

STUDENT-PARENT HANDBOOK

STEARLEY HEIGHTS ELEMENTARY SCHOOL

Home of the Dolphins



SY 2020-2021

Dr. Jennifer Sears, Principal

Jennifer.Sears@dodea.edu

634-4524/4523

Office Hours: 0730-1530

SHES Principal's Message

It is our pleasure to welcome students, parents, visitors, and all stakeholders to our community school for SY20-21. We understand and accept the responsibility of 'empowering students to achieve academic and global success' and support students as they achieve their highest potential in all academic areas as they develop and become responsible citizens and lifelong learners. We believe in Excellence in Education for Every Student, Every Day, Everywhere.

We have a strong sense of pride for our school and provide a curriculum that not only aligns to the DoDEA standards, but is also relevant and rigorous enough to prepare our students for the 21st century. At Stearley Heights ES, we provide a safe, positive learning environment where students are given ample opportunities to succeed. In our current classroom settings, students will collaborate with other teachers and students throughout the day, but will remain primarily with one classroom teacher. Kindergarten has one teacher and one aide to assist with instruction. We are excited about the opportunities we can provide for our students.

The teachers, staff, and I follow the Department of Defense Education Activity (DoDEA) curriculum standards and programs which can be found at www.dodea.edu. We work collaboratively with the children, parents, and the community through the Parent Teacher Organization (PTO), the Continuous School Improvement Team (CSI), the School Advisory Committee (SAC), and in a partnership with the 18th Security Forces. In conjunction with our PTO, we offer many community-related events throughout the year. We hope you and your family will attend our events. We include volunteers as much as possible. We are committed to developing the 'whole child' which includes the intellectual, social, emotional, physical, and cultural growth of the child.

Our Continuous School Improvement Goals state that students will improve their understanding of mathematical concepts and be able to apply those concepts to solve problems. Our organizational goal is implementing the new CCRSL (College and Career Readiness Standards in Literacy) with fidelity. We are always looking for ways to improve our practice through professional development and then offer activities for our students.

We are fortunate enough to be embedded and sponsored by the 18th Security Forces to support our students for events and other volunteering opportunities. We cannot do it without you though. Educational data has shown that there is a direct and positive correlation with parent involvement and student success. We welcome and strongly encourage parental and community collaboration to create a positive school and home-learning environment. Please volunteer in your child's classroom or in our other clubs and before school/after school programs like Running Club, Gardening Club or Robotics.

Please contact me via email or at 634-4524 if you have questions, concerns, or positives that you would like to share. Participate in the SAC, PTO, or join us for our Parent University & Principal Coffee sessions; we will advertise and discuss the latest information regarding our curricular standards, innovations, or health safety tips. You will also receive emails, as well as a weekly newsletter called the 'Dolphin Splash' which will have important information that is relevant to our students.

Since we are a neighborhood school, students are highly encouraged to walk to/from school. This will assist us with the congestion in the parking lot and keep the area safe for our students. **School breakfast is new this year and will start at 0745. It will end at 0815 at the first bell, so that students can start transition to the classroom. Also, for safety reasons, students that are not eating breakfast should not arrive prior to 8:05AM.** Upon arrival at 8:05AM, students are asked to immediately line up with their classmates in their teacher's designated area on the blacktop/playground. During the first week of school, all teachers will be outside to assist students in locating their designated areas.

Please keep in mind that STUDENTS ARE NOT PERMITTED TO PLAY ON THE PLAYGROUND BEFORE SCHOOL OR AFTER SCHOOL UNTIL 2:30PM. Children must be supervised as well. We encourage you to be safe when playing after hours. Also, until our new playground is built, please stay off the jungle gym structure or where the activity is taped for repairs. This year we will use an alternate form of playground with outside painted surfaces, recess

equipment such as balls and games, and the basketball/soccer fields. We will use this alternative until the new playground is built.

Please take time to examine our school website, "Like Us" on Facebook, join the PTO, review our parent-student handbook, and/or contact us. In the event of online virtual school, all resources for Google Classroom and Google Meets for all teachers will be on our school webpage and online resources:

<https://sites.google.com/student.dodea.edu/stearleyheightses/shes-online-learning-resources?authuser=0>

We need you! I encourage you to fill out a volunteer packet. If eligible, I also invite you to apply with DoDEA as a substitute teacher. Stop by the front office for details. Please note that the substitute application process can take time, so the earlier you apply, the better.

The main office will be open in the summer till Friday, August 14th from 0800-1500 M-F. We will resume our normal business hours of 0730-1530 on Monday, August 17th.

Please note that we have limited staffing, so please call ahead if you have a specific question or need at 634-4524. If we cannot answer your question, we want to make sure we can direct you to the right person. If you are interested in a waiver to come to SHES, you will need to visit your 'home' school in your neighborhood first to fill out the paperwork. Waivers are not being reviewed until the beginning of August. The District Superintendent's Office processes all waivers.

School starts on Monday, August 24th for Grades 1-5 and Monday, August 31st for Kindergarten.

Again, welcome to Stearley Heights Elementary School. The entire faculty and I look forward to working with all of you. At Stearley Heights ES, 'Doing Whatever It Takes' is how we do business.

Thank you,

Dr. Jennifer Sears

Principal- SHES

Jennifer.Sears@dodea.edu



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SCHOOL CULTURE

Accreditation

Stearley Heights Elementary School is fully accredited by the AdvancED Accreditation Commission

DoDEA & SHES Mission Statement

Educate, Engage, and Empower Military-Connected Students to Succeed in a Dynamic World

DoDEA Vision

Excellence in Education for Every Student, Every Day, Everywhere

SHES School-Wide Expectations

Be Safe

Be Responsible

Be Respectful and Kind

DoDEA's BLUEPRINT for Continuous Improvement (<https://www.dodea.edu/Blueprint/index.cfm>)

EXCELLENCE IN EDUCATION FOR EVERY STUDENT, EVERYDAY, EVERYWHERE

Strategic Goal 1 - Student Excellence: Students are at the heart of all DoDEA does. DoDEA is committed to preparing each student to maximize his or her academic growth and well-being for college, career, and life. DoDEA will implement two Strategic Initiatives in pursuit of Student Excellence: data-informed instruction and transition to college and career. These initiatives are designed to take on the challenge of providing instruction to students that is rigorous, differentiated, and meets the needs of DoDEA's diverse student population.

