picture space)
- 1 pack highlighters - yellow
- 1 3-ring binder
- 1 package subject dividers for binder
- 1 accordion folder
- 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: Parents are responsible for providing these school supplies. We have notified the Base Exchange of our needs so that items will be available for you to purchase; similar supplies are also available at Japanese stores. Please do not purchase TRAPPER KEEPERS or mechanical pencils. Students in Grades K-2 need a pair of clean gym shoes for PE—Velcro is highly recommended.

Students in Grades 3-6 also need a pair of clean, non-marking gym shoes for PE class.

*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.

Sollars Student Supply List - 6th Grade

6th Grade Supply List SY 2020-2021

- Backpack/book bag - big enough to fit a file folder/large books. No wheels please.
- 1 binder (3 inch, 3 ring binder - heavy duty - can insert a page cover)
- 1 package 8 tab notebook dividers
- 1 supply pouch for binder
- 1 green marking pen
- 1 pair of personal headphones (plug in)
- 24 No. 2 pencils
- 1 rubber eraser
- 1 pack loose-leaf paper
- 1 pocket folder with brads/fasteners
- 10 glue sticks
- 4 bound composition notebooks
- 3 one subject spiral notebooks
- 1 water color paint set
- 1 compass
- 1 protractor
- 1 ruler
- 1 pair of scissors
- 1 pair of personal headphones (plug in)
- 1 trifold board for projects (as needed)
- 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: Parents are responsible for providing these school supplies. We have notified the Base Exchange of our needs so that items will be available for you to purchase; similar supplies are also available at Japanese stores. Please do not purchase TRAPPER KEEPERS or mechanical pencils. Students in Grades K-2 need a pair of clean gym shoes for PE—Velcro is highly recommended. Students in Grades 3-6 also need a pair of clean, non-marking gym shoes for PE class.

*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.

The “Dragon Way”

Dragons are TeRRiFiCC



We are Trustworthy
We are honest, loyal and tell the truth



We are Respectful
We are considerate, polite and treat others how we want to be treated



We are Responsible
We do our best and do our Job



We are Fair
We follow the rules, we share, and we treat everyone the same



We are Caring
We are kind and help others



We have good Citizenship
We are cooperative and help make the world a better place

Dress Code

Student dress and personal grooming are the responsibility of the student and the parents. The school administration reserves the right to advise parents when students come to school dressed in a manner that is disruptive, in poor taste or affects the health and well-being of the individual or classmates. Students may be sent home for more appropriate dress. Students are expected to be neatly groomed and dressed in clothing that is appropriate for the activities which they will participate in during the school day. Certain clothing and apparel items are inappropriate.

Clothing and/or apparel that:

- is unsafe and unsanitary.
- is vulgar, offensive, and that represent rude and disrespectful attitudes or actions.

- contain slogans and /or pictures related to drugs, alcohol, tobacco, violence, weapons, death, cults, profanity, vulgarity, or lewd and sexual references.
- includes negative depictions of race, ethnicity, religion, national origin, and gender.
- is symbolic of gangs or other questionable groups.
- is perceived as questionable by school or base authorities. Students are expected to comply with school specific dress codes.

Clothing

Clothing that distracts other students and interrupts the learning process is inappropriate. Short shorts, halter tops, see-through shirts and T-shirts designated as underclothing are examples of inappropriate classroom attire.

Footwear

Flip-flops and strapless sandals are prohibited at school as they pose a safety risk and could impede a student's ability to participate in school activities. Students are expected to wear tennis shoes in PE classes.

Headwear

While hats and scarves/bandanas may be worn to school they are not to be worn inside the school building. This rule applies to both boys and girls.

Cold Weather

During cold weather children must wear enough warm clothing so they can remain outdoors during recess period. Students will need snow gear in the winter season including: snow pants/bibs, coats, waterproof gloves/mittens, hats, and snow boots. All items of personal clothing including boots, raincoats, umbrellas, should be plainly marked with the child's name and grade. This will facilitate claiming and returning lost items. We strongly recommend purchasing these items early and helping children to practice dressing themselves. We live in Misawa and we DO play in the snow! **Students without snow gear will not be allowed to play in the snow. They will remain under the awning during recess.**

School Electronics Policy

Students are prohibited from bringing electronics to school. This includes MP3 players (iPods), tablets, and personal game consoles. Sollars ES teachers and administration will not be responsible for lost, missing, stolen or damaged electronics that are brought to school. Electronics brought out during the school day will be confiscated and handed over to

administration. Parents/guardians will be contacted and will need to retrieve the electronic device from the office. If students must bring a cell phone to school, it must remain in the student's backpack, powered-off, for the duration of the day.

