

Zama Middle High School

FACULTY HANDBOOK

**Department of Defense Education Activity
(DoDEA)-Pacific**



2019-2020

Welcome back Zama Faculty and Family!! Another “Zamazing” school year at ZMHS awaits you as we prepare to showcase the exciting opportunities for our returning and first time “Mighty Trojans”. I have high expectations for student learning, behavior, and overall success. I am committed to continuous school improvement by reworking our school goals to bring about an even stronger focus on improving student achievement. These goals are important to our school as we continue to focus on improvement and implementing our College and Career Ready Standards across our curriculum. This faculty handbook is our guide and resource for helping us achieve school goals and making ZMHS an exceptional teaching and learning environment.

We must do the routine things, routinely. We will only get better at what we do when we do it every day consistently with fidelity. Our philosophy regarding school operation must focus on and emphasize routine respect and responsibility. The way you present yourself to others tells much about who you are and what you value. As an instructional team, it is important that we all work toward being respectful and responsible, that we provide the best instruction for our students, and we make the school day run extremely well and efficiently. It's important to always strive to be your best because that is what our community and stakeholders expect of us. By following our procedural guides in this handbook, maintaining standard routines, being respectful and responsible, our school's success will come naturally and our school will be a positive and productive place for teaching and learning!

This faculty handbook is a working document that can and should be updated to reflect what we do routinely. You are expected to be familiar with the content of this handbook, or be able to find the information in it. If you have recommendations and suggestions for improving this faculty handbook, please share that information with the Admin Team. Thanks for being a part of the “Mighty Trojan” Faculty and Family and let's have a “Zamazing” school year.

Wayne Carter

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Zama Middle High School Vision Statement

Providing academic rigor and preparing students to be successful, productive global citizens.

DoDEA Blueprint

Goal 1: Student Excellence

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

Key Result Indicator: All DoDEA students will show appropriate growth within an academic year.

Goal 2: School Excellence

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

Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

Goal 3: Talent Excellence

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

Key Result Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

Goal 4: Organizational Excellence

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

Key Result Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure and customer service.

Goal 5: Outreach Excellence

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

Key Result Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.

Accreditation

Zama Middle High School is fully accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI). The district was accredited in May 2017.

Curriculum

The middle high school program meets all requirements necessary for graduation from a DoDDS High School. For information about DoDDS educational programs, visit the following website:

www.dodea.edu

Contact Information

On Post Address

Zama Middle High School
Department of the Army
APO, AP 96343-5005

Japanese Address

Zama Middle High School
Beigun Jutaku 913, Camp Zama
Zama-shi, Kanagawa-Ken 228-0027

Absence Call-in	263-3181
Athletic Director	263-3181
Bus Discipline Office	263-4151
DoDDS-P Transportation Division	263-4151
Counselors	263-4429 Grades 7-9 263-5338 Grades 10-12
Main Office	263-3181
Information Center	263-4878
Medically Related Services	263-5036
Nurse	263-5036
Special Education	263-3915
Student Services/Registrar	263-3181

FAX

On Post	263-3826
Off Post	046-407-3826
Commercial/Stateside	011-81-46-407-XXXX

EMAIL

Principal	firstname.lastname@pac.dodea.edu
Assistant Principal/Teacher and Staff	firstname.lastname@pac.dodea.edu

Chain of Command

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

The remaining DODEA chain of command, from the lowest to highest is Principal, District Superintendent, Pacific Deputy Director, and Director of DODEA. Contact phone numbers and/or addresses for the next in the chain of command above the Assistant Principal level are identified below:

Mr. Wayne Carter, Principal

Zama Middle High School
Unit 45005
APO, AP 96343-5005
Phone: 263-3181

Dr. J. Allen, District, Superintendent

PAC East District Superintendent's Office,
Japan Unit 5072
APO, AP 96328-5072
Phone: 225-3940

Ms. Lois Rapp, DoDEA Pacific Director

DoDEA-Pacific Director's Office,
Unit 35007
APO, AP 96376
Phone: 644-5878

Mr. Thomas Brady, DoDEA Director

DODEA Headquarters
4040 North Fairfax Drive
Arlington, VA 22203-2635
Phone: 703-696-4462

GENERAL INFORMATION

2019 - 2020 – Zama Middle High School Calendar

First Semester

Monday, August 26	Begin First Quarter and First Semester
Monday, September 2	Labor Day Federal Holiday
Monday, September 30	No school for students – staff professional development day
Monday, October 14	Columbus Day Federal Holiday
Tuesday, October 15	No school for students – staff professional development day
Friday, November 1	No school for students - teacher work day (End of QTR 1)
Monday, November 4	Begin second quarter
Wednesday, November 8	Parent- Teacher Conferences; Teacher work day
Monday, November 11	Veterans Day Federal Holiday
Thurs. – Fri., November 28-29	Thanksgiving Recess
Wednesday, December 4	No school for students – staff professional development day
December 23 – January 3	Winter Recess

2020

Monday, January 6	Instruction Resumes
Monday, January 20	Martin Luther King, Jr. Day - Federal Holiday
Thursday, January 23	End of Second Quarter and First Semester
Friday, January 24	No school for students - teacher work day

Second Semester

Monday, January 27	Begin Third Quarter and Second Semester
Wednesday, February 10	No school for students – staff professional development day
Monday, February 17	President’s Day Federal Holiday
Wednesday, February 18	No school for students – staff professional development day
Wednesday, March 3	No school for students – staff professional development day
Friday, April 3	No school for students - Teacher workday
Mon. April 6 – Fri. April 10	Spring Recess
Monday, April 13	Begin Fourth Quarter
Monday, May 25	Memorial Day Federal Holiday
Tuesday, June 9	Last day of instruction for students
Wednesday, June 10	No school for students - teacher work day Last day for non-administrative educator personnel

*All events must be approved by approved by administration before added to the calendar.

SY 2019-2020 ZAMHS Bell Schedule

7:15 --- Students Enter Building 7:25 --- Warning Bell

7:32 --- Announcements

Regular Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	7:30-9:00	9:05-10:35	10:40-12:55	11:20-12:05	12:10-12:55	1:00-2:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	7:30-9:00	9:05-10:35	10:40-12:55	11:20-12:05	12:10-12:55	1:00-2:30
<i>Note: Buses depart at 2:40 pm.</i>							

Wednesday (Early Release) Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	7:30-8:45	8:50-10:05	10:10-12:10	10:45-11:25	11:25-12:10	12:15-1:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	7:30-8:45	8:50-10:05	10:10-12:10	10:45-11:25	11:25-12:10	12:15-1:30
<i>Note: Buses depart at 1:40 pm.</i>							

2 Hour Delay Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	9:30-10:30	10:35-11:35	11:40-1:25	11:55-12:35	12:40-1:25	1:30-2:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	9:30-10:30	10:35-11:35	11:40-1:25	11:55-12:35	12:40-1:25	1:30-2:30
<i>Note: Buses depart at 1:40 pm.</i>							

½ Day Schedule					
A DAY	Period	A1	A2	A3	A4
	Time	7:30-8:25	8:30-9:20	9:25-10:15	10:20-11:10
B DAY	Period	B1	B2	B3	B4
	Time	7:30-8:25	8:30-9:20	9:25-10:15	10:20-11:10
<i>Note: Busses depart at 11:20 pm.</i>					

FACULTY/STAFF SUPERVISION OBSERVATION CYCLE – FACULTY SY 2019 - 2020

PROVISION AL-TP 3 Formal Observations (2 announced, 1 unannounced)		PROFESSIONAL GROWTH- TP Submit PGP by Nov. 15 th Mid-year Conferences YEAR 3 ONLY - 2 Announced Formal Observations			GS Employees
YEAR 1	YEAR 2	YEAR 1	YEAR 2	YEAR 3	YEAR to YEAR
	Davis, Danny	Angarita, Evoly	Brown, Michael	Binns, John	Fonseca, Susan
	Fields, Doug	Baldemor, Oscar	Burkert, Bryn	Bivens, Wilfred	Mancera, Lea
	Moore, Erin	Perera, Gaye	Canada, Patricia	Bolin, Scott	Noble, Josh
	Rosa, Lauren	Kemper, Katrina	Carlo, Phillip	Fulford, Daisy	Shaffer, Melissa
		Rodgers, Richard	Duarte, Manuel	Giustino, Teresa	Sterling, Elizabeth
		Russell, Catherine	Flavan-Brown, Margaret	Luper, Ebony	Ward, Kalila
		Schmiedel, Lyndsay	Fonseca, Francisco	Malley, Joe	
		Snyder, Guy	Isenberg, Bill	Pope, Michael	
			Jones, Mari	Rands, Jeremy	
			Middleton, Carmen	Sparks, John	
			Nash, Kayla	Wagner, Tim	
			Pigge, Charrylin	Watson, Valerie	
			Rodgers, Maria	Weiler, Jodi	
			Schubert, Janna	Wise, Sasha	
			Simmer, Michelle		
			Taylor, John		
			Tipton-Jones, Veronica		
			Wells, Aaron		

Absences – Long-term and Make-up Work (Students)

Students may make up assignments when they are absent. Teachers should provide the makeup work when the student returns to school.

This rule applies to a routine absence or for students receiving suspension per DoDEA policy. Arrangements for make-up work are to be made between teacher and student on the day of the student’s return. Students that will be absent for three or more days can request work from their teachers in advance. Teachers must be given 24-hour notice. In general, a student has the same number of days he/she was absent to complete the make-up work. This time frame can be extended if a student is returning from a serious illness.

A Day	B Day	A Day	B Day	A Day
Monday	Tuesday	Wednesday	Thursday	Friday
Student is present in class and receives assignments and homework		Student is absent		Any assignments that should have been turned in on Wednesday are due, and assignments missed from being absent should be picked up.
B Day	A Day	B Day	A Day	B Day
Monday	Tuesday	Wednesday	Thursday	Friday
	Assignments picked up on Friday are due			

Accidents/Injuries

Student: For minor injuries, administer First Aid. (Caution: remember to wear plastic gloves provided by the school nurse.) For older students, assist them in attending to themselves appropriately. Basic first aid supplies are provided to each classroom.

For more serious injuries, refer the child to the school nurse with the appropriate form completed. The teacher will be expected to complete an accident report with the nurse that day.

All head injuries should be sent to the nurse for screening and care.

For illnesses, students are routinely sent to the school nurse. Teachers, however, should have an initial discussion with students complaining of “headaches” and “stomachaches” to determine if there may be an environmental cause (no breakfast, class test, emotional upset, etc.) that could be handled in the class. While we want students to have appropriate care, lost instructional time for the student and an unnecessarily heavy caseload for the school nurse may result if teachers do not include a simple screening of student complaints in their classroom routine.

Staff: For minor injuries and illnesses, seek assistance from the school nurse. If an injury is sustained at the workplace that may need medical attention, it should be **promptly** reported to the supervisor and nurse within the first four (4) hours. A DoDDS accident report must be filled out and the supervisor will provide the employee with appropriate forms and information about Workman’s Compensation. Only

the supervisor may release the employee from the workplace to seek medical care. Offices of Workers Compensation Program (OWCP) requires physician's form to be completed within 48 hours after supervisor's oral authorization has been granted for medical treatment).

If the employee is uncertain initially about the seriousness of the injury, it is recommended that the notification to the supervisor, the school accident report, and the initial OWCP forms are taken as precautionary steps for future developments.

Animals and Pets

Per DoDEA Regulation 4800.1, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes in session), the animal or pet owner must first have **written approval from the principal**. Animals that could cause injury or harm to any person, WILL NOT be brought to school. The pet owner will provide a copy of the veterinarian certificate for the principal and school nurse prior to bringing the animal or pet into the school. A copy of this certificate must be kept in the classroom at all times and a copy retained by the school nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If one of your students has any animal allergies, please notify the School Nurse.

Announcements on Loud Speaker

Get clearance for any “all call” announcements from the principal before making any announcements to avoid disruptions to instruction.

Appraisal, Performance

The performance appraisal and the resulting rating are integrated parts of the DoDEA personnel management program. The performance appraisal process shall be used for improving performance to more efficiently accomplish the mission of DoDDS-Pacific. The performance appraisal results will be used to strengthen supervisor-employee relationships, improve individual performance by keeping employees aware of their supervisor's judgments on their work performance, recognize and reward those whose performance so warrants, and to help in the decision-making process for remedial or developmental training, reassignment, promotions, reduction-in-grade actions, retraining and removing employees.

All employees will receive a copy of their appraisal prior to the end of the school year. To support this evaluation, observations will be made by the administration. The formal visits will be followed with written comments on the observation and an opportunity for the teacher to discuss these comments if he/she desires. Teachers are encouraged to provide documentation of their performance for their evaluation file.

Arrival and Departure Time

Every teacher must arrive promptly at the start of the duty day, 7:10am. If you are unavoidably delayed, contact the office immediately. If the delay is long in duration, we may need to call a substitute or provide internal coverage. You may be charged leave for your late arrival. At the end of the duty day, teachers may leave the school site. Please note that on the “early release days,” the duty day is extended for an additional 30 minutes. This is referenced in the MLA.

Assemblies

Those covering the class during the time of a student assembly are required to go to the assembly and supervise the students. **Teachers must sit with their students and assist with supervision.** In the event that all teachers are required to attend the assembly, notice will be given.

Assessment and Student Evaluation

Within the first 5 days of the school year, the teacher's grading criteria is shared with students, parents, and the administrator. General grading information is as follows:

- Student report cards are issued two times a year. They are distributed each semester via postal

mail.