Strategic Goal 2 - School Excellence: DoDEA is dedicated to developing and sustaining high-performing schools with innovative, collaborative, and caring cultures that work to continuously improve. Over the next several years, DoDEA will pursue School Excellence through two Strategic Initiatives: focused collaboration and CCRS. These initiatives directly address DoDEA's need to provide workforce development opportunities to educators and world-class instruction to students. Guiding teachers as they grow their instructional practice and providing them with high quality standards and curriculum will ultimately benefit students as they strive to meet their highest academic potential.

Strategic Goal 3 - Talent Excellence: A talented workforce is an essential element of student achievement. DoDEA must maintain a highly skilled and motivated workforce that is equipped with the right resources to meet the ever changing needs of students. DoDEA identified three Strategic Initiatives to achieve Talent Excellence: first, to respond to our changing workforce and to increase human capital capacity; second, to promote employee engagement, and third, to maximize human resource technology. Taken together, these three initiatives will give DoDEA employees the tools they need to equip students to be college and career ready.

Strategic Goal 4 - Organizational Excellence: DoDEA strives to build an enduring, accountable, and responsive organization that provides appropriate resources, and direction to accomplish the mission. To improve as an organization, DoDEA will pursue three Strategic Initiatives that are designed to address specific challenges. The first is to implement a Comprehensive Planning System. This initiative will address DoDEA's need for a multi-year integrated organizational planning mechanism that aligns plans to action, budgets, and procurements. The second will resolve DoDEA's internal communication challenges. With this initiative, DoDEA will develop and implement a DoDEA-wide internal communication plan that will result in effective, timely, and responsive internal communication. Finally, DoDEA will modernize its Information Technology to meet the needs of 21st Century teaching and learning.

[Strategic Goal 5 - Outreach Excellence](#): DoDEA is committed to creating successful partnerships with families and communities. Partnerships and outreach are essential to the attainment of DoDEA’s student, school, talent and organizational excellence goals. DoDEA must develop and sustain a wide variety of partnerships with students, families, commands, universities, and local business among others to meet the challenges of providing students with world-class instruction and developing its workforce. Outreach excellence is a natural element to further DoDEA’s goals, resulting in the development of two initiatives centered on creating opportunities for students and increasing organizational capacity. Through these initiatives, DoDEA will provide enriching opportunities for its students and employees to excel and partner with local communities.

SHES Purpose

Empowering Students to Achieve Academic and Global Success

School Motto

SHES...“Doing Whatever It Takes.”

SHES Continuous School Improvement Goals

To help ensure a quality education for your child, SHES implements an ongoing School Improvement Plan. We ask you to be aware of, become involved in, and support our goals for improvement.

Goal 1: Students will improve their understanding of mathematical concepts and be able to apply those concepts to solve problems.

Kid Friendly Goal 1: Students will become better math problem solvers.

School History

Stearley Heights Elementary School was named for Major General Ralph R. Stearley, Commander of the Twentieth Air Force (31 July 1950 to 14 January 1953). At the time, Twentieth AF was the major USAF headquarters on Kadena. The housing area where SHES is located and the Wing Commander's Quarters are also named after General Stearley. On April 4, 2019, a Memorandum of Agreement was formally signed between the 18th Security Forces on Kadena AB and SHES creating a partnership to support our SHES students. This Memo will be renewed in SY 2020-2021.

School Mascot and Colors

SHES is the home of the Dolphins. Our colors are blue and white.



CONTACTS

School Hours

(The first bell rings at 8:15 for students to line up prior to entering the building)

Grades KN through 5	0820-1430
Early Release Half Day	0820-1105
Early Dismissal Every Tuesday	0820-1330

***Due to safety concerns and supervision, students should not arrive at SHES before 0805.**

Office Hours

The main office is open from 07:30 until 1530, Monday – Friday.

Contact Information

School Office	634-4524 or 634-4523
Principal – Dr. Jennifer Sears.....	634-4524
Counselors – Ms. Whitney Stephens and Ms. Angela Morrison.....	634-0651
School Registrar – Mr. Darnell Hartwell	634-7343
School Secretary – Ms. Vanessa Berdoza.....	634-4939
Office Automation – Ms. Ayano Ogbonnia.....	634-4523
School Nurse – Ms. Julie Hudson.....	634-0650
Administrative Officer – Mr. Brian Kehe.....	634-0651
Cafeteria.....	959-4459

Websites..... <https://sites.google.com/a/student.dodea.edu/dolphinnet/home>

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

Physical Address

Stearley Heights Elementary School
Unit 5166
APO AP 96368-5166

Chain of Command/Procedures for Concerns

As in all partnerships, we realize that miscommunication, confusion, questions, concerns, and even discontent can occur. If you experience such a problem, we request that you please utilize the following sequence and chain of command to resolve the problem, always seeking to resolve concerns at the lowest possible level:

1. Set an appointment to meet with your child’s teacher in person to resolve the problem. While a casual ‘drop-in’ might seem the easiest, the teacher often has other responsibilities and cannot give the attention needed.
2. Allow a reasonable length of time for resolution following your conference. Please request feedback and a follow-up conference in two weeks to review progress.
3. If after a reasonable length of time and a follow-up conference and you feel the problem has not been resolved, request that the teacher establish a meeting to include the parent, teacher, and his/her supervisor for mediation of the problem.
4. During the meeting with the supervisor, teacher, and parent, the problem will be identified, a plan of action will be established, and follow-up procedures will be clarified. We will make every attempt to resolve all problems, focusing on the child and his/her social, emotional, and academic growth.
5. Only matters that cannot be resolved at the school level should be referred to the District Superintendent’s Office.