Lost and Found Information

Please have your child check for lost items in "Lost and Found" which is located in the main building (across from the MPR) or the school cafeteria. High value items (wallets, eyeglasses, jewelry, etc.) are kept in the main office. Items of importance that a child forgets to bring to school should be delivered to the office. It is important you label your child's clothing. If labeled, the office will pass these items along to your child. Lost and found items will be put on display for students to see at least two times per year.

Staff Members

School Liaison Officer

Goals:

- **Identify** barriers to academic success and develop solutions;
- **Promote** parental involvement and educate local communities and schools regarding the needs of military children;
- **Develop** and **coordinate** partnerships in education; and
- **Provide** parents with the tools they need to overcome obstacles to education that stem from the military lifestyle.

The School Liaison Officer will:

- Serve as the primary point of contact for school-related matters.
- Represent, inform, and assist Command
- Assist military families with school issues
- Coordinate with local school systems
- Forge partnerships between the military and schools.

School Liaison Officer:
Mrs. Lydia Rood, Lydia.Rood@us.af.mil
35 MSG/CCL
Unit 5017
APO, AP 96319
Phone 011-81-176-77-3504
Phone (DSN) 315-226-3504
Fax 011-81-176-77-2633
Fax (DSN) 315-226-2633
Mon – Fri 7:30 a.m. – 4:30 p.m.

Kindergarten Handbook Addendum



Dear Kindergarten Parents,

It is with great pleasure and anticipation that we welcome you and your child to a new school year in our Kindergarten program. Kindergarten is an exciting time—full of fun, discovery, and the pure joy of learning.

DoDEA's schools offer full-day Kindergarten programs in all of its schools. Our goal is to work together in partnership with our families to help your child acquire the basic skills, attitudes, and habits necessary to achieve success in school and life in general. Kindergarten is an important year that will help to build a strong foundation for success!

This portion of the handbook has been developed to provide you with information specific to the Kindergarten program here at Sollars. We are committed to open and effective communication between the school and the parents. We invite you to work with us in achieving our goal of providing your Kindergarten child with the best education possible.

If you have questions that are not covered by this handbook, please don't hesitate to call us at 226-3933. We look forward to working together to make Sollars a GREAT PLACE FOR KIDS!

The Kindergarten Team
Sollars Elementary School
Misawa AB, Japan

General Information for Kindergarten Families

Clothing

Students are expected to be neatly groomed and dressed appropriately for the day's activities. Children should wear clothing that is durable and comfortable. Classroom activities may involve paint, playdough, cutting, glue, etc. As such, many children feel more at ease in play clothes and less worried about getting dirty. On most days, party clothes are not suitable for school or outside play. Hats and bandanas may be worn to school but not in the building. Flip flops are not acceptable footwear for Kindergarteners at any time due to safety concerns. Halter tops and shirts showing midriffs are also not appropriate at school. Students should wear clothing that can be independently raised/lowered for restroom purposes. Children wearing dresses/skirts should wear shorts, leggings, or tights underneath as we spend much of our day moving around on the floor.

Sollars does not have air conditioning in every building and some classrooms are sometimes warm. We recommend that you dress your child in layers. This should help make your child comfortable in and outside of the room. **PLEASE REMEMBER TO LABEL EVERYTHING WITH PERMANENT MARKERS**-coats, sweaters, hats, mittens, shoes, etc. in case an item becomes separated from your child.

Students will need snow gear in the winter season including: snow pants/bibs, coats, waterproof gloves/mittens, hats, and snow boots. We strongly recommend purchasing these items early and helping children to practice dressing themselves. We live in Misawa and we DO play in the snow!

Conferences & Communication

The first parent/teacher conference will be scheduled for you. After that, conferences are held on an as needed basis. Please feel free to call the school and leave a message or email your child's teacher to set up an appointment. Planned conferences are often more productive than a quick meeting at arrival and dismissal times. Please also help us to be aware of any joyous happenings or upsetting events in your child's life (PCS, TDY, major changes in duty schedule, expecting a new sibling, etc.). This will all be kept in confidence, but the information will help us to better understand and support your child.

Dismissal

It is very important that we know where your child is to go at the end of the day. At the beginning of the year, please give us specific information so that we can get your child to the

right place. If there are any changes, we must know in writing. Without written notice, your child will be sent to your original designated location. Also, if there is any change as to who can pick up your child, we must also know this in writing. In an emergency, a phone call will be accepted. Please remember to date any notes you send to school.