- Grades for a student transferring to a Japan school from another school district will be averaged with the current grade to determine the report card grade.
- The DoDEA grading scale is as follows:
 1. In grades four to twelve, the marking code is connected to a numerical scale as follows:
 - 90-100 = A
 - 80-89 = B
 - 70-79 = C
 - 60-69 = D
 - 59 - and below is Failing= (F)
 2. In grading English Language Learners (ELL), the classroom teacher and the ESOL teacher should collaborate in assigning grades. Do not mention that a student is enrolled as an ELL on the report card.
- Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F at the end of the quarterly marking period.
- Per the DoDEA policy, “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.”
- Report cards will NOT state that a student is enrolled in the following programs: SPED, ELL, Gifted, and 504.
- If a student’s grade(s) are a D or F at or after midterm, the classroom teacher must notify the parent/guardian of the drop in grades and discuss a plan for improvement.
- Gradespeed is the DoDEA adopted program for teachers’ to submit and post grades into the Student Information System. The grade scale in Gradespeed is as follows: A+=100 A=96 A-=92 B+=89 B=86 B-=82 C+=79 C=76 C-=72 D+=69.
- Timely and accurate reporting of student progress shall be accomplished using the approved DoDEA Gradebook (EGB) System. This is the mandatory program for all teachers of grades 4-12 in the Japan District. 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 students. The normal period of evaluation and posting of grades should be no longer than ten (10) calendar days from the date the assignment is collected, with reasonable exceptions for large projects, term papers, research projects, portfolios, etc.
- At a minimum, all teachers are required to record one meaningful grade per subject area per week in the Electronic Gradebook (EGB).

Incomplete Grades

- **Use of the Incomplete "I" Mark:** The grade of incomplete "I" may be given to a student when the student has not been able to complete the required assignments due to late entry, prolonged illness, or excessive approved absence from school. Guidance counselors and teachers should determine the length of time needed to complete the work in extenuating circumstances; however, the normal time limit is 2 weeks. If the work is not completed in the allotted time,

the "I" grade should be changed to a grade representing the value of the work accomplished in the course. The time allotted for completion should not normally extend beyond two weeks after the end of the quarter. The grade "I" will not be recorded on the permanent record card (transcript). In preliminary computations of the student's grade point average, the grade of incomplete is equivalent to zero grade points.

Failing Grade:

- DoDEA policy dictates that sponsors must be notified as early as possible, but no later than the eighth week of a grading period. This generally means that teachers should plan assignments so that the majority of work to be included in the grade will be completed in time to accurately judge a student's potential to pass the course.
- This will assist you and the student in many ways, some of which are:
- In case of illness, it gives the student the time to complete the work before the end of the marking period.
- If the paper is not done or done improperly, there is still time to notify the student and the parent as the effect on the grade if the problem is not corrected.
- If grading of projects and papers is completed early, adequate time is available for the teacher to calculate end-of-the-marking-period grades.
- Finally, an F may not be issued if parents have not been notified by the eighth week of a quarter.

Grading Major Projects or Papers

- Many teachers assign major projects or papers, which become a determining factor in the student's grades. Assigning projects or papers should be done with respect to due dates. All projects or papers that determine whether a student may pass or fail must have a completion date of at least one week before the end of the marking period for the following reasons:
- It gives the teacher time to grade this work without the end of the quarter/semester stress.
- In case of illness, it gives the student time to complete the work before the end of the marking period.
- If the paper is not done or done improperly, there is still time to notify the student and the parent as to the effect on the grade if the problem is not corrected.
- If grading of projects and papers is completed early, adequate time is available for the teacher to calculate end-of-the-marking-period grades.

Attendance

Anytime a student is not in class, the district and school is concerned. Any absence from class is detrimental to the student's educational experience.

Teachers must take attendance within the first 10 minutes of each period. Teachers are to use the attendance module of Aspen which transmit attendances to the *office automation clerk* in the main office. Teachers will submit the attendance manually when computers are down or when a sub is in the room.

Attendance and Tardiness - Student

Teachers maintain daily attendance as follows:

- Middle and High School – attendance is taken each period of the school day.

School attendance is important and in order to receive the best education, students need to be here! DoDEA has implemented a system-wide attendance policy for students throughout the world. This new policy is consistent with those found in many public schools throughout the United States. School attendance has been identified as a serious issue for children throughout the country and military children

are no exception.

The attendance policy (DoDEA Regulation 2095.01) provides specific guidance on attendance and identifies support services for students at-risk for not fulfilling the grade or course requirements.

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.

Highlights of the Policy

Academic penalties will not be imposed for excused absences.

- If the principal pre-approves extended absences, then a student educational monitoring plan shall be implemented to lessen the impact of a student missing school.
- Excused absences can include:
 - Personal illness.
 - Medical, dental, or mental health appointment.
 - Serious illness in the student's immediate family.
 - A death in the student's immediate family or of a relative.
 - Religious holiday.
 - Emergency conditions such as fire, flood, or storm.
 - Unique family circumstances warranting absence and coordinated with school administration.
 - College visits that cannot be scheduled on non-school days.
 - Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

The policy establishes a balance between the need for military families to spend time together following deployment, while emphasizing the importance of education. We have and will continue to be as flexible as possible in accommodating the precious time families have together but flexibilities and accommodations have limitations, especially when they have an impact on student performance and attendance at school.

Procedures for monitoring daily student attendance and communicating with families are established in this policy. Academic penalties will not be imposed for excused absences. Students at-risk will be monitored by the Student Support Team and school administration to include the identification of supports and interventions.

Appointments or Illness

Students will not be released from school on the basis of a telephone call. Students are not to be released from classes unless a call for dismissal has been made by the office. Parents **must** sign-out and sign-in their children when taking them to appointments and back to school. When students are sent home because of illness, they are to be accompanied by their parent(s) or authorized guardian/emergency contact.

Procedures for Absence Notification

Parents should notify the school as soon as possible of the intended absence, through either phone call or email.

Parents will be informed of unexcused absences. Students will be required to make up all missed school assignments. Parents are strongly encouraged to work closely with their child’s teachers to ensure all class assignments are completed in a timely manner.

Release of Students Policy

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

Tardy and Early Pick-Up

Calculation of Tardies

Regulation 2095.01 - Students will be identified present or absent, based upon the following criteria:

- Absent up to 25% of the school day = absent ¼ of the school day
- Absent between 26% to 50% of the school day = absent ½ of the schoolday
- Absent between 51% to 75% of the school day = absent ¾ of the schoolday
- Absent between 76% to 100% of the school day = absent full day

Students arriving at school after the instructional day begins are considered tardy. A student who is tardy should report to the office for a late slip before going to his/her classroom. A signed appointment slip from the dentist or doctor may be used in lieu of a note from parents. Parents should come in to the office to sign in their child; or a signed note is requested from parents.

Students who are tardy due to government transportation are excused and will not need to obtain a late slip from the office. A tardy not properly reported by the parent or guardian is unexcused unless circumstances warrant otherwise. Any student who is not in class when class starts will be marked tardy and tardy consequences will be carried out.

Total Tardies	Consequence
1-2	Teacher consequences and contacts parent/guardian
3	Office notifies student
4-5	Student is assigned a Lunch Detention
6-7	Student is assigned an After-School Detention
8-9	Student is assigned one Saturday School
10	Student is assigned one day of In-School Suspension

Tardies are cumulative from all classes over the quarter. The consequences for tardiness will start over at each quarter.

Excessive Absences

In order to comply with the DoDEA Attendance Policy, the Japan District has established guidelines for excessive absences and/or tardies. Our first priority is to work in partnership with parents to ensure

that our students are attending school. This is important to support student success in school. We have a list of procedures in place to support our families before we are required to notify the Command. These are the steps that the Principal will take when a student has excessive absences:

- Notify parents of excessive absenteeism. (7 absences or 5 tardies per semester)
- Hold a meeting with the parents.
- Convene a Student Support Team meeting.
- Develop an intervention plan.
- Request support for the military social services.
- Follow up to see if these interventions are effective.
- Contact the Command if the interventions are not working using the letter in the handbook.

Students with excessive unexcused absences and/or tardies will be referred to the Student Support Team (SST) and then to the Command if the problem is not resolved. A copy of the letter that will be sent to the Command is found on the following page.



Sample Absenteeism Violation Notification

Dear Installation Commander:

This letter is to inform you that there has been a continuing violation of DoDEA’s excessive absenteeism policy by one of our students, whose name is listed below. Therefore, I respectfully request that command issue a “Notice of Excessive Absences” letter to the student’s parent.

Name of student: _____

Number of Absences: _____

Name of Parent _____

Address: _____

The school has already taken the below set of actions to try to ensure attendance but without success.

Completed	Action	Date
	Informed parent of violation	
	Held meeting(s) with Parent	
	Informed parent of violation	
	Convened a Student Support Team	
	Developed an intervention plan	
	Requested support from social services	
	Reviewed subsequent attendance records and found continued absences	

(Place ✓ mark if action performed.)

Respectfully,

Principal

Attendance at School Activities

Per the MLA, teachers attend three evening activities per school year. The principal will determine how these activities are selected.

Attendance – Teacher Record Keeping Procedure (Electronic to main office)

Accuracy of recording student attendance is always of the utmost importance. We will record attendance and tardiness in the main office however; there may be occasions when teachers will be asked by parents to verify absences and tardiness. It is important that you document carefully. Middle and high school teachers take attendance each period.

Audio-Visual Materials

Videos are available from the Media Center. Feature film length movies will not generally be considered a justifiable use of students' instructional time. The use of commercial videotapes in the classroom requires caution. Only 'G' rated films may be shown without first clearing the viewing by an administrator. **Teacher must get administrator approval and view any movie prior to showing to students.**

Building Security

Ensuring the security of the school building and its property is a responsibility shared by all staff members. Classrooms and work areas should be locked during the day when the teacher will be away from them for any period of time (lunch, in other areas of the school, on study trips, and prior to departing from school). During the day, the teacher should leave a sign or note on the classroom door and inform the office as to the whereabouts of the class to assist visitors. The door should be locked.

All windows must be closed and locked at the end of the workday. Windows on the second floor should also be closed and locked, as accountable/expensive equipment and materials may be exposed to inclement weather via windows left open. Cabinets or other doors that secure accountable property should be locked when the staff member departs for the day.

Staff members should routinely check doors to insure they have self-locked when entering or departing the school outside of regular office hours Monday – Friday. Any staff member who sponsors an after-hours activity is responsible for securing the doors at the close of the event.

At no time should a staff member "loan out" his/her key to a community member/friend/student to use the school before/during/after school hours; rather, the requesting party is to complete a Facility Usage Request form (OUF), available in the school's main office, to access and use the school facility before/after school hours. The Administrative Officer (AO) is in charge of this program.

During the instructional day, all staff members must wear their staff ID badges to meet DoDEA school safety/security requirements; the staff ID also serves as a visible indicator to substitute teachers/parents/community members how to readily locate a staff member for assistance.

Certification

Educator License Renewal (Recertification)

All educators must be recertified every six years. The basic requirements for Recertification are:

Educators must complete six semester hours of undergraduate or graduate level course work taken at a U.S. regionally accredited educational institution **after** the date listed on current certificate.

- Effective January 1, 2006, up to three semester hours of course work taken during the final four months of a renewal cycle that are not needed for that cycle may be carried over to the next renewal cycle. Hours for a single course may not be split between two renewal cycles.

Educators must apply for Recertification, at least 12 months prior to the expiration date of their current certificate to avoid receiving a "Projected Notice of Deficiency (PNOD)."

Procedures for Recertification are

- Complete the worksheet for Certification/Recertification and check "B-Recertification."
- Scan a completed application and official transcripts signed as "true copy" by the building administrator, or scan and attach to your HQ Licensure Analyst by email.
- Follow with hard copy to:
DoD Education Activity, Human Resources Center-Licensure Unit,

Department of Defense Education Activity

4800 Mark Center Drive
Alexandria, VA 22350-1400

POC: Lauren Sugierski

Educator Licensure Analyst, Pacific Districts

DoDEA-HQ, Human Resources Center

Email: lauren.sugierski@hq.dodea.edu

Phone: (571) 372-0799

Additional Teaching Categories

Educators wishing to add a category(ies), specialty areas/skill sets or advanced placement (AP) courses to a current DoDEA certificate during a non-recertification year must:

- Consult "Teaching Categories and Requirements" on our web site at: www.dodea.edu/offices/hr/categories/ to determine eligibility-teaching categories.
- Consult "Specialty Areas / Skill Sets and Advanced Placement on our web site at www.dodea.edu/offices/hr/categories/ to determine eligibility for specialty areas/skill sets and advanced placement courses.
- Submit the worksheet for Certification/Recertification and check "A-Certification, Add Endorsements" or any other form of written communication, e.g., email or letter request.
- Attach updated official transcripts, signed as "true copy" by building administrator OR current and valid professional state certificate(s) issued after October 1, 2001.
- Underline or list supporting course work thought to meet the category requirements and FAX (703) 588-5379 or scan and attach to your HQ Licensure Analyst POC by email.
- Follow with hard copy to:

DoD Education Activity, Human Resources Center-Licensure Unit,

Department of Defense Education Activity

4800 Mark Center Drive

Alexandria, VA 22350-1400

<http://www.dodea.edu/Offices/HR/employment/categories/index.cfm>

Child Abuse (Suspected)

Staff members are legally responsible for notifying the appropriate authorities when they have

reasonable suspicion of child abuse or neglect. **We only report, we do not investigate.**

The **staff member** has the obligation to contact Military Police on Camp Zama @ 263-3002.

An administrator should be notified that the contact with Military Police has been made. If desired, the staff member may choose to make the call in the presence of the school nurse, a counselor or an administrator.

DoDEA Regulation (2050.9) defines child abuse/neglect as the following: Physical injury, sexual maltreatment, and emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened.

Any staff member who suspects a student has been abused should immediately report their suspicion directly to one of the administrators. A follow-up notification will be made to Military Police. In addition, each installation has other requirements that we must follow. The school administrator will assist in making the appropriate contacts.

For further clarification outside the DODEA regulation, "negligent treatment" means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so that to seriously endanger the physical health of the child (42 USC Sec. 13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.

- The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person.
- A "child" is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term "child" means a natural child, adopted child, stepchild, foster child, or ward.
- The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facilities (MTF) is authorized.

Our **primary** responsibility and concern must be for the safety and welfare of the child. The national mandate to prevent child abuse is so strong that school officials can be charged if they fail to report a suspected case of child abuse. Therefore, any and all suspected cases of child abuse/neglect **are to be reported** to the appropriate authorities.

Our ethical and mandated responsibilities in the DoDEA system require all staff members to report suspected cases to the appropriate school administrator and to the base or post Family Advocacy Program Manager and personnel defined by the military Command.

*Individual military branches and /or installations may have **additional** reporting requirements, processes, or procedures. These additional responsibilities do not however, relieve a DoDEA employee from their duty to report suspected abuse to their appropriate school administrator and their FAP. For additional information, please refer to DODEA Regulation 2050.9 found on the DoDEA website.