COMMUNICATION AND PARTNERSHIPS

Parent Involvement

Research demonstrates that parent involvement is essential to student success. Although you cannot become involved in all committees and support organizations in the school, we encourage the following parental support activities:

- have lunch at school with your child
- volunteer in your child's classroom
- establish a daily study time at home (even when there is no homework)
- keep informed of school events and activities by reading the parent newsletter
- communicate frequently with your child's teacher
- prepare for and participate in parent-teacher conferences
- ensure your child has breakfast and comes to school with homework, lunch, and school supplies

Parent-Teacher Conferences

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

Required school-wide conferences are scheduled at the end of the first quarter. Third quarter conferences are held on an "as needed basis." Teacher, parents or administrators may request additional conferences on an as needed basis. If you have a question or are concerned about your child's progress in school, contact the teacher directly. All conferences require pre-arranged appointment times. Please do not just drop in as the school is a learning institution and any disruption adversely impacts the instructional process.

Progress Reports & GradeSpeed

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

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

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.

In addition to **QUARTERLY REPORT/GRADE CARDS**, SHES teachers also send home **UNOFFICIAL MIDTERM/PROGRESS REPORTS** during the mid-quarter to keep you up-to-date on your child’s progress.

Grades

Students in grades 4-5 will receive letter grades A-F. Students in grades K-3 will receive marks of CD (Consistently Displayed), P (Progressing), N (Not Yet Evident) and X (Not Addressed). Grade level teams will make grading protocols available to students and parents at the beginning of each school year.

Parent Teacher Organization (PTO)

The PTO works to support and speak on behalf of children, to assist parents in developing the skills they need to raise and protect their children and to encourage parent and public involvement in schools. Through educational and fun-filled programming, the PTO works with the school to bridge the gap between parents, students, and the school.

Parents are strongly encouraged to join and attend the SHES PTO to become part of this successful partnership.
PTO EMAIL ADDRESS: Shesdolphinspto@gmail.com

School Advisory Committee (SAC)

The Stearley Heights Elementary School SAC is an elected group of three teachers and three parents who represent the faculty and school community to address issues brought to the committee's attention by the school and military communities. The committee also includes a representative from the base like the School Liaison Office (SLO) and the teacher bargaining unit's representative or designee. Both are non-voting members. These issues concern school policies affecting students and parents, student activities, administrative procedures affecting students, instructional/educational programs, and student standards of conduct and discipline. SAC meetings are scheduled at the beginning of the school year by the new SAC board. Meeting dates are advertised in the Dolphin Splash and via email.

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).

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 SHES student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action for brief periods of time that do not interfere with instruction. For the safety of our students and volunteers, a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator if you have questions.

There are many volunteer opportunities for interested community members and/or parents to get involved with their students education through DoD-sanctioned programs.

Many volunteers are active duty military or former military members, retired DoD civilian or military personnel, or family members, with most having been vetted or approved to have a DoD Common Access Card (CAC) and SOFA status. The majority of volunteers serve as sports coaches, instructors, or mentors while being supported and, at times, in LOSS of other parents or staff during practices and programs.

There is one type of volunteer: non-specified.

A **Non-specified volunteer** has infrequent contact or interactions in a controlled and limited duration activity between adults and minors, such as participating in one-time activities or events. Such contacts are not subject to background checks, but adults' presence at such activities or events must be under LINE OF SITE (LOSS) at all times. For example, individuals designated as non-specified volunteers, such as classroom volunteers and field trip chaperones with monitored access and limited duration (e.g., 3 to 5 hours), would fall in this category.

All volunteers must sign a volunteer agreement, DD Form 2793. **Stop into the office and speak to Mr. Kehe or Mr. Hartwell.** To volunteer at SHES, please stop into the main office and speak with our Administrative Officer, Mr. Kehe. He can be reached at Brian.Kehe@dodea.edu or DSN 634-0651.

Our students need you here to volunteer. Please join us.

EDUCATIONAL AND SUPPORT PROGRAMS

Schedule

SHES uses a scheduling framework that creates large blocks of time to maximize instruction for cores subjects. The framework also provides professional collaboration and common planning for grade level teachers.

Curriculum

SHES teachers have mapped out their core curriculum and engage in common pacing to ensure that a viable curriculum is provided for all students. Under our new standards, we now have College and Career Readiness Standards for Math, Science, the Fine Arts (Art and Music), and Language Arts.

Assessments

SHES teachers and support specialists have collaborated to create common formative and summative assessments to be given periodically throughout the school year. These assessments help us to determine whether students are successful at mastering the standards. They also help to inform teachers' instruction as they differentiate for students who may already know the material or those who have not yet learned it. Our assessments include ORR for Grades K-3, online reading assessments, interim and diagnostic assessments (in Math and ELA for grades 3-5, and this year starting in Science for grades 2 and 5), and the end-of-year Summative Math and ELA assessments for Grades 3-5.

System-wide Assessment Program

[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
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.

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.

Student Support Team (SST)

Students requiring additional assistance with ACADEMICS and/or with BEHAVIORAL issues and who are not making progress with classroom interventions will be referred to an education team including the counselor, nurse, literacy support specialists, ESL teachers, and/or a reading teacher. After interventions and implementation of suggested strategies / activities/recommendations, the student should begin to make positive progress. If these programs do not meet the student's needs, then the student will be referred to the SST committee. The SST assists teachers in generating additional strategies for working with a student and/or gathers information needed to make a referral to the SPED DEPARTMENT TEAM (formerly CSC) for possible evaluation for Special Education Services. Parents will be notified by the classroom teacher that their child is being referred to the SST committee to seek further help to improve academic and/or behavioral performance.

Enrichment-Curriculum-Specialists

Children at SHES are fortunate to have the following specialists who provide enrichment experiences or support services:

GENERAL:

Art
Host Nation
Music
Phys. Ed.
EIE/STEM

RESOURCES:

English as a Second Language (ESOL)
Guidance Counselors and MFLC
Literacy Support Specialists
Math Support Specialist
School Psychologist
Teacher of the Learning Impaired
Speech Language Pathologist Teacher
Gifted Education Teacher
School Nurse
Information Specialist
Education Technologist

Homework - General Guidelines

Homework should be meaningful, related to and an extension of what is being taught in the classroom; it should not be new or untaught material. It should not be too difficult or merely busy work. It should be evaluated promptly with feedback provided to the student. “Homework” in the primary grades may not always be paper and pencil tasks. Homework in primary grades may be students reading to parents and vice versa, or taking part in host nation and creative art activities. Parents can help by providing a specific time and place for doing homework that will have a minimum of interruptions and distractions. Parents will ensure that students have concrete ways to organize homework, i.e. folders, spiral notebooks, memo pads.