Study Trips

During the school year, the students have curricular activities in and out of school, which broaden the scope of a student's education and interests. It is DODEA policy to enrich school curriculum for all students by taking advantage of the cultural, historical, and natural geographical attractions of the host nation. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before attending any trip leaving the campus on bus or on a walking study trip. Teachers may withhold study trip privileges from students whose behavior is inappropriate or ask you to come to stay with your child.

All chaperones will be subject to an Installation Record Check (IRC) before they are permitted to accompany any trip. Chaperones are responsible for the supervision of students assigned to them. Therefore, chaperones may not bring siblings or other children with them. Chaperones will be asked to ride the bus to help supervise.

Kindergarten Drop off and Pick up Procedures

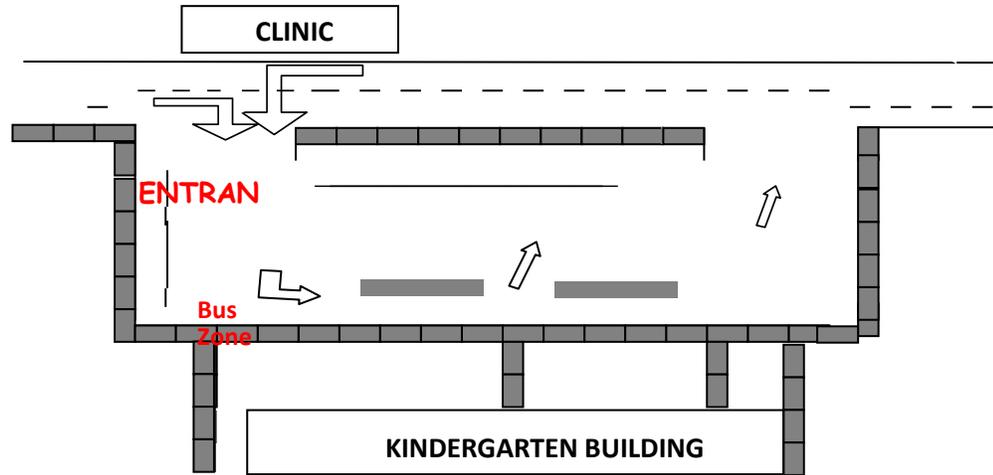
1. Alternate taking turns entering the Kindergarten parking lot from the street.
2. Follow the stream of traffic inside the cones (follow the arrows in the diagram below).
3. Pull up as far as possible in the line (bumper to bumper) and stay alert.
4. Your child should get out of the vehicle by themselves and walk in front of the car to get to the sidewalk. **Never turn the engine off or get out the vehicle for any reason.**
5. Once you have dropped off or picked up your child, proceed to the exit. Please do not leave your car.

Helpful hints:

- All students should exit and enter vehicles by themselves or with help from a staff member.
- Do not stop at your child's entrance when dropping off or picking up. Pull up as far as possible.
- Your child should be ready to exit the car in the morning when you pull up.
- Allow your child to be independent by entering and exiting the vehicle without your assistance.

Location

Kindergarten classrooms are located in Building 98, which is across the street from the med group.



Money

There may be times that you will need to send money to school. If so, please place the money in a sealed envelope. On the outside, please write:

CHILD'S NAME, TEACHER'S NAME, WHAT MONEY IS FOR, AMOUNT OF MONEY

Medicine at School

According to the health guidelines set forth by DODEA, students may not bring or keep any medications with them at school. This includes: **cough drops, Tylenol, and any lotions**. All medication must be kept in the nurse's office. DODEA policy states that all medications taken during school hours must be administered by the school nurse and accompanied by a Hold-Harmless Letter. This letter/form is available in the health room or at the hospital clinics. If you have any questions or concerns during the school year, please contact the school nurse at 226-2050. The nurse's office is located in the main building across the hall from the office.

Shoes

During much of the school year, your child will wear boots to school. When children arrive at school, they need to be able to put on more comfortable shoes. Therefore, we ask that you



provide your child with a pair of "inside" shoes. These shoes must have a back on them. We recommend slip-on tennis shoes or shoes (Japanese stores in the local area often have a good selection). Your child's shoes should also be labeled on the inside (this helps children get shoes on their feet correctly). If possible, please use flat shoe laces; these are easier for children to tie and do stay tied longer.