Educators and educational aides are mandated reporters for all cases of child abuse and neglect. Any staff member who suspects a student has been abused should immediately report their suspicion using the following procedures:

Procedures at Zama American Middle High School

- a. School Staff will report all cases of suspected child abuse as follows:
 1. School principal. (In the absence of the school principal/assistant principal, the staff

member will notify the superintendent or assistant superintendent)

2. Military Authorities/Family Advocacy Program Manager, per installation protocol.
- b. Principals will complete the DoDEA Child Abuse Form and forward it the following:
1. DODEA-PACIFIC CAR mailbox located on the Global Address List.
 2. Superintendent
 3. Assistant Superintendent
 4. Education Operations Manager

Child Abuse Reporting Protocol at Japan District Installations

Protocol in Reporting Suspected Child Abuse, Neglect, and Threatening Behaviors

Steps	Action to be taken	Phone #
Step # 1	DoDEA personnel who learn of suspected child abuse or neglect first hand must be the one to report the abuse or neglect to Military Police and their supervisor immediately.	DSN: 263-300 CELL: 046-407-3002
Step #2	Once you have notified the MP you must notify the principal of the suspected abuse or neglect and provide information needed for the Alleged Child Abuse Report. An Alleged Child Abuse Report must be completed and faxed to the Superintendent’s office for review within twenty-four hours of the report to MP. (Note: If your immediate supervisor is unavailable or suspected of the alleged abuse, report the suspected abuse to the next higher administrator. Suspected child abuse or neglect must be reported within twenty-four hours.)	
Student Threatens to Kill Self, Teacher, or Others	<ul style="list-style-type: none"> ● Contact the principal immediately. ● School Psych or Counselor conduct arisk assessment ● Principal will contact the parents immediately ● Principal will complete and submit a SIR to DODEA-PACIFIC SIR, Superintendent/Assistant Superintendent/ED OPS Manager ● Superintendent notifies Command for awareness 	PRINCIPAL: 263-3794 PSYCH: 263-5411
Reporting Institutional Abuse by an employee/on school site/ school trips	<ol style="list-style-type: none"> 1. Notify Principal and Military Police 2. Military Police will coordinate with FAP 3. Principal will notify the Superintendent immediately 4. Do not investigate the allegation. The installation will conduct the initial investigation. 5. Principal will contact parent immediately 6. Principal will submit CAR to DODEA-PACIFIC Superintendent/Assistant Superintendent/EDOPS Manager within 24 hours 7. Superintendent notifies Command, ASC Director, and HQ 	

Chain of Command

There is a definite chain of command in the DODEA-PACIFIC schools. Your chain of command for school problems is as follows: Teacher, Principal, Superintendent, and Director DoDEA-Pacific. The principal is your link in the chain. Even if the principal disagrees with the teacher, issues must be forwarded to the Superintendent or Director of DODEA-PACIFIC for review. Your principal is your immediate supervisor and has the responsibility of seeking assistance for those matters which cannot be resolved at the school level.

Child Find

DoDDS engages in an ongoing process to locate children from age 3-21 years that have handicapping conditions and need individual, appropriate, and specially designed instruction and programs. These are generally children who are not involved in a special program with the schools at the present time.

Screening is done to identify children who are:

- Autism Spectrum Disorder
- Deafness
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairment, Including Blindness
- Multiple Disabilities

The community is encouraged to participate in this program and to make referrals to the school to help provide each child with the kind of education s/he needs. If a possible handicap is suspected, parents are to contact the Case Study Chairperson, the PSCD teacher, and/or the Communication Impairment Specialist.

DoDDS assures that handicapped students have the same educational opportunities and services as non-handicapped children and an equal opportunity to participate in school activities.

Collaboration Periods

Whenever possible, the principal provides collaboration time for the teachers. The agency assigns duties during the collaboration period. Some of the collaboration time may be used for such things as team meetings, lesson planning, CSI activities, co-planning for inclusion, SST, and 504 meetings and other appropriate professional activities as determined by the principal.

Communication with Parents

It is important that teachers and administrators work together to keep parents and stakeholders informed of activities and happenings. Parents and teachers are, ideally, partners in the cooperative enterprise of assisting and giving students the opportunity to gain maximum possible benefit from the school experience

As you send information home to parents or other community members, **please make sure a copy of the**

information is given to an administrator before sending it out. This can be done through email or paper correspondence.

When using email to correspond with colleagues or the public, it is important that you use that medium properly. The sending of mass emails or messages for other than the specific or targeted intended audience can be misinterpreted. Appropriate use keeps resources (mail server storage and bandwidth) from being exhausted. Do remember that government computers may be monitored and that you agree to the terms of use each time you sign on.

Remember that student confidentiality and privacy are of the greatest importance. Privacy Act information must be closely guarded and shared with only those with a “need to know” such as the student’s teacher, counselor, administrator. Refrain from mentioning specific students and details pertinent to them in general conversations or in email sent out to teachers who do not have the “need to know.” This will protect the student’s privacy and guard against PII violations.

To insure the best possible parent-teacher relationships, teachers should:

1. Meet early in the year with the parents of your students.
2. Encourage the parents to schedule a time to visit the classroom, request a parent-teacher conference, and ask them to become involved in special projects and instructional activities.
3. Keep parents informed throughout the year concerning what your class is doing.
4. Invite parents to have conferences with you before your relationship with a particular student reaches a crisis point. The conference will be most productive when:
 - Parents and students are made aware in advance of your reason for requesting the conference.
 - Parents and students are given an opportunity to indicate concerns and questions they would like to discuss.
 - The students’ strengths are emphasized.
 - Weaknesses are discussed constructively, with an explanation being given as to what assistance you have given to help the student to overcome them.
 - Specific suggestions are made to parents regarding ways in which they can assist the students with what you are trying to accomplish.
 - The conference ends with positive and encouraging comments.

The majority of parents cooperate willingly and productively with faculty members. Most of them are sincerely concerned about their child’s progress in school. In those cases where this is not the case, the following guidelines or procedures should be followed:

- **When delivering negative or troubling information to parents, refrain from holding meetings with large groups of teachers present. This can intimidate parents and have a negative result.**
- In the event that continued difficulty is encountered in trying to arrange a conference with a parent, request assistance from the administration.
- All possible efforts should be made to prevent an on-going parent-teacher conference from becoming negative or hostile in tone. Should feelings become difficult to cope with despite efforts taken, suggest to parents that the conference be continued at another time. Reschedule the conference for a later date.
- Parents who approach a faculty member in anger should be dealt with calmly. However, you are not expected to take abuse and may ask an administrator to intervene at once. Do not hesitate to do this.

If an issue being discussed with a parent cannot be resolved, suggest arranging for a three- way conference to include an administrator. The teacher should take the initiative for arranging the conference

- to insure follow-up.
- The following procedure should be used when parents contact the principal with concerns regarding a faculty member:
- After determining the nature of the parents' concern, the question is asked, "Have you discussed this with the teacher concerned?" If not, the parent is advised to do so.
- If it subsequently becomes necessary to schedule a conference with the administrator, one is usually arranged with the parents. The faculty member involved is notified in order that he/she may be present when requested.
- Each case is handled on its own merit in terms of the student's welfare and best interest. Every possible effort will be made to resolve the issue in a manner, which is supportive to the student and the teacher.

Confidentiality and Privacy Rights

Under no circumstances should any school employee discuss the behavior, lack of academic progress, special problems or needs of any of our students or their families. Access to student records is limited to parents or guardians, individuals having written consent, and school officials who have been determined to have a legitimate educational purpose in examining the records. All requests to view student records must come through the principal. Neither verbal nor written information about a child should be given to non-school agencies without prior approval of the principal.

Contact with Outside Agencies

All faculty/staff members should inform an administrator prior to making any outside agency contacts regarding a student or school matter.

Continuous School Improvement (CSI) / District Accreditation

- Continuous School Improvement is an ongoing process that helps schools focus their efforts in support of their mission and goals and the DoDEA Community Strategic Plan. The CSI team, with the help and involvement of the faculty and all stakeholders, supports the implementation of the continuous school improvement plan (CSIP). The CSI team leads the faculty in self-analysis and reflection as preparation for the External Review process using the five AdvancED Standards for Quality, which occurs every five years.
- The primary aim of the School Improvement Process is to help the school community improve the instruction for all students and helping to increase student achievement. The CSI team serves as one of the faculty's main lines of communication about school improvement and meets with administration on a regular basis to lead in the collection and analysis of data, establish goals for student achievement, develop or re-visit the vision and purpose, revise and implement the improvement plan based on the data, and create an annual status report. The CSI team regularly communicates and receives feedback from their respective colleagues. School improvement includes all faculty and staff, as well as students, parents, and community stakeholders.
- Do keep in mind that even though there are team leaders for teacher input/communication, it does not prevent any faculty member from broaching any topic with the administration.

Controversial Subject Matter

Any subject that you are presenting in your class and that you feel might be of a controversial nature should be explained to the parents as a courtesy, so that they may have the option of keeping their children out of that particular class.

-

- Who will be presenting the topic,
- What the topic is, and
- When it will be presented

The administration is to be advised of controversial matters before notices are sent home and they are the final decision maker on how to proceed.

Copy Work

Teachers copy their own materials. **Please make sure these materials are school-related and that you conserve these limited resources.** It is strongly encouraged that you plan ahead, as copy machines do break down from time-to-time. Copy machines are to be used for class sets of materials. Do not use classroom printers for making class sets of handouts.

Crisis Intervention Procedures

The school has a Crisis Intervention Team composed of the school counselor, the school psychologist, Administrative Officer, School Liaison Officer (SLO), the school nurse, school administration and other staff volunteers. The team will meet quarterly or as needed.

The school principal will be notified when a suicide, sudden death or other traumatic event occurs. If the Crisis Intervention Team feels this event will have a significant adverse impact on the staff and/or student body, any or all of the following procedures may be initiated:

- If the event occurs outside of regular duty hours the Staff Emergency Recall Roster will be activated to explain the situation to all staff members and/or tell them about a before school special meeting.
- Principal will brief faculty on the situation via special memo, full staff meeting or other appropriate medium.
- If needed, a statement is prepared by the Crisis Intervention Team to be read to students in their class. No PA announcements or assembly would be used.
- School Crisis Intervention Team members are utilized to support staff and students. If outside resources are needed to help counsel teachers or students, they would come from the Zama Community Crisis Intervention Team (i.e., ACS, Chaplain's Office, Family Mental Health, or other Zama school Crisis Intervention Teams).
- Teachers are expected to be alert for anyone who needs help—quiet ones, ones who act out, others at risk. These stressful situations may push some students to display self-destructive behaviors.
- Faculty follow-ups will be conducted as needed. Several faculty meetings may be necessary to gather feedback and concerns and/or discuss issues relating to the crisis.
- The Crisis Intervention Team meets for debriefing and planning.

CURRICULUM: <http://www.dodea.edu/Pacific/offices/Education/Curriculum/index.cfm>

The DoDDS curriculum review cycle is set up so that every six years each of the curriculum areas is reviewed, and a new text and/or program is selected. Part of this process is the revision of curriculum standards. Teachers are expected to use current DoDEA curriculum standards as the primary guide to what students need to know and be able to do and what should be taught.

Teachers play a major part in this selection process through task forces, textbook review committees and piloting programs. Once the selection is made, the selected text/program is the authorized curriculum and each teacher is expected to use it. Use of old and outdated texts as supplemental

materials are not encouraged and may be done only with approval by the school principal.

Cumulative Folders

Every child will have a cumulative folder maintained for him/her throughout his/her period of enrollment. This official school record shall consist of the following items (as applicable):

Cumulative folders will be maintained in the school office. Access to the file is on a “need to know” basis for teachers who work directly with that student. This requirement is based on the Privacy Act (PII). These folders contain pertinent information about a student’s school history and should be reviewed carefully by the classroom teacher. The cumulative folder is NOT a portfolio to collect samples of student work. This folder should ONLY contain specific educational materials.

No Special Education records will be maintained in the student’s cumulative folder due to confidentiality reasons. Examples of special education records would be, but not limited to IEP pages, confidential testing results or reports, special education progress reports or report cards indicating placement or grades for modifications.

Cumulative records that are maintained in the office can be checked out as needed through the school office. Please see the school registrar/secretary before removing any records from the school office.

This is what is placed in the cumulative file:

- Ensure all report cards reflect promotion or retention as appropriate.
- Retain the final year-end report card for each school year current and past.
- Ensure all signatures are recorded.
- Place current Registration Form 600 data sheet in cumulative folder.
- Year-end Data Tracker, SRIReport, and Terra Nova Profile Score Sheet filed in cumulative as well as TN score strip (grades 3-8) attached to inside of the back of the cumulative folder.

- **(Special Placement) Ensure cumulative folders are purged of documents that identify the students as receiving special education services. No references to special education can be in cumulative folders. We maintain a special folder for the IEP documentation.**
- Students receiving special education services should have the notice of additional records form as the FIRST page in their cumulative folder. **(We no longer use a red sheet).** “Additional files are located in a separate place”.
- Purge files of all worksheets/work samples over 2 years old
- Place student’s SPED/IEP file in a separate location from cumulative folder for the CSCCase Manager. (Location determined by principal)
- Placement of Gifted Files //Blue Cards filed in Cumulative folder
- Placement of English Language Learner Files//Las Links testing stickers affixed to cumulative folder (Notes on Grading ESL Students: a) ESL and Classroom teachers collaborate on grades; b) No failures based on lack of English skills; c) ESL should not be indicated on report cards, but statements about grades adjusted to accommodate individual needs is OK.
- SST Files –with CSC Chair or with counselor or as directed by principal

Custodians

Custodians are a vital part of our school. Your cooperation with them is important. If you have concerns regarding the cleanliness of the school environment or other issues related to the custodians, please contact the office. Your concerns should be submitted in writing if something needs to be cleaned or repaired in your room or is not being done. Custodians have a cleaning matrix that should be followed. They have been trained in the proper disposal of bodily fluids in cases of accidents or illness.