The time required for completing homework assignments should be in coordinating increments of approximately 10 minutes for each grade level (i.e. first grade (10 minutes), second grade (20 minutes). Student ability and work habits may cause the time spent on homework to vary greatly. When a student has difficulty with a homework assignment, parents should render assistance. Questions about the appropriateness, amount or level of difficulty of homework should be immediately brought to the teacher’s attention. Parents/students should contact the teacher or counselor if signs of frustration and failure occur. The teacher will endeavor to provide homework that can be done within the students’ resources. From time to time, teachers may send home Interactive Homework which encourages parent-child cooperation to complete.

Reading is fundamental and should be encouraged. Please note that all students should be reading at night for at least 15 minutes. This is not included in the time required for completing homework assignments.

Parent/Student/Teacher Communication

DoDEA encourages all communication take place through official school email accounts.

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.

Clubs/Extra-Curricular Activities

SHES will have a variety of clubs and after-school activities. A schedule of these activities will be sent home and posted online. They will be offered on many different days of the week. Parents of students participating in after-school activities must arrange transportation. Clubs will be offered throughout the year and some will begin mid-first quarter.

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.

SAFETY AND SECURITY

(DoDEA Administrative Instruction 6055.01, "DoDEA Safety Program," November 17, 2017)

Pick-up and Drop-off

Students **should not arrive at school before 0805**. Students arriving before the designated time may be sent home. Doors open for students at 0815. The instructional day begins at 0820 and ends at 1430. Parents of those students who frequently arrive early will be contacted by school administration.

1. Parents are permitted to drive cars to drop off and pick up students in the designated zones. Parents should NOT leave their vehicles. Double parking may cause a hazardous situation and it is illegal. Cars may be ticketed.
2. Parents are required to sign students out in the office when picking them up during the school day.
3. If older siblings pick up students, please establish a meeting place outside the building away from the flow of traffic.
4. Parents should come in and sign students in/out especially if the student is tardy.
5. Please be on-time picking students up at dismissal.

Kindergarten

1. Parents or the emergency contact for the student, or a sibling 12 years of age or older must drop off and pick up Kindergarten students at their designated area. NO EXCEPTIONS.
2. If a Kindergarten student is picked up later than 2:30PM twice within the school year, the students' sponsor will be notified. If the problems continue the sponsors command will be notified.

Rainy Day

In the event of rain, an announcement will come from the main office and/or the playground monitors directing students to proceed to their alternate play area or classrooms.

School Closures

There are times when weather situations could result in school being closed. In the event of a school closure, information will be shared using the DoDEA Notification Emergency Alert System. Information will also be posted on our official Facebook page and AFN. If the closure happens during the school day, an emergency alert using the DoDEA Notification System will be initiated. **In order for the DoDEA Notification System to work, please make sure your contact information is up-to-date with the school registrar.**

Pedestrian Safety

Please adhere to all traffic laws and safe driving practices (i.e. speed limit of 10km upon entering SHES grounds, no texting while driving, etc.) as well as to the directions of the SHES staff and Student Safety Patrol who direct before and after school traffic.

Reporting Child Abuse

The Department of Defense Schools (DoDDS) requires all allegations of child abuse to be reported to local family advocacy officials and to the appropriate DoDDS officials by school employees regardless of where or when the alleged abuse occurred.

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.

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

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of

coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee's immediate supervisor.

Adult-to-Student Sexual Abuse, Sexual Harassment, & Other Inappropriate Behavior or Conduct

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.

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: www.dodea.edu/sexualharassment to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DMEO) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

Behavior and School-Wide Discipline

SHES staff makes every effort to provide a safe and orderly environment for students to learn. Students should come to school ready for learning. If a child's behavior inhibits his/her learning or the learning of others, we expect parents to be part of the immediate solution. We have high expectations for behavior of our students, staff, and visitors and have adopted three school-wide expectations for our school:

1. Be SAFE
2. Be RESPONSIBLE
3. Be RESPECTFUL and KIND

Students will receive "Dolphin Dollars" if they are recognized for exceeding the expectations. Additionally, classrooms may receive Dolphin Dollars for cafeteria behavior or other common area expectations. Dolphin Dollars will be collected and names will be drawn throughout the year for small prizes.

Classroom teachers also utilize these three expectations in their classrooms and will resolve the majority of discipline/behavior problems in the classroom. Each teacher will communicate these expectations. Procedures to resolve problems will include:

1. Teacher warns and reminds students of expectations
2. Teacher counsels student
3. Teacher notifies parents of misconduct and may assign a consequence
4. Teacher involves administration

At times there may be students who have a pattern of not meeting expectations. In these cases, teachers will follow the above procedures and:

1. Teacher discusses problem with counselor, administration or requests assistance of the Student Support Team (SST).
2. Teacher meets with parent and student for a conference.
3. Teacher seeks administrative assistance.

Discipline procedures SHOULD NOT INCLUDE:

1. Isolation of a student or students outside of the classroom.
2. Use of corporal punishment.
3. Use of ridicule, sarcasm, or inappropriate language.
4. Assignment of homework and/or written sentences as punishment.

SST and counselor consultations are made in cases of recurring behaviors that disrupt the class and the student learning process. Although the school counselor is not directly involved with discipline, they may assist in developing appropriate and positive student behavior patterns. Counseling procedures may include:

1. Suggesting techniques to modify student behavior.
2. Regularly scheduling counseling sessions to resolve ongoing problems.

Playground and cafeteria expectations are the same as the school-wide expectations. We want students to have fun and be safe. Two things specific to playing outside are that there will be no "contact" games played during recess.

Additionally, anything on the ground stays on the ground (i.e. rocks, sticks, bugs, etc.) Students will be provided consequences for unsafe behavior at recess including:

1. Counsel students
2. Place students in “time-out” area
3. Office referrals will be issued, a copy of which will be given to the classroom teacher and to the office

SERIOUS infractions of school rules will be referred immediately to the administration. Students engaged in, but not limited to, fighting, bullying, possessing weapons (including toys or replicas) or repeatedly engaging in minor offenses may face a disciplinary hearing, potentially resulting in suspension or expulsion from school.