PE Shoes - In addition, all students are to bring a pair of tennis shoes to wear for their PE class. Velcro closures or Japanese slip-ons with a back are preferred for kindergartners. PE shoes don't have to be new, just clean. Students will carry these to PE class.

Sleep

Kindergarten students do not participate in naptime at school. Most five/six year olds require at least 10 hours of sleep a night. It is so important for your child to be alert and ready to learn each day. Please ensure that your child gets plenty of rest each night to help your child be the best student they can be!

Snack

Kindergarten students will participate in daily snack time in the classroom due to the late lunch schedule. Each teacher will inform parents of the specific procedures for their class.

Special Activities & Events

Kindergarten students will have opportunities to participate in several special activities and events throughout the school year. These events will be shared with parents ahead of time; volunteers may be requested.

Visitors & Volunteer Program

We encourage parent volunteers and classroom visits, yet we want to ensure quality academic time for your child. During the school year, parent volunteers are needed to help with many different activities. Parents may be asked to help with preparation of curriculum materials, to assist in the classroom with small groups of children, and as field trip chaperones. Your child's teacher may ask for volunteers after an adjustment period. This is an excellent opportunity to see your child develop and mature socially and academically.

PLEASE LET US KNOW IF YOU ARE INTERESTED IN VOLUNTEERING AT SCHOOL!

Before volunteering in a classroom or field trip please come to the main office to fill out a volunteer application and complete an Installation Record Check (IRC). The IRC must be completed annually. For visits to the classroom, please remember to arrange your visit with the classroom teacher ahead of time! **Be sure to sign in and get a visitor's badge in the main office when you visit. This badge must be visibly worn at all times.**

Kindergarten Curriculum Areas

Personal & Social Development

- Self Concept
- Self Control
- Interaction with Others
- Conflict Resolution
- Physical & Mental Health

Language & Literacy



- Listening
- Speaking
- Phonemic Awareness
- Reading
- Writing

Scientific Thinking

- Observation, Inquiry, & Investigation
- Living & Nonliving
- Understanding senses
- Seasons & Weather
- Physical Properties of Matter

Social Studies

- Human Similarities & Differences
- Human Interdependence
- Rights & Responsibilities
- People and Where They Live
- People and the Past

The Arts

- Expression & Representation
- Artistic Appreciation



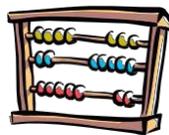
Physical Development



- Gross Motor Development
- Fine Motor Development
- Personal Health & Safety

Mathematical Thinking

- Approach to Mathematical Thinking
- Counting & Cardinality
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Measurement & Data
- Geometry



Please refer to the **Parents Guide to Kindergarten Instruction** for more information regarding the DODEA Kindergarten curriculum standards. We encourage you to visit the DODEA website www.dodea.edu. It has more information about the DODEA schools and educational programs.

CHILDREN MUST HAVE...

- A child must have time to wonder, for here begins realization of an infinite power.
- A child must have time to imagine, for here is a source of developing insights and the courage to meet the unknown.
- A child must have the time to be alone with his/her thoughts, for here is a source of strength as one clarifies and refines ideas.
- A child must have the time to be alert, for here is a source of preparedness.
- A child must have time to develop an appreciation of living things, for here is a source of humility and respect for life, especially human life.
- A child must have time to appreciate other's ideas, for here is a source of respect for the individual and for a variety of opinions.
- A child must have time to be thankful, for here is a source of humility.
- A child must have time to make wise choices, for here are sources of self-confidence.
- A child must have time to discover the new and relate to the known, for here is a source of continuing learning.
- A child must have time to "stretch" the mind, to contemplate nature and outer space, for here is a source of vision.
- A child must have time to evaluate, for here is a source of growth and satisfaction resulting from purposeful planning.
- A child must have time to play with that which can be neither purchased nor packaged, for here is a source of support for the inexperienced, the learner.

- A child must have time to feel success as a result of hard work, for here is a source of courage.

**** One of the most important things you can do to assist your child's education is** to read to him/her for 10-15 minutes daily.**

Sollars ES Parent-Student Handbook Acknowledge Form SY 20-21

This handbook can be found at (<http://www.dodea.edu/SollarsES/upload/2019-2020-Sollars-Parent-Student-Handbook.pdf>). 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 Sollars Elementary School. Your child should return this to his/her homeroom teacher by 30 October 2019.

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

Student Printed Name

Student Signature

Date

Parent/Guardian Printed Name

Parent/Guardian Signature

Date