Discipline and Behavior Management

The complete DoDEA Discipline Regulation 2051.1 may be found online at

<https://www.dodea.edu/Offices/PolicyAndLegislation/upload/AI2510-01.pdf>

The primary objective of school discipline is to maintain a safe and orderly environment that positively affects academic achievement. Discipline provides an opportunity for students to understand that inappropriate behavior results in appropriate consequences. These consequences are designed to keep the students academically involved. Exclusion from learning opportunities is a final disciplinary option. We believe it is imperative to provide students with feedback for their disruptive behavior and allow for planning to avoid future incidents of behavior.

The school philosophy remains that the teacher is responsible for discipline in the classroom. The focus in the area of student discipline at all levels should always be teaching appropriate behavior and promoting self-discipline. The lowering of a student's grade shall not be used as punishment. Students' grades must reflect achievement in the academic area, not the appropriateness of their behavior. Students shall not be assigned additional academic work as a consequence for inappropriate behavior, nor shall they be excluded from any part of the school program unless permission is granted from the principal.

Acts of misconduct should, if a first offense, be dealt with through admonition and counseling between the student and teacher on an individual basis. If the inappropriate behavior continues, the parents will be informed and their assistance sought. This may be done through a conference and/or other school resources, such as the school counselor. Should the disruptive behavior continue following the involvement of the parents, the assistance of the principal will be sought. Every student that is referred to the office will have a completed referral form.

The principal may suspend a student based on the seriousness and frequency of the problem. If a student is placed in "In-School Suspension" where space permits, the teacher will provide ample assignments so that the child is able to remain engaged in learning throughout the day. No child should be academically penalized because he/she was placed in "In-School Suspension/Out-School Suspension". Corporal punishment is not an option and will not be administered.

- **Detention:** If it is necessary to detain a student after school for disciplinary purposes, parent contact must be made and a 24-hour notice will be given so that they may arrange transportation and know the whereabouts of their child. Therefore, the teacher will either phone the parents or send home a slip, which explains the date(s) and time(s) that detention will be served. As much as possible, students should remain in the learning environment; therefore, it will be our first choice when possible to use detention as a means of encouraging corrective action.
- **In-School Suspension (Saturday Detention):** With more serious violations, the principal may assign "in-school suspension. This will depend on the **availability of a supervised space** within the school.
- **Home Suspension:** This is the traditional form of suspension where the student is sent home in

the care of his/her sponsors should they be unwilling or unable to participate in the In-School Suspension. A home suspension is an excused absence. During the time the student is suspended, he/she may not be present at school or attend any school-sponsored activities. Student work may be made up and graded.

Discipline and Safety

The DoDEA code of conduct has been developed for all students attending the Department of Defense Schools. Please review this information, which can be found in its complete format on the DoDEA website www.dodea.edu in the DoDEA Regulations section in the 2000's-Education section 2051.1. The major section of this document can be found in the Parent/Student Handbook.

1. Dress Code: Students must be attired in a tasteful manner. Clothing must fit and be worn properly. Hats and headbands are not allowed. Any article of clothing that has an alcohol, tobacco or inappropriate advertisement should not be worn. If a student is inappropriately, the school will contact the parent. If a dress code is in place, the students are expected to follow it. See student handbook, page 29.

2. Dangerous Items: Students will not bring the following articles to school. The principal must be notified immediately if any of the following items are brought to school:

- Knives, weapons or other dangerous instruments
- Matches or cigarette lighters
- Tobacco in any form
- Fireworks
- Drugs or alcohol
- pornography

Items listed below should be discussed with the principal in advance prior to students bring them to school:

- Cards or dice
- Electronic games
- Toys
- Hard balls (baseballs, softballs, golf balls)

Discipline-DoDEA Regulation 2051.1 details:

The disciplinary rules and procedures applicable for students are specifically set out in DoDEA Regulation 2051.1. Students who are accused of a violation of school rules will be provided due process.

Consequences of Conduct Violations and Penalties: Student discipline should be administered **progressively**, with less severe punishment for the first infraction and with increases in punishment for each subsequent offense. However, school personnel, consistent with the powers and authority delegated to them, have the authority to take more serious administrative action if such action is warranted by the nature of the misconduct.

Discipline for Minor or First Offenses: A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat of danger to self or others, through the use of written or oral corrections or notice to parents, appropriate behavior management techniques/strategies, teacher/student/parent conferences, suspension of school or extracurricular privileges, and by any other teacher intervention deemed by the teacher or school administrator to be appropriate. Minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor corrective consequences may be appropriate include, but are not

limited to tardiness, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language, and disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. More serious disciplinary actions may be imposed when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence. **While grading schoolwork performance or non-performance is appropriate, grade (score) reduction, as a disciplinary action is not an appropriate means of discipline.**

Grounds for Removal: A Principal may remove a student from school for up to 10 school days, or recommend the long-term removal of a student (i.e. suspension in excess of 10 school days or expulsion). Disciplinary actions involving a removal from the school for more than 10 days require an opportunity for a hearing before a school disciplinary committee and a decision on the proposed disciplinary action by the District Superintendent. Specific grounds for short or long-term removal include and not limited to:

- Cause, threaten or attempt to cause physical injury to another person
- Possess, sell or otherwise furnish any firearm, knife, explosive, incendiary device or other dangerous weapon (1-year expulsion required for firearm)
- Possess, use or distribute, or attempt such, of alcoholic beverages
- Possess or use tobacco or tobacco products
- Possess, use or distribute any illegal/controlled substance, or attempt such offenses
- Unlawfully possess, offer, arrange or negotiate to sell any drug paraphernalia
- Robbery or extortion, or attempt such offenses
- Damage or vandalism to school, U.S. Government, contractor or private property
- Steal, wrongfully appropriate (or attempting such offenses), or knowingly receiving stolen property of the school, U.S., contractor or private individual
- Commit any lewd, indecent or obscene act, or engage in profanity or vulgarity
- Disrupt school activities or otherwise defy the valid authority of school personnel engaged in the performance of their duties (includes, disorderly conduct, lying, school honor code violations, making false statements, etc.)
- Failure to leave the school, school grounds or school bus when directed by school official
- Engage in gambling in any form
- Fighting or otherwise engaging in conduct endangering others
- Bullying, intimidating, taunting, hazing, name-calling, or harassment
- Unauthorized use of a portable communications device
- Arson, making a bomb threat, or falsely reporting a fire or bomb threat
- Forgery, cheating or plagiarism
- Possession or use of fireworks or other explosive devices
- Repeated or flagrant violations of attendance regulations or policies (i.e., truancy)
- Violate terms and conditions of the DoDEA Student Computer and Internet Access Agreement; damage or disrupt information technology; use a computer or communications device to send threatening, harassing or indecent messages, or download obscene or pornographic materials
- Violate any law, rule, regulation, or policy of the military installation or school
- Fail to report or otherwise be complicit in the above-described acts

The purpose of the discipline plan is to provide an environment, which nurtures each student's potential for learning and to foster interpersonal relationships. Most discipline problems can be handled through the use of each teacher's behavior management plan. It is practical to recognize that the school-wide plan enables the staff to follow the methods consistently at all levels.

School Discipline Procedures

Every attempt to handle discipline should be exhausted prior to sending a student to the office. If you need administrative support, please contact the principal. If the administrator is unable to be reached, contact the office. The office will locate the principal for assistance.

School level detentions, in-school suspensions, and suspensions, will be assigned by an administrator.

Dress Code

Staff must always be attired as professionals. Although there is not a specific dress code for staff members, there is an expectation for appropriate dress. Appearance can make a positive impression on parents, students, colleagues, and visitors. Staff is expected to present a clean, neat appearance with clothing appropriate to the nature of their duties.

Dropping/Adding Courses - Secondary

Any schedule change request(s) to add or drop a class must be submitted during the **first 10 school days of the semester** and will be considered for these valid and legitimate reasons:

- The student is a senior and the class is needed to meet graduation requirements.
- The student is in a class for which he or she has already earned credit.
- The student has been advised by a teacher to be in an alternate class.

Under unique and unusual circumstances, schedule changes AFTER the first 10 days of the semester:

- ♦ Change must be administrator and counselor initiated.
- ♦ The initials of the dropping/adding teachers are required on the Drop/Add Form.
- ♦ Students will be responsible for content already covered in the added class.

Note: A signed change request does not guarantee that a change will occur. No schedule change is official until all textbooks are accounted for and the guidance counselor has issued a new printed schedule.

Duty Hours

The school workday for staff personnel shall commence not more than twenty (20) minutes before and terminate not more than thirty (30) minutes after the instructional day. **The duty school day will go from 7:10am-3:00pm.** All staff personnel are credited with eight hours of work for each duty day.

Faculty members are expected to arrive at work in a timely manner. If you have difficulty getting to work on time, notify administration of your tardiness. Faculty members, who have difficulty getting to work on time and have not notified administration of their situation, will receive counseling from administration. Repeat offenses by the same individual will be handled on a case by case basis.

Staff personnel are expected to remain at school during the duty day. If an employee has to leave campus, he/she shall every effort should be made to take care of personal business outside of the duty day. Official meetings, called in support of the school's mission, may extend beyond the normal departure time for staff personnel; attendance is required until completion of the meeting.

End of School Year Checklist

An End of the School Year Checklist will be distributed to all faculty members during May. All items on the clearance sheet need to be completed before you can be cleared by the Principal/Assistant Principal.

The last day(s) of school are very hectic for the office staff and unless you have direct business in the office pertaining to the End of the School Year Checklist you are asked to not loiter in the main office.

Eligibility Rules for Interscholastic Athletic Competitions

School administrators, athletic directors, and coaches shall ensure that the eligibility rules are observed in all DoDDS interscholastic athletic competitions in accordance with in DoDEA Manual 2740.1 and the PAIAP Manual (Please see Athletic Director or the Administrative Office for a copy).

Email

When emailing to a group (parents, etc.), please blind copy email addresses. Parents may not want others to know their email address.

Emergency Procedures

Fire Drill Procedures/Bomb Threat Procedures

All teachers have been given a copy of the building instructions for fire drills/bomb threats. Each classroom has been provided with directions for the evacuation of the building. Be sure that your students are informed of these directions. An exit plan must be in place for each classroom.

In the event of a fire drill, teachers should close all windows, turn off lights and close the classroom door as they leave. In a bomb threat situation, students and staff should exit the building immediately, in an orderly manner. All students and staff must evacuate the building when the fire alarm rings! Everyone must move at least 300 feet for a fire drill and 1,000 feet away from the building during a bomb threat. The only exception to this is if you are notified beforehand that the alarm will sound and you are to disregard it or are given alternate directions.

Bomb Threat Plan

The person receiving the call should:

- Remain calm and courteous,
- Notify supervisor/co-worker, if possible,
- Ask questions about the bomb,
- Listen for identifying noises,
- Signal a co-worker to call the Security Services (provide # here),
- Do not hang up the telephone as it may be possible to trace the call,
- Prepare Bomb Threat Report Form.
- The person who received the call should, once the call is terminated, immediately notify the principal or designee.
- The principal or his/her designee should immediately call the Security Services.

DO NOT USE ANY MOBILE COMMUNICATIONS DEVICES, PERSONAL OR SCHOOL ISSUED. CUT OFF ALL CELL PHONES IMMEDIATELY.

- If there is any indication of imminent danger, evacuate immediately. Staff will be notified by the principal/designee.
- If a decision is made to evacuate, standard fire drill procedures will be followed. Be sure occupants are evacuated to a safe distance away from the building.
- If a suspicious parcel is observed, **DO NOT TOUCH IT OR ALLOW ANYONE ELSE TO TOUCH IT.** Evacuate immediately, and call 911.
- Occupants should return to the building only when directed by the Security Services or the principal/designee.
- The principal/designee will notify the Superintendent's office of the situation.

Hostage Procedures/Shelter in Place

In the event of a hostage situation, and if possible, a PA announcement will also be made. The following steps should be taken:

- Notify the principal/designee.
- The principal/designee should immediately contact 911.
- The principal/designee should immediately contact the Superintendents' office.
- Document all decisions made and all actions taken, noting time of action or decision.
- Avoid confrontation with the intruder before Security Services arrive.
- The principal/designee should make the following announcement over the intercom. ***"Everyone, this is a lock down. Please lock down now."*** Upon hearing this announcement, teachers should not allow students to leave the classroom and should direct them to be seated on the floor next to an interior wall away from windows and doors. Students should only be allowed to leave the classroom when the all clear is given or when directed to move to another location by Security Services.
- Cover the window in the door and close the blinds if available.
- The principal or designee should follow the school's Crisis Intervention Plan.
- Designate school personnel to monitor hallways and other areas of the building and to direct students to a safe area until Security Services arrive.
- Teachers must take an accurate count of their students.
- A list should be made of those being held hostage.
- The principal/designee should assign a staff member (Response Team Checklist) to liaison with Security Services.
- The principal/designee would plan how to inform the families of students and school personnel that are directly affected.
- The principal/designee should instruct office staff as to appropriate information to give to any in-coming calls. If no instructions are provided, the response should be "Please contact the Japan District Superintendent's Office at 225-3940." Make no other comment.
- All media contacts should be referred to Japan District Superintendent's Office at 225-3940.
- The principal/designee should notify the School Response Team (SRT) to activate an intervention plan for other students and school personnel, if needed. The SRT Team Leader should contact the school psychologist or the lead psychologist for backup, if needed.

Crisis Information Webpage

DoDEA has established a Crisis Information Web page to help families, educators, and community members understand how to best meet the needs of DoDEA students, staff, and community members in the event of a crisis. The website provides current information for families and educators about school crisis management policies and procedures, and makes available useful resources to help children and adults cope with the stress and anxiety associated with traumatic incidents. This web page can be found at <http://www.dodea.edu/crisis/>.

Emergency Evacuation

In accordance with our antiterrorism/force protection plan, the school will be evacuated unless otherwise determined by the command and our district office. In cases where the school has to evacuate the premises due to any safety concerns, the students and staff will evacuate to designated locations away from the threat. If we have to leave the school area and/or send students home, we will follow the Crisis Plan. If information is received from our district office or from the Command Post to send students home, the school will then release the student(s) to the parent/guardian provided proper

identification has been presented. We appreciate your cooperation during times such as these. **Again, it is imperative that the school has updated contact information in case of any type of emergency.** Please contact the school office to ensure all contact numbers are updated and current.