Please ensure that your child does not bring gum, soft drinks, toys, personal electronic devices, or money (establish a lunch account through AAFES) to school. Please review DODEA’s full regulation governing disciplinary rules and procedures to include, but not limited to bullying, weapons (or replicas), harassment, and suspension.

School Bus Behavior (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended) The time students spend going to and from school is an extension of their school day. School buses are an extension of the school campus. Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations in accordance with Enclosure 8 in the DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended.

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.

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

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended discipline shall be progressively and fairly

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

Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)

In accordance with Enclosure 2 of the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

HEALTH PROGRAM AND SERVICES

Contact us: If your child contracts a communicable disease or serious illness like mumps, measles, scarlet fever, strep throat, chicken pox, impetigo, lice, or scabies, please report it to the school nurse at 634-0650.

Stay Home: Please do not send students to school who exhibit one or more of the following symptoms: fever of 100 degrees or greater, chills, vomiting, nausea, diarrhea, inflamed or watery eyes, continuous coughing or runny nose, lethargy, unusual pallor or any condition that prevents the student from concentrating or participating in regular classroom activity.

Return to school: Students may return to school if they have been fever free, nausea free, and /or diarrhea free, without the use of medication, for 24 hours from cessation of symptoms, that is, eating, drinking sleeping and playing normally. For contagious illness such as “pink eye”, strep throat, or pinworm (Enterobiasis), students may return to school once the prescribed drops or medications have been given for at least 24 hours. After having any communicable disease, have your child checked by the school nurse before he/she re-enters school. Students with head lice may remain in school and the parents will be notified. Treatment is to be implemented that evening for the child to be able to return to school the next day. The school nurse will then reassess the student the next day and grant clearance when treatment application is evident.

Prevention and treatment: The school nurse conducts annual vision and hearing screening. She also provides communicable disease prevention and control, emergency care and first-aid care to students who become ill or injured at school. If it is necessary for the student to go home or to be referred to the clinic or hospital, the school nurse will contact the parents or the emergency contact person to pick up the student. It is recommended that a “Power of Attorney” be obtained from the legal office and inserted in the student’s hospital record to authorize emergency treatment if the parent/sponsor plans to be off-island. The school nurse is not a substitute for seeing a physician for health problems arising at home.

Immunization Regulations: Official proof of immunization (i.e., copy of the child’s immunization/shot record) must be provided to school officials at the time of initial registration and upon request of school officials to verify immunization compliance. Each student must have a Certificate of Immunization reviewed and updated BEFORE entering school that contains the following required immunizations:

- Polio (IPV/OPV) - three doses, at least one of which was given after 4th birthday
- Diphtheria/Tetanus/Pertusis - four doses, at least one of which was given after 4th birthday. Tdap is required at age 11 years old.
- Measles/Mumps/Rubella- one dose given after twelve months; a second dose between four and six years of age or before entering SHES
- Hepatitis A- two doses
- Hepatitis B - three doses
- Varicella (chicken pox) – two doses or reliable history of disease
- HIB - two to four doses (children over 5 years old do not need Hib vaccine)
- Meningococcal- Initiate series at age 11 years old
- Influenza- annual Vaccination (6 months old through 8yrs: get 2 doses (separated by at least 4 weeks) (9yrs and older: 1 dose)

PLEASE NOTE: Students transferring in from another location/district will have up to 30 calendar days after enrollment to obtain any immunization(s) required by DoDEA. Parents of currently enrolled students are given 10 days for compliance. Students not in compliance may not attend school until proof of current immunization status is provided to the principal.

Student Health — 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 the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003.

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

- Notifying the school nurse of ANY allergy including food, drug, insects, and others;
- Providing the school nurse with medication/doctor's order/parent permission form;
- Teaching children at home about their food allergies and not to share any food in school; and
- Letting the classroom teacher know about your child's food allergies and checking with the classroom teacher before bringing any food for celebrations into the classroom.

Medication at School

Students are not permitted to carry any type of medicine, including over the counter medication, to school. It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container by the parent, 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 at 634-0650 for the required Medication Form H-3-2/Hold Harmless Letter. 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.

In some rare situations, students are allowed to keep their 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 has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

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.

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

Emergency Notification Procedures (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance in accordance with Section 6 of the "First Aid and Emergency Care," September 8, 2003. If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

- The ambulance is requested;
- The parent is notified that the student is in route to the nearest medical facility; and
- The school administrator is notified.

A school official may accompany the student to the medical facility in an emergency.

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.

Medical Care for Overseas Non-DoD Dependents

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD-dependents.

Incident Reporting/Accident-Injury

Parents will be contacted by the school administrator or school nurse for any of the following reasons:

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting

Wounds that may require stitches

Power Of Attorney

IF YOU PLAN TO BE OFF THE ISLAND while your child attends school, please be sure to obtain a special power of attorney to be used in case of emergency, and inform the teacher and school office of the name, address, and telephone number of the person taking care of your child. In addition, please notify the school nurse, so they will know whom to notify in case of emergency.

Noncustodial Parent Rights

Parents and/or guardians must supply the school with a copy of any type of court order that may affect the student (e.g., who is allowed to visit the child, who has legal custody, etc.). These orders will be maintained in the student's cumulative file. If any changes take place during the school year with the court order, the school must be notified immediately. Teachers will be notified of any restrictions that affect students in their classes.

Education Student Services

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services Web site for further instruction based on your situation or discuss with an administrator at your student's school.

Special Education

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](#)

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

English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007)

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

Counseling:

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," September 8, 2003 and DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students' academic success. Early identification and intervention of students' academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

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

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

School Psychology:

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

Please contact 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.

All measures taken will be documented on accident form DS 4801.

Typhoon Procedures

Early Release – Parents go directly to the classroom to sign-out their student(s). Teachers will have a sign-out roster for parents to sign to release students from school. Students will not be released unless they are signed out by the parent, guardian or emergency contact on file. Please be sure to inform the classroom teacher and the main office of the person(s) that will be picking your student(s) up in the event of an early dismissal before the emergency arises.