Emergency School Closure

Emergency school closure occurs when unforeseen circumstances such as broken water pipes, flooding, loss of power, severe weather, etc., warrant closure to be initiated during non-school hours. The decision to close the school is made through input from the administrators, our superintendent, and the Commander. An announcement of the closure will be broadcast on TV and/or radio, One Call, and through the base command units.

Cancellation of School While in Session: There are situations in which school may be canceled during school hours. Once again, this decision is made by the individuals stated above. Once the decision has been made to release students, staff members will alert all classrooms. Students who ride the bus will be released to board the bus at a set time. For those students who walk, ride a bike, or are picked up, they may be released once their parent/guardian has been contacted and agree with that process. If we are unable to reach a student's parent/guardian by the time teachers are released, the teacher will bring them to the office and the office staff will assist in contacting the parent. For these emergencies, ***STUDENTS ARE NOT PERMITTED TO LEAVE SCHOOL GROUNDS WITHOUT THEIR PARENT/GUARDIAN BEING NOTIFIED.*** As stated before, please **ensure all contact numbers are updated at all times** with both your child's teacher and the school office.

Fire Drill Evacuation Plan

A fire evacuation plan is posted in each classroom. All students receive specific instruction and participate in the scheduled fire evacuation drills.

Follow the rules listed below for evacuating the building for a fire:

- Fire drills will be conducted by the installation's fire department monthly except during August. Four drills will be conducted that month. Drills are unannounced.
- Teachers will ensure that all classroom doors are closed and that no students are left in classrooms or restrooms when evacuating building.
- Upon sounding of the fire alarm, students will be evacuated from the building by the most expeditious route (posted in each classroom) and marched to a pre-designated area.
- Students will walk at a fast pace from the building. There should be no running, playing, or talking during the evacuation.
- All teachers will have a designated spot. Teachers on planning should stand in their designated spot.
- Teachers must ensure that all students are present. Designees are assigned to collect counts of present and absent students to deliver to the secretary.
- To avoid the possibility of an accident, strict discipline and close supervision must be maintained by the teacher during each building evacuation.
- Evacuation procedures for any student with significant disabilities or impairments must be provided as appropriate.
- Teachers should, if possible, have an alternate exit route planned.
- All teachers should conduct a brief program on fire safety and appropriate exits for all students

by the end of the first week of school.

- In the event of a drill during outdoor physical education classes or lunch, go directly to gathering area for fire drills. **DO NOT** take students back into the building for any reason, until the all clear signal is given.

When the building is evacuated, the fire marshal and/or principal should make a quick check to insure all areas area is vacated. **Teachers should always take class rosters with them.** Teachers should give the classroom count to the designated personnel.

Fire Alarm Pull Switches

If a student intentionally pulls a fire alarm switch without a legitimate reason, they are subject to a probable suspension from school. The student will be reported to the military Fire Department and parents will be notified immediately. Pulling of the switches will not be tolerated and disciplinary action will be taken.

Typhoon Procedure

- (1) The closure of school decision will be made by the base commander and coordinated with the school administration and the student transportation organization.
- (2) If the typhoon condition during student bus transit changes to closure of the school, school personnel will meet arriving buses and turn them around to return students home.
- (3) Students will not be released until a school administrator announces such action.
- (4) Faculty must stay with students until they have been released to their parents/guardians or until military authorities have evacuated them.
- (5) Loose articles outside the building will be secured.
- (6) All materials subject to water damage will be raised off the floor, when possible.
- (7) All electrical equipment will be turned off.
- (8) All electrical equipment located close to a window will be covered with plastic to prevent water damage.
- (9) The use of telephones is restricted to use for emergencies.

Tropical Cyclone Procedure

Tropical Cyclone Conditions of Readiness, or TCCOR, is the system that is used by the United States Armed Forces in Japan to help prepare for destructive weather from a Tropical Cyclone, or Typhoon.

Here is a brief description of each TCCOR (1 through 5).

TCCOR 5: Lowest stage. Indicates a possible threat of destructive winds will occur in 96 hours.

TCCOR 4: Destructive winds will occur in 72 hours.

TCCOR 3: Destructive Winds are possible within 48 hours.

TCCOR 2: Destructive winds are anticipated in 24 hours.

TCCOR 1: Destructive winds are anticipated within 12 hours.

Severe Weather

The hurricane/cyclone season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions.

School will be dismissed when the Post Commander deems it a necessity. Updated information is regularly broadcast on local TV channels and/or local radio stations. **Upon notification, teachers should review procedures with students and continue with classroom procedures.**

Severe Weather Warning – General Procedures

- This indicates the presence of severe weather in the area – thunderstorms, high winds.
- Teachers are to relocate all students to inside corridors or designated areas.
- During the warning, students should face the inside wall away from windows in a kneeling position.
- Students remain quiet and orderly.
- If a severe weather warning is issued at the end of the day, students should be held in the classroom or other designated areas until advised by an administrator to release them or they are picked up by parents.
- During severe weather warnings, all school personnel shall provide assistance to classroom teachers in the overall supervision of students.
- In the event of a power outage, area fire marshals will keep you informed of procedures, announcements, etc.

Please post all emergency evacuation plans in your substitute folder and at the exit in each classroom.

Employees' Children

Children of employees should not be brought to the workplace on staff workdays. Please make arrangements for your own children to be supervised in another manner during duty hours.

Extra Duty Contracts (EDCs)

In accordance with DS Regulation 5550.9 extra duty activities are to be accomplished by educators and specialists outside of the normal duty day. Under no circumstances will an employee be paid for extra duty compensation for work performed during an employee's scheduled duty day.

EDC opportunities are advertised among all schools in the District. Extra Duty Compensation positions are available each year for fulfilling responsibilities beyond regular job description duties.

These positions will be determined early in the school year. At that time, the duties for the jobs will be announced. All teachers will have an equal chance to apply. Teachers will need to complete and EDC Form DS Regulation 5500 Application (Appendix 17) and return NLT than the time that is set forth in emails from the principal. The principal will make the final determination as to who receives the available positions. Payment for these activities is based upon a specified number of hours worked, and occurs as a lump sum payment at the end of the school year or the completion of the activity, whichever occurs first. Please note that these paid positions are not limited to the examples given.

The administration encourages suggestions for any reasonable/creative new programs staff members wish to submit. Elementary teachers and substitutes are eligible to act as sponsors/coaches of Middle and High School activities. Upon completion of your EDC you are required to submit a (1) signed EDC timesheet (Appendix 18), an (2) After Action Report (for any EDC that has Far East Activities, student recognition is required) and (3) inventory is applicable to your particular EDC.

Once all documents are submitted to the secretary, he/she will compile the documents for signature and forward to the budgeting office. Staff members who have a hobby, interest, or willingness to sponsor an activity may submit an application with a proposal for an extra duty commitment. If selected, club information must be drafted, reviewed by the principal and then decimated to

students/parents. It is the expectation new students entering throughout the year can join a club as applicable.

Evidence of Planning

DoDEA teachers are required to teach the adopted DoDEA Standards. Per the DODEA-PACIFIC Performance Appraisal Form, lessons will be prepared based on these “curricular objectives.” In developing instructional plans, teachers need to be cognizant of the following elements:

- Instructional units are aligned to the standards.
- Effective planning for proficiency, pacing, and transitions.
- Selection of learning strategies to ensure active engagement of students.
- Strategies selected are age appropriate.

*Evidence of planning will be submitted quarterly to the principal for review. Teachers prepare, as directed, written lesson plans. The content of the Lesson Plan will include at a minimum the following: objective (DoDEA Standards); Activity (Strategy); Evaluation (Student Assessment).

Faculty/Staff Lounge

The staff lounge in building 906 is off limits to all students and non-employees. Please do your part to keep the lounge clean and free of debris.

Field/Study Trips

It is DoDDS policy to enrich school curriculum for all students, by taking advantage of the cultural, historical, and natural geographical attractions of the host nation.

All school trips must be related to and augment the school’s curricular goals and objectives, relate directly to skills and concepts taught, and broaden and enrich the scope of a student’s education and interests. The worth of every school trip must be weighed in relation to the impact such trip participation has upon both a students and the school’s regular educational programs. Both preparation for and follow-up lessons for study trips should be planned. Trips for certain purposes, e.g., visits to amusement park or circus, picnics, casual activities, such as an afternoon swim, ice skating, skiing, etc., **are not authorized study trips and shall not be charged to DoDDS funds**.

All transportation (DoDEA-PAC), and trip expenses (entry fees, parking fees), will be borne solely by the participants. The cost to students will not be increased in any manner to cover sponsor or chaperone expenses. Staff members are not in a travel status nor are they authorized reimbursement of any expenses.

Guidelines:

1. Approval

Before any information is given to parents, all trip requests for DoDEA sanctioned/sponsored trips will be requested for approval (School Field Trip Request Form) by the school principal at least 4 weeks in advance. This also includes alternate learning locations. A trip is to complement and supplement the curricular unit content, scope and sequence. For optimum educational benefit, curricular trips should take place as an integral part of the curriculum unit under study. This may, depending on the unit and school trip objectives, be at the beginning, during, or nearing the end of the unit.

- The teacher-sponsors will include a description of the trip, curriculum standards addressed, its goals, tentative schedules and costs to the participants other than

- transportation.
- Decisions of the principal will be based on a trip's educational value, appropriateness, availability of funds, and adequacy of student supervision.
 - The principal will elevate requests for approval for all overnight and out of country trips to district superintendents.
 - Once approved, transportation request must be submitted at least 4 weeks in advance.

2. Trip Information

Once trip approval is received, teacher-sponsors must give the following information, where applicable, to participants, parents, and the principal:

- Trip purpose.
- Trip destination, contact addresses and telephone numbers.
- Detailed trip itinerary, including eating arrangements, if applicable.
- Trip costs to be borne by participants.
- Dates and times and locations of departures and returns.
- Materials, equipment, or supplies that must be taken, including appropriate clothing
- Arrangements in case of inclement weather.
- A statement that school rules apply while on the study trip and students are responsible for their behavior.
- School dress code must be adhered to.

In return, teacher-sponsors must receive the following information from participants and parents:

- A parent permission statement which includes full name of student and full name of parents. A separate permission statement is required for each trip. Although a trip permission form issued at the beginning of the year covers all trips, parents must still be informed.

7 days prior to the day of the trip, teacher-sponsors must provide the main office:

- List of trip participants, teacher-sponsors, and parent chaperones.
- List of which students are on which bus, and chaperone for each bus.
- Carry School cell phone for study trips.
- Copies of all information sheets given to participants and parents. Parent-signed permission forms are maintained by the classroom teacher/sponsoring staff member.
- Inform cafeteria of student participants.

On the day of the trip teacher-sponsors must carry with them:

- List of trip participants, teacher-sponsors, and parent chaperones.
- School phone numbers and cell phones (available from the main office).
- Parent contact information with full student and parent names, both duty and home phone numbers and emergency contact numbers.
- Any medication to be dispensed to students during the course of the study trip (available from the Health Office).

3. Participation

School trips shall be open to the widest possible student participation based on the purpose and goals of the trip. If a trip is designed for a specific group, only those children may participate. The transportation bus drivers are not responsible for parents following the bus. No privately owned vehicles (POV) should ever be parked in the bus loading zone.

Teacher-sponsor participation (both US and local national) must be voluntary. Administrative leave will not be granted to DoDEA employees to participate in community sponsored trips, e. h. PTO. Parents of students, who in the past have demonstrated unsafe behaviors on study trips, may be asked to accompany the student as a criterion for the child's participation. If this is not possible and all other reasonable alternatives have been exhausted, the principal may approve nonparticipation for the student in the trip.

The teacher sponsoring a trip will be responsible for arranging an appropriate in-school educational experience for students who do not participate in the study trip. Students who are not able to participate in a study trip will not be penalized for nonparticipation. However, the teacher must coordinate alternative classroom setting for any child remaining at school. The office staff must be notified where the child is placed.

4. Transportation

One-day trips should be directed primarily to locations within the school's local area. Only under exceptional circumstances should trips be authorized to locations more than 100 kilometers from the school. Study trips should be scheduled within the normal school day so that participating students may use the scheduled school commuting bus services to and from school. To provide adequate time during study trips for visits or tours, the recommended rule of thumb is that total travel time (round trip) should not exceed the "time on site".

Transportation of students will be by government-arranged vehicles or by public transportation. **Participating students should ride to and from the designated trip site in the government-arranged vehicle/public transportation.**

Due to liability and safety reasons, staff members should not transport students in privately owned vehicles (POV), on a study trip.

The teacher-sponsor, with the assistance of the other chaperones, is responsible for the care of the students during the entire time that they are away from the school. Of paramount importance is continual concern for and attention to the health and safety of the students. A measure of independent and responsible behavior is expected of all study trip participants. The teacher-sponsor should address breaches of this expected standard of behavior as soon as possible and in some cases, report the breach of behavior to the school administrator.

Teacher-sponsor is responsible for informing accompanying adults of their responsibilities and limitations. They are expected to clearly communicate chaperone expectations *prior* to departure on the study trip. The following tips are provided as a model for teacher-sponsors to add to or modify:

- Students must remain with the chaperone at all times.

- Students may not buy anything that is or resembles a weapon. No pocketknives, swords, etc.
- Please monitor the children closely and be alert to hazards such as running, crossing busy streets, or wandering off.
- No one may smoke in front of a student, nor may any alcoholic beverages be consumed. This is a government regulation.
- Do not buy other children candy, ice cream, etc. They may be allergic or diabetic.
- If small groups are allowed to move about independently, be sure that you know where and when to meet for the return trip.
- In case of emergency, the school number is 267-6112 or 0428-69-6112.
- In the event that you and your group become separated, call the school. We will be in touch by cell phone with the teacher-sponsor.
- Keep in mind that we want to observe host nation customs, keep a low profile, and ensure that the image of Americans we project is a positive one.

Special care must be taken to ensure host nation customs and manners are observed and that the image of Americans in the host nation environment is positive. Trips shall not be planned to areas where the security of the group cannot be reasonably assured. During times of increased security, the final decision to carry out or cancel a trip shall be made by the local community commander.

The number of chaperones should be commensurate with the purposes and goals of the trip. A minimum of two adults should accompany each study trip.

The teacher-sponsor is responsible for notifying the principal of an emergency as soon as possible. If local police or authorities are involved, assistance shall be requested from the local US military commander or from the nearest US embassy or consular office. If a vehicle accident occurs, call local police, then the school. If a physical accident occurs with a child/adult, call 119 for an ambulance.

When trip planning, special effort must be made to keep costs to the individual student to a minimum. No student will be kept from participating in a trip because s/he does not have money for entrance fees and similar “mandatory” costs. Participating students will pay for all appropriate costs based on exact cost of their items or service. Student costs will not be prorated in any manner to cover sponsor or chaperone expenses. Through the cooperation of the Parent –Teacher Organization and/or trip sponsors/grade level teams planning and sponsoring fund-raising campaigns to deter the cost of the trip, provisions can be made so that trip fees are nominal for participating students.

Fund Raising

Fund raising by students is governed/approved by the principal. The rules and policies regarding fund raising are governed by the military installation. If you are considering raising funds, please complete the form and give it to your principal.

Grade Marking Procedures

Teachers must provide students and their administrator with a written explanation of grading procedures and syllabus within the first 5 days of school per the teacher performance appraisal.

Hall Passes - Student

Teachers must issue written passes to students when a student is sent from the classroom for any reason other than an emergency. Staff members should check for hall passes, and send students back to class if they do not have one.

Teachers should not keep full classes back after the bell has rung.

Hallways, Cafeteria, Restrooms

Teachers should be in the hallways in the morning as students are entering school, between classes and after school at dismissal time supervising student activity. This will reduce student problems and enhance safety. Please check restrooms between each class period if needed if the classroom does not have an attached restroom.

Homework

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

Homework assignments are reinforcements for classroom curricular areas and are assigned to support student learning as appropriate for the ability of the student. Assigned homework will reinforce instruction accomplished in class; it will not introduce new or unfamiliar concepts or skills. Homework assignments shall be designed to meet the needs and abilities of individual students. The burden that homework places on a student will be considered when assignments are made. In making homework assignments, consideration should be given to school events and other subject area requirements.

- Any assignments should serve a valid educational purpose.
- The assignments should be reasonable and consistent with the child's abilities, needs, and interest.
- The length of the homework assignments should be reasonable, taking into account the student's age and extracurricular activities.

ID/CAC Badges

DoDEA requires that staff badges be worn at all times during the duty day. This is an important safety precaution. Badges are issued at the beginning of the year and are valid until the expiration date. Visitors to the school must check into the office and be given a visitor's badge. If you see anyone without a badge, please direct him or her to the office for check-in.

Instructional Expectations

Instructional expectations, as outlined in the performance appraisal, are set with the Principal during the initial meeting to discuss the performance appraisal elements. Teachers are expected to communicate in writing to students the purpose and objectives of each daily lesson. Objectives written in "student friendly language" may be used and is recommended for younger children.

Interim Progress Reports

The interim progress report is sent home around the midpoint of each marking period. These reports are encouraged for all students but are required for any student currently receiving a D or F (Grades 7-12) in a particular class. We encourage teachers to contact parents at any time when issues arise with a student. Students' telephone numbers are available in Aspen/main office.

Leave and Absence Policy

When employees are absent from work, they must do the following:

- Complete a Standard Form 71 (Request for Leave). Electronic or paper forms are available.
- It must be completed and submitted to your administrator for approval prior to taking leave (at least 2 days in advance for personal leave if possible).
- If the leave is due to sickness or other emergency, contact the school's substitute designee only following the school's protocol during the designated hours. If you need an emergency substitute, call as soon as possible as minutes count in securing a substitute on such short notice.
- It is helpful to request advance approval of leave for prearranged medical, dental, or optical examination or treatment.

DoDEA managers have the primary responsibility to determine when and to what extent leave is to be granted. Managers at all levels are responsible for ensuring that procedures for controlling absence and leave are established and that employees not on duty are in the appropriate leave status. Leave will not be granted during the first and last week of school or the day prior to and day following a federal holiday or school break.

Definitions

- **Accrued Leave** - The amount of unused educator leave remaining to the employee's credit. There is no limit on the amount of accumulated leave that may remain to an employee's credit at the end of a pay period, school year, or leave year.
- **Adoption, Absences for** - An absence which may be approved immediately before or after the adoption of a student to accomplish official actions necessary to adopt a student and for acclimation of the adopted student in his/her new home. Leave without pay or any purpose leave to either parent or both in such circumstances may be approved.
- **Any Purpose Leave** - Authorized absence from duty with pay, not to exceed three days in a school year is charged to educator leave. This leave may be approved for any purpose the employee chooses and the employee is not obligated to state the reasons for requesting such leave. Leave will be granted providing a substitute teacher is available.
- **Educator Leave** - Leave with pay which accrues to an employee's leave account. This may be authorized for use during the school year in the event of illness, contagious disease, or death in the immediate family of an employee which requires the employee's absence or in the event of any personal emergency. Any Purpose Leave is also educator leave.
- **Excused Absence** - An absence from duty approved by management, without loss of pay and without charge to leave (Administrative Leave).
- **Paternity Leave** - An approved absence when the wife of a DoDDS employee is physically incapacitated because of pregnancy or complications resulting from pregnancy. The employee may be required to present documentary evidence from a competent medical authority to establish the wife's physical incapacitation. Such absences may be charged to educator leave. If the employee does not have accrued leave, advanced leave or leave without pay may be approved. Approved absence may also be requested by a father who is needed at home to help with household duties, to care for other children, to adjust to the new family member, or to make arrangements for student care after the mother's hospitalization. In such cases, leave without pay or any purpose leave, as requested, may be approved.

Procedures for Requesting and Scheduling Leave

- **Requests for Leave** - Requests for educator leave, including advanced leave and leave without

pay of less than 30, days will be submitted by the employee requesting leave. The SF 71- Application for Leave will be used for this purpose. The employee must indicate the specificity of leave requested and, if requested, provide an explanation of the circumstances justifying its approval. When appropriate, documentation, including medical certificates, will be attached to the request. Such requests will be submitted to the supervisor as far in advance as possible, normally, at least three working days prior to its proposed use. When sudden illness or unforeseen personal emergency prevents the employee from requesting leave in writing, the employee may contact the principal or the school secretary verbally to request approval for the use of leave. If such circumstances prevent an employee from requesting approval of sick leave in advance, the employee shall contact the principal as quickly as possible. The employee must make every reasonable effort to contact the principal prior to the beginning of the work day.

- **Scheduling and Approving Leave Requests** - The approval or disapproval of requests for leave is at management's discretion.
- Requests for the use of leave without pay in excess of 3 days but less than 30 days are subject to the approval of the district superintendent. Requests for leave without pay in excess of 30 days or advanced leave in excess of 10 days are subject to the approval of the Area Superintendent. Supporting documentation must be attached.
- **Employee Withdrawal of Leave Requests** - An employee may withdraw a request for leave without penalty prior to the time such leave begins provided the supervisor has reasonable time to withdraw any offer of employment which has been made to a substitute teacher prior to the time the substitute departs for the work site. **Absence Without Leave (AWOL)** - When an employee is absent from duty without receiving supervisory approval of a leave request, the employee will be placed in an absence without leave status.
- **Medical Certification** - Medical certificates may be required to support absences for illness or for maternity purposes when an absence exceeds 3 days or for shorter periods when there is reasonable cause to believe that the leave privilege has been abused.
- **Minimum Units** - The minimum unit of paid leave, leave without pay, or absence without leave is one half day (4 hours).

Leave Authorization

- **Maternity Purposes** - Pregnancy is a condition which may require the employee to be absent from duty due to incapacitation. Such incapacitation is to be treated like any other form of illness. The uses of educator leave and, upon exhaustion, advanced leave or leave without pay may be authorized. Any additional request for leave beyond that required for incapacitation may be charged to educator leave or, upon exhaustion, leave without pay.
- **Routine Medical Appointments** - Educator leave may be requested by an employee for routine medical, dental or optical appointments. When possible, employees should attempt to schedule routine medical appointments for treatment and examination during non-duty periods.
- **Illness, Contagious Disease, or Death in the Immediate Family** - Educator leave may be approved in cases of death, illness, or contagious disease in the immediate family which require the employee's absence. Members of the immediate family include the spouse, children, mother, father, sister, or brother of the employee or other relatives when a similar family relationship can be clearly established. Whenever possible, employees should attempt to schedule medical appointments which require their presence for immediate family members during non-working hours.
- **Personal Emergency** - A personal emergency is an unforeseen or sudden set of circumstances over which the employee has no control and which requires immediate action on the part of the

employee which prevents the employee from reporting for duty. Personal emergencies are normally short of duration. The determination of whether a specific set of circumstances constitutes a personal emergency is left up to the supervisor.

- **Beginning and End of School Year** - Any Purpose Leave (APL) will not normally be approved during the first or last week of the school year. Exceptions may be made when early departure or late arrival is necessitated by summer school attendance or other reason acceptable to management.
- **Religious Needs** - Employees requesting leave to fulfill established religious obligations during the work week may be authorized Any Purpose Leave or, at the teacher's option, leave without pay. A distinction must be made between a religious obligation for which leave without pay would be appropriate and attendance at an activity associated with a religion, such as a retreat, which is not obligatory. In the case of an activity which is not obligatory, an employee would normally be required to request Any Purpose Leave.
- **Leave Without Pay** - Extended leave without pay may be initially approved at management's discretion for up to one calendar year. Requests for extensions beyond one year will be scrutinized carefully and will be approved only in unusual cases. Management decisions on whether to approve employee requests for extended leave without pay will be based on the assurance that the employee will return to duty and the value to the government or the serious needs of the employee are sufficient to offset the costs and administrative inconvenience associated with the approval of such leave. Employees cannot demand leave without pay as a right. Extended leave without pay may be approved for the following, not all inclusive, reasons:
 - Education.
 - Illness or disability.
 - Illness of a member of the immediate family.
 - Teacher exchange program.
 - Service as a union representative.
 - Maternity/paternity purposes to provide time for a period of adjustment and to make arrangements for childcare.
 - Leave for adoption to provide time for a period of adjustment and to make arrangements for childcare.
 - Leave not to exceed one school year from the beginning of the next school year to accompany a government employee spouse to a new duty location.

Delayed Arrival at the Beginning of the School Year

When an employee is delayed solely at the fault of the government during the performance of initial travel overseas or during the return portion of renewal agreement travel, the employee will be paid for those duty days occurring prior to the date of arrival. An exception to this rule is when job offers are made with less than 15 days before the beginning of the school year.

Determinations in this regard will be made on a case-by-case basis. Delinquency in requesting or reporting for travel is considered to be the fault of the employee.

DoDDS Directed Training

When DoDDS directs an employee to attend specific training, including time and place, and requires the employee to depart before the end of the school year or return after the start of the school year, the duty days missed will be excused. These determinations will be made in advance on an individual basis and will be documented in writing.

Emergency Leave

It is requested that school civilian employees please advise their relatives in the states to contact their

LOCAL RED CROSS to have an emergency situation verified. They in turn will advise the Red Cross Station Manager here at Camp Zama of the situation and the individual will in turn be notified. Red Cross does not grant leave, nor do they make recommendations. What they are requested to do is to verify the situation through medical, legal, or other agencies. They relay this information to the individual who then, with the counsel of the supervisor, decides if leave is necessary. Red Cross is then requested to relay this information to the proper civilian employee's CPO.

PLEASE REMEMBER: Red Cross needs the family in the States to request this information and they should use your **Social Security Number**, unit where you work, school, etc., **NOT** box number. If additional information is needed, please call the **Red Cross** at 263-3166.

Environmental Morale Leave (EML)

Civilian employees on transportation agreements providing for their return transportation to the United States are authorized to participate in the EML program. Eligible civilian employees are permitted 2 trips per participant per cycle year. The yearly cycle for these trips begins with the date the sponsor arrived on station.

Authorized destinations include Japan, Hawaii, Alaska, CONUS, Korea, Guam and Okinawa. All EML travel must be performed on orders. EML is not a home leave program nor is it permitted in conjunction with TDY or PCS travel. Additionally, it is not to be used for student travel or as a form of early return of dependents to the United States.

Civilian sponsors must be in a leave or non-duty status at the time they sign up for EML and must remain in a leave/non-duty status while awaiting travel and for the entire period of travel. Proof of leave status (SF-71) must be submitted upon sign-up for EML. All EML orders are prepared by the school secretary.

Procedures for Obtaining EML

When you wish to apply for EML orders, you must complete the following steps:

- Obtain a leave slip from the school secretary.
- Complete the information required and give it to the school secretary who will prepare the orders and have it signed by the principal.
- You must be in a leave status to sign up for Space A.

Orders Not Used - In case your orders are not used, return them to the secretary so this EML trip will not be credited to you.

EML Orders Used - Return the original, stamped EML orders to the secretary to be filed.

Leaving the Building

Teachers/Staff Members are required to be in the building during the hours set by the contract. Planning periods are to be spent in the building. No teacher/staff member is to leave campus during the hours he or she is scheduled to be here without approval of an administrator, except during the duty free lunch.

Leaving the Classroom

No class is to be left unsupervised. Should a teacher need to leave for a short period of time (usually less than 5 minutes), such as a restroom break, the teacher needs to ask the nearest teacher to listen/observe while he or she is gone. **(Never leave students unsupervised!)**

If an emergency arises, which you feel necessitates your absence from the classroom while students are present, notify another teacher or the office. After that person has arrived at your duty station to relieve you, you may leave to attend to the emergency.

Lesson Plan Curriculum Materials

Educators are expected to use the DoDEA adopted curriculum materials as their primary resource for instruction. Materials may be supplemented with other resources; however, the primary materials used must be from the DoDEA adoptions.

Lesson Plans for Substitutes

Teachers will provide the office with 3 days of alternate lesson plans for specialized subject areas. This will be important if you have an unexpected illness or an emergency and are not able to provide specific plans the day of the emergency.

Substitute Lesson Plans

In the event of an illness requiring the use of a substitute on a short-notice basis, the secretary should be notified as soon as possible. All educators are required to follow the school's protocol for requesting a substitute.

Request for Personal Leave or any special needs leave may be made as far in advance as possible. When possible, personal leave will be requested at least 2 days before the dates desired. Request for this type of leave is to be in writing. Any concerns with the performance of a substitute in your room during your absence should be shared with the principal.