DoDDS Okinawa Tropical Cyclone Guide
This Guide applies to all DoDDS Schools on Okinawa

Tropical Cyclone Condition	0500-1159	1200-1459	1500-0459
TCCR One (TCCOR-1)	No school for students ONLY if declared before 0500. If not, school will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. All DoDEA employees report to work as scheduled for normal duty hours.	School will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. Normal duty hours for all DoDEA employees.	No school for students if the condition exists prior to 0500 on normal school days. After school activities are cancelled. Normal duty hours for all DoDEA employees.
TCCOR ONE Caution (TCCOR-1C)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCR ONE EMERGENCY (TCCOR-1E)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCOR ONE RECOVERY (TCCOR-1R)	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet
STORM WATCH (TCCOR-SW)	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.
ALL CLEAR (Dec 1st-May 31st) TCCOR-4 (June 1st-Nov 30th)	No school for students if declared after 0500 and preceded by TCCOR-1, 1C or 1E. Buses are notified before departure. All DoDEA employees report to work as scheduled for normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report to work as scheduled for normal duty hours.	Regular school schedule for students if declared prior to 0500 on normal school days. A or B day schedules will be posted on official news sources. All DoDEA employees report to work as scheduled for normal duty hours.

Subject to change based on changes in wind speed and direction

Effective: 2-APR-2014, all previous guidance is obsolete

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 may be found on the DoDEA Web site. Policies can change throughout the school year. The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>

Graduation Requirements (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

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

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

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

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

High School Graduation Course Requirements:

Minimum Requirements			
Content Area	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) 	4.0 credits	4.0 credits

	<ul style="list-style-type: none"> ● 1.0 credit (Math course code 400 or above) ● 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.			

*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.

Student Grade-Level Placement (DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004) Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of the DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten. An otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Kindergarten is not a prerequisite to grade 1 entry. Placement in grades 2 through 8 is predicated upon successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through 8.

Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of the DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

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 discuss with the counseling department at your student’s school. 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.

Attendance

Students must be present at school to learn! Therefore, DoDEA has adopted an attendance policy that includes specific guidance on, but is not limited to, tardiness, truancy, excused/unexcused absences, extended/excessive absences and consequences. It's not surprising that regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility, determination, respect for rules of society -- that are critical for developing career readiness skills, success in college and in life. Please remember that sponsors are ultimately responsible for student attendance. You can review the policy online:

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

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

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

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.

Pre-planned absences- Sponsors are to notify the office well in advance in order to allow the teacher time to prepare school work that will be missed.

Other absences- Sponsors are to notify the office (via email or telephone) by no later than 9am, or they will be marked as unexcused.

Late arrival/early check-out- Parents must check students in at the main office if they arrive after 8:20. Parents must go to the main office to request that a student be checked out prior to the end of the school. Please avoid picking up students between 2:15-2:30.

Truancy- Kadena Disciplinary Action Program (KDAP) may be contacted in the event of absences from school without the permission or knowledge of the sponsor and/or school officials.

Withdrawal- Students must have attended at least 20 school days in a quarter to receive grades for that quarter. Prior to a withdrawal, please come to the main office, with a copy of PCS orders, to complete a withdrawal request

at least **10 duty days** before the child's last day of school. Sponsors should hand-carry the child's school records if returning to the United States. School records must be hand-carried by a staff member for on-island transfers.

Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014)

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

Interstate Compact on Educational Opportunity for Military Children (DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

Religious Holiday Observance (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

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

Books

Students are responsible for books issued to them. The sponsor is ultimately responsible to pay for lost and/or severely damaged textbooks and library books. Please see the Information Center Specialist for further details.

Change of Address, Phone Numbers, & Tour Extensions

Current home address, phone numbers, e-mail address, and an emergency contact name and phone numbers are mandatory. This vital information will be shared with the nurse, teachers, and school officials. Please call the registrar or the main school number 634-4523/24, or send in a "change of data" memo.

The school office must be able to reach students' parents in the case of an emergency. NO EXCEPTIONS.

Student Enrollment: Registration Process (DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended & DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997)

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

Student Enrollment: 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.



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
PACIFIC SOUTH DISTRICT
OFFICE OF THE DISTRICT SUPERINTENDENT
UNIT 5166 APO AP 96368-5166**



Gender Neutral Dress Code

The Pacific South District Okinawa Schools believe that student dress is a shared responsibility between parents, students, and the schools. It is understood that students express themselves via the clothing they choose to wear. All students are expected to respect the school community by dressing appropriately for a K-12 educational setting. Student attire should facilitate participation in learning activities, along with the health and safety of all students.

Requirements:

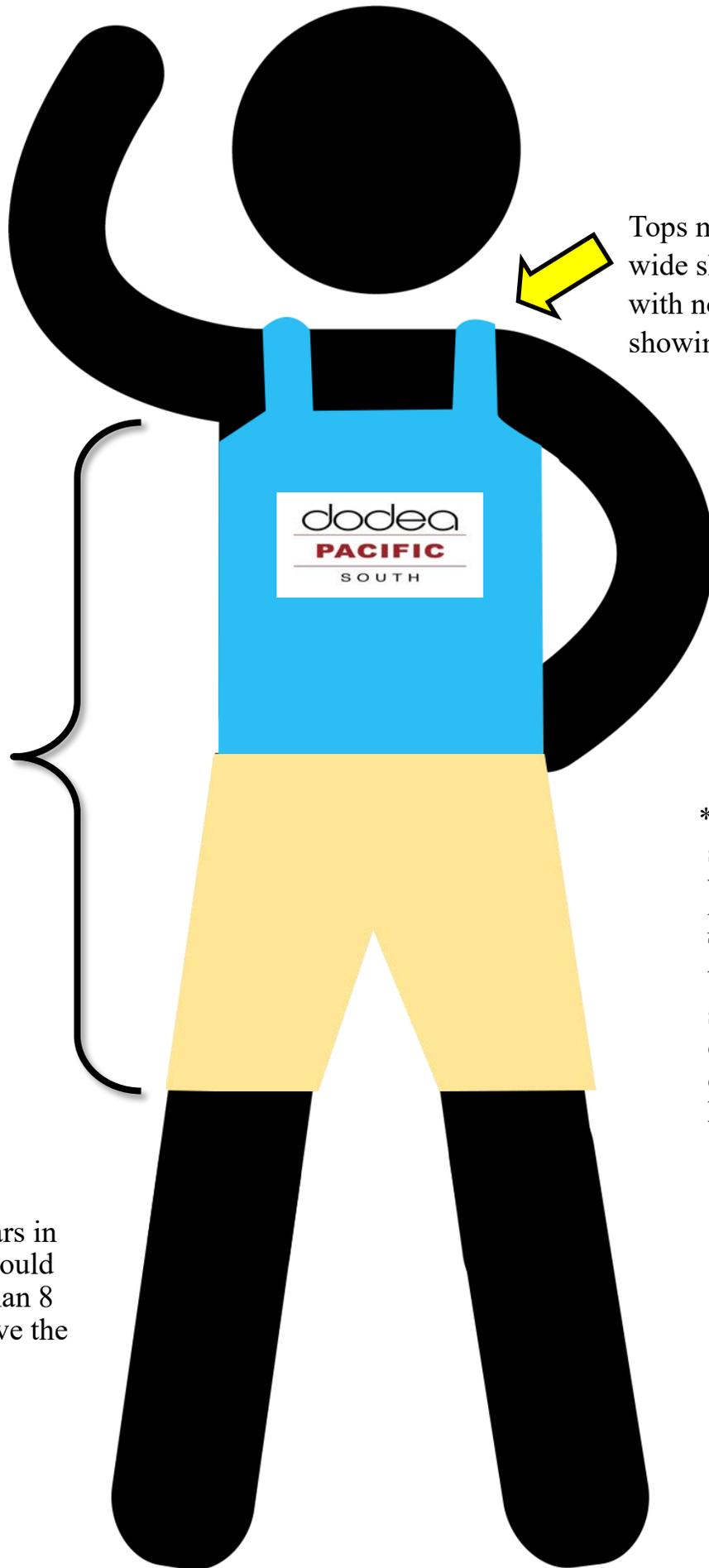
1. Clothing must cover areas from one armpit across to the other armpit, down to a minimum of 8 inches above the knee cap (see images below). Tops must have 2 inch wide shoulder straps with no undergarments showing. Rips or tears in clothing should be lower than 8 inches above the knee.
2. Midriffs should not be visible at any point in time. This includes bending over, sitting down, or reaching over your head.
3. Shoes must be worn at all times and should be safe for the school environment.
4. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
5. Headgear including hats, hoodies with the hood up, and caps are not to be worn inside the building.
6. Hoodies with the hood down are allowed.
7. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Clothing Parameters:

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
3. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
8. Sunglasses may not be worn inside the building.
9. Clothing and accessories that endanger students or staff safety may not be worn.
10. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

The administration at each school reserves the right to determine what constitutes appropriate dress. Upon seeing a suspected dress code violation, a teacher or other staff member will email a school administrator to address the suspected violations. The administrator will determine whether the student is in violation of the dress code, and address the violation as discreetly as possible between classes or at lunch in order to minimize the loss of instructional time. Students who do not adhere to these guidelines are required to correct the dress code infraction before returning to class. Parents will be called if appropriate clothing is not available, or if the student refuses dress-code appropriate clothing. Students may be subject to discipline for violating the dress code, particularly for repeat offenses, and for refusing to cooperate with teacher or administrator requests to bring the student into compliance with the dress code.

April 1, 2020



Tops must have 2 inch wide shoulder straps with no undergarments showing.

Clothing must cover areas from one armpit across to the other armpit & down to a minimum of 8 inches above the knee cap

* Midriffs should not be visible at any point in time. This includes bending over, sitting down, or reaching over your head.

*Rips or tears in clothing should be lower than 8 inches above the knee

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>

Dress Code

Student Dress Code (DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,” April 17, 2012)

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in the DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” Enclosure 2 (3,c,1) and Enclosure 2 (5,1). Please refer to your school’s Web site for specific dress code policy.

We encourage students to take pride in their appearance at all times. Parents and sponsors are expected to guide students to dress neatly and appropriately. Examples of **prohibited** clothing include, but are not limited to: spaghetti straps, tank tops, mid shirts, short skirts, pants that sag, underwear that is exposed, belt worn inappropriately, and wearing hats inside the building. Your child may be asked to change clothing if the clothing is distracting to the educational setting.

Cleanliness and good grooming are equally important. Children should wear appropriate clothes and shoes when attending physical education class. Shoes should be well fitting, safe, and appropriate. Socks should be worn with sneakers or closed shoes. **Flip-flops**, high-soled shoes, and wheelies are prohibited due to safety concerns.

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.

Internet Rights and Responsibilities

(This is a separate form signed by students and parents and maintained with the student's school registration information.)

Use of the Internet is a privilege not a right; visiting inappropriate sites, or downloading inappropriate files may result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at SHES is government property. Students who violate this Internet agreement will be referred to administration. Consequences will be identified on a case-by-case basis.

Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010)

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

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

The signed agreement is to be retained in the administrative office at the student's school for the duration of the

student's enrollment. A copy will be provided to the student and, if applicable, the student's parent or guardian.

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.

Lost And Found

Please label your child's materials. If they have lost any item at school, check with the school's "Lost and Found." Items not claimed by the end of the semester and school year will be donated to an approved charitable organization.

School Lunch

The school lunch program is managed by AAFES. The cost of a hot lunch varies. Please establish an account at customer service in the BX. Students may also purchase their lunch with cash. Students who receive Free/Reduced Program (\$.40 per lunch) must use the AutoPay System and the parents must re-apply EVERY year for the Free/Reduced Program. To ensure that no student goes hungry, AAFES will allow the student to receive a lunch on credit. Parents must pay for these meals as soon as possible. Once you establish your account at the AAFES/BX service desk, parents can open an account, add funds, and check balances online. The website is: www.mypaymentsplus.com. Parents will need the student's DODEA ID # in order to open an account at the BX and online. When accessing the site online, the state is: Exchange EX. The district is AAFES DoDDS. Any negative balances over -\$15.00 will be forwarded to the principal and followed up with a reminder letter. If accounts are not replenished, the School Liaison Officer and the employees command may be contacted.