In addition to clear and specific lesson plans, all teachers should have a Classroom Management Plan in the substitute folder. This should contain the following information and materials:

- Emergency procedures-fire drill/emergency evacuation/lockdown procedures will be provided to all substitutes by the office.
- Lesson plans
- Duties assigned such as morning arrival duties or afternoon dismissal duties, cafeteria and bus duties, etc.)
- Schedule for students going to special classes (SPED, Speech, Gifted, Read 180, etc.)
- Class rosters
- Seating charts
- Daily lesson schedules
- **Clear identification of students medical concerns such are required to include accommodations, required epi-pin, peanut allergies, etc.**
- Information concerning reporting of attendance, classroom procedures, lunch, restrooms, dismissal procedures, and classroom management plans.
- Location of classroom materials

A substitute teacher will receive a key from the office or the classroom door will be unlocked upon their arrival. We expect substitutes to keep classroom doors closed when they are not in the room. Teachers and substitutes need to safeguard their valuables when they leave the classroom.

- Do not give a substitute teacher your computer credentials.
- Do not log into a computer for a substitute teacher.
- Long-term subs will be given the approved computer credentials and will have access to computers.

- Please do not count on your substitute to have planning time to make copies or check assignments for you. Often times, substitutes are scheduled elsewhere during the day and do not receive planning time.

(The teacher) Provides a complete and **up-to-date substitute folder** that will contain as appropriate: class rosters, seating charts, daily schedules, and emergency lesson plans. School emergency procedures are provided for the substitute.

Middle and High School – Administratively Assigned Duty Period (ADP)

Middle school teachers with five instructional periods are provided one preparation period and one Administratively Determined Period, (ADP). The agency assigns duties during the ADP period. Some of the ADP time may be used for such things as team meetings, CSI activities, co-planning for inclusion, SST, and 504 meetings and other appropriate professional activities as determined by the principal.

Mail

International Mail: On occasion a staff member may correspond with an individual in the Pacific who cannot use an APO. Mail may be received through the Japanese Post by using the following address:

Zama Middle High School
Beigun Jutaku 913, Camp Zama
Zama-shi, Kanagawa-Ken 228-0027

Media – Public Affairs Requirements

We enjoy working with the media to gain recognition for our outstanding programs and strengthen our communication with the community. Please discuss all potential media topics with the principal before making contact with the media. Should media inquiries come directly to you, please notify the principal immediately. Principal will secure clearance from our PAO as needed.

Paper Use

Please be cautious in monitoring your paper use. It will continue to be the responsibility of those using the machines to make sure the paper trays are full. See the supply office staff for assistance.

Privacy Act

There have been numerous letters, pamphlets, and regulations published regarding this Act which **all** indicates the need for scrutinizing requests for students' and parents' information. Personal information or comments about students, professional colleagues and/or parents should not be shared. Name, age, address, phone numbers and other information should be used only for **official school use**. Professional ethics should be maintained at a high level of consideration. If you have questions pertaining to this matter, please see the administrator.

DoDDS schools are committed to operating within The Privacy Act, both in terms of the spirit and the "letter of the law". It is our intent to:

- Maintain confidentiality of any information to which we have access for the purpose of making education decisions.
- Give parents access to appropriate student records.
- Insure each student "due process" and the opportunity for fair, just and humane treatment and decisions.

Punishment and Discipline Related to Grades

Student grades are calculated strictly on a student's academic achievement, not as a consequence of

student misbehavior.

Release of Students during School Time

No student will be released from the school or classroom to any adult other than the parent or guardian except with written permission. Parents are requested to report first to the front desk to "sign out" the student. The student will be called to the front to be released. Do not release students unless a call was received from the office.

Religious Practice in Schools

As per DoDEA: While serving in their capacity as employees of the US Government, DoDEA personnel must neither advocate nor support any particular religious conviction. To maintain neutrality, school personnel will avoid exposing students to any form of indoctrination in any particular religious belief. Therefore, official prayer, posting materials, displaying symbols, using film or tapes, verbal instruction and any other form of communication which promotes any religion are not sanctioned during the school day, on the school premises, or at school-sponsored functions.

Repairs

Notification of audio/visual and computer equipment that needs repairing should be turned in to the supply tech and carbon copied to the administrators.

For any other repairs (i.e. door jams, broken windows, loose carpet), notify the supply office, via email located in the L:drive, where a work order will be prepared. If action has not been taken in a "reasonable" time, please follow-up with the supply staff. If further action is needed, see the principal.

Right to Representation

All personnel should be aware that, according to Section 3A (1) of the DoDDS-FEA Agreement: The Association is recognized as the exclusive representative of employees in the unit and is entitled to act for and negotiate agreements covering all employees in the unit. The Association shall represent the interests of all employees in the unit without discrimination and without regard to labor organization membership. The Associations shall be given the opportunity to be represented at:

(1) Any formal discussion, including councils or committees, between one or more representatives of the Agency and one or more employees in the unit or their representatives concerning any grievance or any personnel policy or practices or other general conditions of employment.

(2) Any examination of an employee in the unit by a representative of the Agency in connection with an investigation, if:

a. The employee reasonably believes that the examination may result in disciplinary action against the employee; and

b. The employee requests representation. (Please see Weingarten Rights on the Association Bulletin boards located in the faculty/staff lounge).

Rubber Gloves

One pair of rubber gloves should be in the main drawer of every staff member's desk in the building. Gloves must be used during any event where a staff member may come into contact with body fluids such as blood or urine.

Safety and Security in the Classroom

When leaving your room for any extended period of time (lunch, etc.) lock all of the entrances to your

room. Turn out the lights. The following may help you:

- Lock your classroom door when you leave it for extended periods.
- **NEVER leave children unsupervised in the classroom.**
- Announce to the children that they are not to bring large sums of money or valuables to school (Ex. iPods, DSIs, cameras, etc.).
- Lock your valuable items in cabinets when possible.

Scheduling and Student Placement

The school administrators are ultimately responsible for the master schedule and the assignment of work. While it is important to gain input from the instructional staff regarding student placement, the ultimate responsibility for student scheduling and class placement is with the administrative team. Counselors provide support in developing class lists, student schedules, and changes of class per the direction of the administrator. **Before a change of placement is made, all of the steps of the process must be followed to ensure that Aspen records are accurate.**

Placement Procedures

Place each student in an academic environment that ensures success. We believe that a positive self-concept is produced only when a child encounters situations that he/she can be successful. It is important that teachers and counselor have input in the principal's selection of the right environment for each child. A student's placement may be determined by past performances, achievement test scores, teacher/counselor recommendations, and reading levels. A continuous evaluation system should be implemented from the very first day of school to ensure the desired success of each child.

If a change is obviously needed to meet the needs of a student, in accordance with our school philosophy the classroom teacher, Principal, the parent, and, in some cases the student, may meet to discuss the possible change. The Principal must approve all reassignments before they occur.

Semester Examination Policy

Exams are required for all subject areas in grades 9-12. Exams will be cumulative in nature, 90 minutes in length (unless otherwise specified by the superintendent) and will be weighted as one-fifth (20%) of the semester grade. Additional guidelines are as follows:

- a. A copy of each exam and answer sheet is to be turned in to the principal/supervisor prior to the exam period. If any form of alternative assessment is used, a description of that assessment must be submitted to the principal and approved.
- b. An exam schedule, approved by the district office, will be published in advance of the examination days. Teachers are expected to administer the exam on that day only and will require students to remain in the classroom during the full length of each exam period. Students who complete their exam early may not leave--ask students to bring books to read.
- c. A student who is absent for an examination will be allowed to make up the exam only if the absence is excused. Students should make up a missed exam during the afternoon of the exam days. If unable to do so because of sickness, ten school days will be allowed for make up for the first semester. If at the end of that time the exam is not made up, a "0" will be recorded as the exam grade.

- d. Students cannot be issued an “I” for the second semester. If there is incomplete work assign a grade of “F” (if appropriate) and then the student can make up the work. No grade is ever final.

Smoking

Federal regulations prohibits smoking on school grounds at any time.

Special Education

Child Study Committee Referral Process (CSC)

- Parent or SST decides that a referral to Special Education is required.
- Teacher presents information to the CSC. The CSC determines if student should be tested or referred back to the SST.
- If student is referred for assessment to the CSC, the CSC will convene a referral meeting with parents and appropriate staff.
- An assessment plan will be developed by the CSC and parents.
- Parents must agree with assessment plan. When parent consent is obtained, assessments will begin with the student. DoDEA timelines will be implemented.
- Upon completion of the assessments on the assessment plan, a synthesis of findings will be completed.
- CSC will reconvene with parents to discuss findings of the assessments.
- CSC will determine eligibility. Parents may or may not consent to SPED services.
- After parent permission to provide services is obtained, a meeting will be scheduled to develop an IEP and determine type of services required for the student.
- Services will then be provided to the student in accordance with the IEP timelines.

Case Study Committee (CSC) Evaluation Procedures: The following procedure should be followed to ensure the greatest possible opportunity for each student’s success (as applicable):

- Maintain an individual file on each student who is experiencing academic and/or behavioral difficulty. This file should include:
 - A log of specified observed behavior concerns
 - Evidence of lack of academic success
 - A record of student/teacher conferences
 - A record of parent/teacher conferences (in person and telephone contacts);
 - Progress reports
 - Current reading and math level
 - A record of special education and/or counselor assistance
- Recheck the student’s reading and math levels and present materials on that level
- Conference with the student when his/her work is unsatisfactory and to ascertain the reasons for not achieving
- Send progress reports home as appropriate, and make contact with the parents such as a phone call or conference. As often as possible thereafter, send notes or have telephone conversations with the parents to discuss the student’s progress.
- If all previous methods have been tried and conditions do not improve, refer to the CSC Procedures. All of the above documentation will be vital for the success of the CSC meeting.

Annual Review

An annual review will be conducted with the parents, teacher, and SPED personnel for each student receiving services in Special Education. Student progress on goals will be discussed. New goals will be developed and time in program will be addressed.

Teachers must provide student information to case monitor and attend the meeting if possible.

Triennial Review

A triennial review is required by law for each student eligible for Special Education Services. An assessment plan will be developed by parents and CSC team. Parent permission to assess will be obtained prior to any assessment of the student's progress. Assessments will be administered. A synthesis of assessments will be completed to be shared at the CSC Triennial Review meeting. Appropriate placement will be determined. If student is still in need of SPED services, an IEP meeting will be convened. Student will remain in program with parental permission.

504 Accommodations

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. The law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities.

A student may be eligible to receive Section 504 Accommodations if he/she has a physical or mental impairment and the impairment substantially limits one or more major life activities. DoDEA schools provide a free and appropriate public education (FAPE) to students with disabilities by implementing reasonable 504 Accommodations upon establishing that a student has a disability requiring such 504 Accommodations.

Under Section 504, major life activities include but are not limited to the following: caring for oneself, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, lifting, bending, reading, concentrating, thinking, and communicating. Major bodily functions may also be considered major life activities and may include functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The school's 504 Accommodation Team is responsible for identification, eligibility, and development of accommodations and the Accommodation Plan. All school personnel are responsible for implementing the accommodations identified within the DoDEA 504 Accommodation Plan.

Sponsors and Coaches

Whenever a coach or sponsor of an extracurricular activity directs students to assemble at the school for some function, he or she is required to arrive at the school before the arrival of the students and remain until all students are gone. The proper closing and security of the building area is the responsibility of the coach or sponsor.

Student Conduct

DoDEA has developed guidance for updating and standardizing the policy and procedures for disciplinary action for all students enrolled in DoDEA (April 4, 2008), Regulation 2051.1. The following excerpt lists the grounds for discipline including suspension and expulsion. The document in its entirety is 45 pages and is available on the DoDEA website for anyone wishing to review it.

E3.1. General. This enclosure describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this Regulation does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of

conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct:

Parental Responsibilities

- See that the child is punctual and regularly attends school.
- Develop, maintain, and model for the child a respect for lawful procedures and the rights of others.
- Maintain continuous communication with the school and the child's teachers.
- Monitor the child's academic progress.
- Maintain open communication with the child about proper school attitudes and behavior.
- Investigate concerns the child brings home for better understanding and proper resolution of these concerns.
- Respect the ideas and feelings of school personnel and students.
- Promote and encourage appropriate grooming and attire.
- Provide the child with a lunch daily.

School Responsibilities

- Students will be provided a learning environment that is safe and encourages their best efforts.
- Students will be provided with opportunities to become actively involved in their learning.
- Students will be provided with opportunities to participate in extra-curricular activities that extend their interests and abilities, subject to availability of funds.
- Students and parents will become essential elements in an educational School-Home Partnership.
- School-Home communications will be maintained to assure that information about school programs and activities is made available in a timely manner.
- Students, parents, teachers and the administration will be provided with collaborative opportunities to work together toward continually improving the total educational program.

Student Rights and Responsibilities

- Students have a right to receive a quality education. Students have a responsibility to listen to instructions, to work in a cooperative manner, and to follow classroom guidelines set by the teachers.
- Students have the right to be informed of the educational progress and deficiencies, to receive regular teacher evaluation, and to have assignments and tests evaluated and returned.
- Students share with the school staff the responsibility of developing a climate within the school that is conducive to productive learning.
- Students have a right to hear and be heard. Students have a responsibility to be attentive, by not interrupting or disrupting the class and respect the rights of others to learn.
- Students have a right to be treated with courtesy and respect. Students have a responsibility to respect others by not teasing or annoying other people, by showing respect and courtesy toward others.
- Students have a right to be safe. Students have a responsibility not to threaten or harm anyone else in school.
- Students have a right to privacy, personal property, and personal space.

- Students and parents must be responsible for class attendance.
- Students are responsible for maintaining property, properly caring for textbooks and other equipment issued by the school, obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.
- Students have a responsibility to respect the privacy of others, their personal property, and personal space.
- Students have a right to be proud of their ancestry, cultural background, religious beliefs and gender. Students have a responsibility to be understanding and respectful of the ancestry, cultural background, religious beliefs, and gender of others. All students have the right to fair and equal opportunities in all activities.

Freedom of Expression

- Students have the right to free inquiry and free expression of ideas. Free expression is not to be restricted, unless its exercise interferes with the orderly conduct of classes.
- Students have the right to recite the Pledge of Allegiance and salute the American flag, but may decline to do so long as they respect the rights of others who wish to do so.
- Students have a responsibility for showing proper respect for those who wish to participate in the Pledge of Allegiance, in flag salutes, or in patriotic ceremonies, and to respect the customs and flags of all nations.
- Students have a responsibility for the content of their expression and for assuring that such expression does not interfere with the freedom of others to express themselves. They have a responsibility to avoid libel, slander, obscenity, profanity, known falsehood, and disregard for truth.

Student-Parent Handbook

All staff members are responsible for knowing the contents of the Student-Parent Handbook and for enforcing its policies. Any conflicting policies which appear in it and the Teacher Handbook should be brought to the attention of the principal for correction.

Student Placement - Retention

Before any decision is made to retain a student, a retention committee consisting of the classroom teacher, counselor, principal and others as deemed necessary will meet to discuss the student concerns. Under no circumstances should student retention be discussed with parents until the approval with Principal is obtained. Student retention should be discussed prior to the beginning of the fourth grading period.

Student Records

These files are initiated and maintained in the registrar's office by class and grade. They include the following:

- Hard copy of the Progress Report Card (permanent record card).
- Group test profiles/records (standardized test result labels are affixed to the back of the hard copy of the current year Progress Report Card).
- Other appropriate data, i.e., anecdotal data.
- **No comments or references to Special Education may be in this file.**

These files are official documents and must remain in the office. Teachers may do short-term checkout after signing for each file. The CSC Chairperson and the counselor review incoming records. Never takes files home, these are legal documents and must remain at the school.

Student Support Team (SST)

It is the policy of DODEA-PACIFIC that each student will be provided an appropriate program of studies designed to foster academic and personal success. Placement of students will be considered on an individual basis. Decisions will reflect the best interest of the student. The Student Support Team (SST) is designed to assist with the other than routine placement of students. Contributing committee members will consist of counselor, administrator, parent, current teacher, and other personnel, as appropriate.

Student Support Teams (SST) exist in our schools to provide collaborative, problem solving assistance to educators who are trying to help all students be successful in their individual educational settings. The purpose for organizing such teams is to optimize the quality of interventions that we have at our disposal to achieve students' academic and behavior progress.

Steps for Referral

- Teacher becomes concerned about a student's academic success, behaviors, etc.
- Teacher contacts the SST Chair for Request for Assistance checklist.
- Teacher completes the packet and presents the information to the SST. During this meeting, the team will brainstorm ideas and strategies to implement with the student.
- Teacher utilizes discussed strategies and documents progress of strategies. SST is reconvened to monitor progress of student. If successful, no further interventions/modifications are required. If unsuccessful, the SST will discuss alternate strategies or refer to CSC.

Student Travel Eligibility (Secondary)

DoDEA Manual 2740.1 and the Pacific Area Interscholastic Athletics Program Manual provide a uniform interscholastic athletic program and guidance on student travel eligibility. This policy extends to both academic and athletic events.

Athletic Contests: Students must participate in ten days of practice prior to competing in any athletic contest. Athletes participating in consecutive athletic seasons are exempt from the 10-practice rule as long as 10 days have not passed between active participation in the preceding sports season. Students transferring from another school may begin participating in contests immediately if the 10-day practice requirement has been met at the previous school, and no more than fifteen calendar days have passed after withdrawal from the previous school.

Far East Tournaments: Students may participate in the Far East Tournament if they have been a member of the team/activity for at least one-half of the season.

Before departure for any Far East event another parent/player meeting will occur to review the Code-of-Conduct and to discuss expectations while attending the event. Players whose parents do not attend this meeting will not travel to the Far East event and/or participate in any games at the event.

Attendance Prior to Events: Students who do not attend at least one full day of/or the day before school will not be permitted to participate in or attend any school-sponsored event that same school day, which includes a practice or game. For example, if an event is held at 3:00pm the participant must have attended school the same day. If departing for an event at 8:00am, participants should have attended school the day prior. Principals are authorized to make exceptions to this policy. (DoDEA Administrators' Manual – 1005.1).

School Suspension: A student suspended from school may not participate in or attend any school activity until suspension is completed, but will be allowed to make up work.

One-day Field Trips: Students who do not meet the grade standards for multiple-day trips may be involved in a school-sponsored academic study/field trip when the trip is no more than one day in length.

Supervision of Students

Students are to be supervised at all times. Students may not be placed outside classrooms to work or to wait unless directly supervised by an adult. A child kept after school or during recess is to be supervised by the teacher concerned and may not remain in a classroom or work area without a staff member. Please be mindful of being alone in a classroom with a child, leave the door open, and notify a colleague. A child attending classes is expected to participate in all activities indoors and outdoors. Exceptions to this policy will be made in the case of noncommunicable disease or physical injury of a chronic nature when a physician's note is provided in support.

No child is to be sent home during the school day without prior authorization by the school nurse (i.e., medically-related reasons) **or school administration.** This rule holds for any reason whatsoever. Students may only be released to the parent or designated emergency contact when the child has been signed out in the Main Office.

If a child is kept after school for the purpose of completing assignments or a means of discipline, the parents must be notified **in advance** by confirmed email.

Supervision of students in general areas of school are the responsibility of every staff member assigned to the school. Students should be dealt with "on the spot" when observed behaving inappropriately by another staff member. Take a minute to stop and remind students to walk in the hallway or to walk quietly when classes are in session. Visible adults at doors to classrooms can greatly reduce disorderly or inappropriate patterns of behavior. Students should have hallway passes to be accountable while walking through the building.

Supplies and Request Procedures

Supplies, such as textbooks, pencils, markers, tape, staples, forms, etc., are stored in the supply storage room. When supplies are needed, please stop by the supply office for the items required. If you desire to request a particular item be purchased you must complete an electronic GPC request form and send to the Administrative Officer and Supply Tech. The Administrative Officer will work with the Principal on approval for purchase on all request. Please contact the Administrative Officer if additional information is required on items required for purchase.

Telephone Use

We encourage teachers to call parents. Phone numbers accessible in Aspen and on the L:drive. From past experience, we find fewer problems with students when there is good communication between the teacher and the home. Teachers will determine if there is an emergency or a reasonable need to call home. It is also a best practice to document concerns and conversations in emails.

Textbook Management

The curriculum materials are tools for students to use. If you are giving an assignment, please ensure the students have the textbook or online user information. **All textbooks can go home for students use.** During your explanation of classroom routines and expectations, speak with students about being responsible. Let them know that others will have to use the book in the future and they need to respect and protect government issued property.

Textbooks are part of the school inventory. Such materials must be accounted for. It is the teacher's responsibility to issue and record the number and condition of each textbook issued to their students. Book Inventory sheets will also be provided for you to use. The student's name/SY should be

recorded in the front of each book. Please make clear to students that they must pay for any damages (excluding normal wear and tear) or lost book while it is assigned to them. Please conduct periodic checks of student assigned textbooks to assure accountability. When a teacher determines that a textbook has been lost or damaged, the teacher should notify parents and the supply office in writing requesting the items to be purchased. The teacher will send a Missing Items Form to the supply office and registrar.

Withdrawing/PCSing students are required to pay for damages and/or lost book(s) prior to their departure.

Visitors

Parent visitations are encouraged during the school day. However, we encourage them to make an appointment or notify the teacher to plan accordingly. They serve as one means of improving communication between the home and the school. This time will not be used as a parent-teacher conference. Parents and all visitors must report to the office upon entering the building. They will sign in, show their ID card, and receive a visitor badge. If a parent visits your classroom and does not have a visitor badge, kindly send him or her to the office to sign-in and continue with classroom work. Call the office and inform us that a visitor is in the building. Parents are not to bring other children with them if visiting during class time. If this occurs again, please contact the office.

Family members are not authorized to visit staff members during the duty day. Please make child care arrangements as necessary for family emergencies.

Parents, PIE Partners and other responsible adults are always welcome at school. We do not allow students to bring friends or other non-registered students to school due to liability and space restrictions. In addition, parents may not bring younger siblings, other children, or babies with them when they visit or volunteer in a classroom. This can be a serious distraction from the learning environment for all students.

Former students/alumni must receive a pass from the office and may only visit teachers during planning periods or lunch.

DoDEA policy mandates the use of visitor badges and positive identification of all visitors and contractors. In compliance with this policy, upon arrival, **ALL** visitors are required to come to the school office, sign in, show identification, and receive a visitor's badge. **All** visitors **MUST** sign out and return the visitor's badge upon leaving the building. If you see anyone in the building not wearing a badge, direct them to the office.

Volunteers

In order to ensure the safety of all students, DoDEA policy requires that all volunteers complete an application and background check. Temporary school volunteers must not have unsupervised access to students and must be under the direct-line-of-sight supervision of a DoDEA employee at all times. A specified volunteer may have unsupervised access to students once they receive a favorable background check.

Volunteers are used to:

- Assist with classroom management/instructional tasks.
- Assist in supervision of school study and study trips.
- Assist school nurse and other specialists.
- Help with lunch/playground supervision.
- Share special talents and expertise in curricular and/or occupational fields (i.e., arts/crafts, music, career awareness, physical education, science and technical fields, study of other

- cultures, etc.).
- Provide special assistance for individual and/or small groups of students (i.e., tutoring).

Volunteers may not:

- Work with confidential data and records.
- Supervise students during the school day without the presence of a DoDDS staff member.

Parent volunteers must sign-in at the Main Office and obtain a volunteer pass.

Parent/community volunteers must be in close proximity/in visual distance of a DoDDS staff member at all times. Additionally, volunteers must complete and file a USAG-J Installation Records Check (available in the main office) to complete and meet all background check requirements. Volunteers that do not have a Voluntary Background check must stay in the eyesight of a DoDEA employee. They cannot be alone with any students.

Withdrawal from School

Clearance Slip: When a student is withdrawing from school, a clearance slip will be issued by the school office. The student will then be requested to take the slip to his/her teachers, special areas, and cafeteria. Each teacher should initial the slip. Any concerns (books not returned, library books, uniforms, equipment, etc.) should be noted on the form and informed to the sponsor. The office will make every effort to obtain money owed for lost books. Records and report cards, however, will not be held for unpaid charges.

Appendix B

Disciplinary Matrix

The following is a guideline for instituting a progressive system of maintaining discipline. It is not all inclusive. The administration may use subjective judgment in determining deviations from the guidelines and may assign more than one consequence or other consequences not listed depending on the seriousness of the disciplinary violation. The consequences on the chart represent the range of the disposition rendered based on the severity of the behavior and the frequency of the behavior.

Key

ASD	After-School Detention
SD	Saturday Detention
ISS	In-School Suspension
OSS	Out-of-School Suspension

Infraction	Consequence
Alcohol Use or Possession	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 5 day OSS – Expulsion • OSS pending formal hearing – Expulsion
Bicycle Violation	<ul style="list-style-type: none"> • Loss of privilege to use • Confiscation of equipment • ASD
Bomb Threat	<ul style="list-style-type: none"> • OSS pending formal hearing – Expulsion
Bullying	<ul style="list-style-type: none"> • 3 day OSS – Expulsion
Cheating/Plagiarism	<ul style="list-style-type: none"> • Zero grade – Expulsion
Computer Misuse	<ul style="list-style-type: none"> • One week use suspended – Indefinite use suspended
Dress Code Violation	<ul style="list-style-type: none"> • ASD – 5 days OSS
Disruption in Hallway	<ul style="list-style-type: none"> • ASD – 5 days OSS
Disrespect to Teacher	<ul style="list-style-type: none"> • ASD – 5 days OSS
Drug use or Possession of a Controlled Substance	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 5 days OSS – Expulsion • OSS pending formal hearing – Expulsion
Electronic Devices	<ul style="list-style-type: none"> • Confiscate device with warning – 5 days OSS
Failure to Serve Detention	<ul style="list-style-type: none"> • ISS – 5 days OSS
False Fire Alarm	<ul style="list-style-type: none"> • OSS pending Expulsion Hearing
Fighting	<ul style="list-style-type: none"> • 5 days OSS – Expulsion
Forgery	<ul style="list-style-type: none"> • ASD – 5 days OSS
Gambling	<ul style="list-style-type: none"> • ISS – 5 days OSS
Harassment (verbal or physical)	<ul style="list-style-type: none"> • ASD – 10 days OSS
Instigating a Fight	<ul style="list-style-type: none"> • 3 days OSS – Expulsion
Insubordination	<ul style="list-style-type: none"> • ASD – 5 days OSS

Non-Education Items	<ul style="list-style-type: none"> • Confiscate device with warning – 5 days OSS
Profanity	<ul style="list-style-type: none"> • Warning – 5 days OSS
Public Display of Affection	<ul style="list-style-type: none"> • Warning - ISS
Repeated and Continued Violation of Rules and Procedures	<ul style="list-style-type: none"> • 6 days OSS – OSS pending Expulsion hearing
Sexual Misconduct/Harassment	<ul style="list-style-type: none"> • 5 days OSS – OSS pending Expulsion hearing
Skateboard, Skates, and “Wheelies” Violations	<ul style="list-style-type: none"> • Loss of privilege to use • Confiscation of equipment • ASD
Tardiness <ul style="list-style-type: none"> • 1st and 2nd tardy • 3rd tardy • 4th tardy • 5th tardy • 6th tardy 	<ul style="list-style-type: none"> • Teacher discipline policy • After School Detention (ASD) • 2 After School Detentions • Saturday Detention • Out of School Suspension
Theft	<ul style="list-style-type: none"> • ASD – Expulsion (depending on value or frequency)
Tobacco Use or Possession	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 1-5 day OSS
Truancy <ul style="list-style-type: none"> • 1st occurrence • 2 or more occurrences 	<ul style="list-style-type: none"> • ASD • Principal referral; a parent conference may be held to include student, parent, counselor, and administration to determine further appropriate actions including notification; truancy may also be reported to the Camp Zama and NAF Atsugi
Vandalism	<ul style="list-style-type: none"> • Restitution and ISS – OSS pending Expulsion hearing (depending on value or frequency) • Report to security forces
Weapon Possession	<ul style="list-style-type: none"> • OSS pending Expulsion Hearing

Zama Middle High School

Student Behavior Management Process