Student Placement and Retention

When a student is already assigned to a classroom she/he must be in attendance for AT LEAST 30 DAYS BEFORE A REQUEST FOR CHANGE CAN BE ENTERTAINED. The procedure will be as follows:

1. Parent/sponsor will submit a written cause for the requested change addressed to the principal.
2. Parent/sponsor and teacher will set up a conference to dialogue on the 1st bullet. Preferably administration and placement counselor should be in attendance.
3. An ad hoc committee will be created to evaluate the educational merits of the request. Depending on the change requested, the committee members should include classroom teachers (present and team leader), specialist (if applicable), Gifted Education teacher (if applicable), placement counselor and administration.
4. The committee will write its report and recommendations to be submitted to the principal who then will make the final decision.
5. Parent/sponsor will be notified.

The above process is normally completed within 10 working days.

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs

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 Responsibilities & Privileges

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 USA, the local military installation, the host nation, & DoDEA policies, regulations, & procedures.

Study Trips

Classes may take study trips as part of the instructional program and during the instructional day. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the school. If a parent does not want to send their child on a study trip, the child will be placed in another class for the duration of the study trip. In the event of a child having behavioral issues or concerns, a parent must attend with the child. **Chaperones may not bring a sibling of any age on a study trip, even if they drive separately.** As an invited chaperone, one’s responsibility must be to supervise the students.

Telephone Messages

Please do not call the main office with routine messages for your child. The telephone in the main office is used by students only in emergencies: not to ask if they can go to a friend’s house after school. Be sure to have a consistent after school plan set up with your child. This way, you won’t need to call the office frequently with changes. In case of an emergency when you MUST leave a message for your child, the office MUST be notified no later than 1400.

Standards of Conduct and Ethics/Gifts to Teachers

Per the DoDEA Office of General Counsel (OGC), gifts to teachers, aides, and administrators are permitted when:

On special, infrequent occasions:

- of personal significance, such as marriage, illness, or birth/adoption of a child or
- the end of the school year when the teacher will not be the student’s teacher the next school year

You may:

- solicit voluntary contributions up to \$10/person for a group gift
- give an appropriate gift to a superior
- accept appropriate gifts and group gifts that do not exceed \$300 from the class

On traditional gift giving occasions like Christmas or a teacher's birthday, you may give up to a \$10 gift.

QUICK REFERENCE PAGE

School Hours

(The first bell rings at 8:15 for students to line up prior to entering the building)

Grades KN through 5	0820-1430
Early Release Half Day	0820-1105
F-C Early Dismissal Every Tuesday	0820-1330

***Due to safety concerns, students should not arrive at SHES before 0805. Thank you.**

Office Hours

The main office is open from 0730 until 1530, Monday – Friday.

Contact Information

School Office	634-4524 or 634-4523
Principal – Dr. Jennifer Sears.....	634-4524
Counselors – Ms. Whitney Stephens and Ms. Angela Morrison.....	634-0651
School Registrar – Mr. Darnell Hartwell	634-7343
School Secretary – Ms. Vanessa Berdoza.....	634-4939
School Nurse – Ms. Julie Hudson.....	634-0650
Administrative Officer – Mr. Brian Kehe.....	634-0715
Cafeteria.....	959-4459
Fax	098-934-6818

Websites..... <https://www.dodea.edu/StearleyHeightsES/>
<https://sites.google.com/student.dodea.edu/stearleyheightses/shes-online-learning-resources?authuser=0>

Physical Address Stearley Heights Elementary School
Unit 5166
APO AP 96368-5166

Additional Links:

DoDEA Blueprint	https://www.dodea.edu/Blueprint/index.cfm
DoDEA Website	https://www.dodea.edu
DoDEA Student Rights	https://www.dodea.edu/Offices/Regulations/loader.cfm?csModule=security/getfile&pageid=93269
DoDEA Attendance	https://www.dodea.edu/StudentServices/Attendance/index.cfm
DoDEA 504 Info	https://www.dodea.edu/StudentServices/Section504/index.cfm
DoDEA Curriculum	https://www.dodea.edu/collegeCareerReady/index.cfm
DoDEA Policies	https://www.dodea.edu/Offices/PolicyAndLegislation/index.cfm
DoDEA Discipline	https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-Regulation-2051_1a.pdf
GradeSpeed	https://dodea.gradespeed.net/gs/Default.aspx

Acronyms:

Department of Defense Dependents Schools	DoDEA	Parent Teacher Organization	PTO
Stearley Heights Elementary School	SHES	Continuous School Improvement	CSI
Student Support Team	SST	Family Advocacy Program	FAP
English for Speakers of Other Languages	ESOL	Advanced Placement	AP
English Language Learners	ELL	International Baccalaureate	IB
Foreign Language in the Elementary School	FLES	Kadena Disciplinary Action Program KDAP	
Case Student Committee	CSC	Office of General Counsel	OGC
Installation Records Check	IRC	College & Career Readiness Standards CCRS	
Line of Site	LOSS	CCRSM-Math, CCRSL-Lang, Arts, CCRSS-Science	
School Advisory Committee	SAC		



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
PACIFIC SOUTH DISTRICT
STEARLEY HEIGHTS ELEMENTARY SCHOOL
UNIT 5166
APO AP 96368-5166



June 30, 2020

MEMORANDUM FOR PARENTS AND STAFF
SUBJECT: Notification of AHERA re-inspection

As required by the DoD Japan Environmental Governing Standards (JEGS) and the Asbestos Hazard Emergency Response Act (AHERA) of 1986, our buildings have been re-inspected for asbestos-containing materials (ACM). The most recent inspection was conducted on 2017-12-18 in accordance with Environmental Protection Agency (EPA) regulations and DoDEA policy. The results of the inspection indicate we have asbestos materials in our school.

As required by EPA, a triennial re-inspection and six month periodic surveillance program is in effect for any asbestos materials that remain in place and their condition will be closely monitored. A copy of the Asbestos Management Plan, which includes the recommended management response action(s) for ACM, is kept in our office and is available for your review. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

SEARS.JENNIFE Digitally signed by
SEARS.JENNIFE.A.1092386402
Date: 2020.06.30 14:23:02
+09'00'
R.A.1092386402

Dr. Jennifer Sears

Principal- Stearley Heights Elementary School