

YOKOTA WEST ELEMENTARY
SCHOOL

“A Great Place to Learn”



PARENT/STUDENT HANDBOOK

SCHOOL YEAR 2014-2015

<http://www.ywes.pac.dodea.edu/>

Contact Information:

Yokota West Elementary School, Unit 5072, APO AP 96328

- **Office Hours:** 0730-1600
- **Main Office telephone:**
 - DSN 225-7611
 - CIV 011-81-3117-55-7611
 - FAX- DSN 225-7611 Commercial 011-81-3117-55-5732
- **Principal:** Mrs. Sharon L. Carter
 - DSN 225-7611
 - CIV 011-81-3117-55-7611
- **School Secretary:**
 - DSN 225-8957
 - CIV 011-81-3117-55-8957
- **Registrar:**
 - DSN 225-7611
 - CIV 011-81-3117-55-7611
- **Nurse:**
 - DSN 225-8329
 - CIV 011-81-3117-55-8329
- **School Liaison Officer:**
 - DSN 225-3438
- **Cafeteria Manager:**
 - CIV 214-261-2108
- **School Bus office**
 - DSN 225-9787

Email:

Principal_*yokota_west-es@pac.dodea.edu

Staff email format: firstname.lastname@pac.dodea.edu

Parents are encouraged to handle concerns directly with the teacher before elevating them to the Principal or the District Office (DSO).

We understand that in a rare circumstance when compromise or resolution cannot be achieved at the local level, that parents/sponsors have the right to access higher authority within DoDDS-Pacific and DoDEA. In every situation, we at YWES, try to problem solve at the lowest level.

Chain Of Command

Parents are encouraged to resolve student matters directly with teachers. However, when it is impossible for matters to be resolved at the teacher level, please refer your concern to the school administrator. If resolution is not possible at the school level, such matters may be raised higher, The Chain of Command is as follows:

1. Classroom Teacher

Yokota West Elementary School
Unit 5072
APO AP 96326-5072
DSN: 225-7611
Commercial: 011-81-3117-55-7611

2. Counselor

Yokota West Elementary School
Unit 5072
APO AP 96326-5072
DSN: 225-5618
Commercial: 011-81-3117-55-5618

3. Principal

Yokota West Elementary School
Unit 5072
APO AP 96326-5072
DSN: 225-7611
Commercial: 011-81-3117-55-7611

4. Superintendent – Japan District

District Superintendent Office
Unit 5072
APO AP 96326-5072
DSN: 225-3940
Commercial: 011-81-3117-55-3940

5. Area Superintendent – Pacific

DoDDS Pacific Director's Office
Unit 35007
APO AP 96376-5007
DSN: 644-5878
Commercial: 011-81-611-744-5878

6. Director

Department of Defense Education Activity
4040 North Fairfax Drive
Arlington, VA 22203-1635
DSN: 226-4462
Commercial: 703-696-4462

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Section I: Welcome and Introductions



DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
PACIFIC
YOKOTA WEST SCHOOL
DoDDS-P/J (YW) UNIT 5072
APO AP 96326
"A Great Place to Learn"



Dear Parents and Students,

Hello and Welcome! Yokota West Elementary School is a "great place to learn" and grow. We welcome you to another exciting school year at Yokota West Elementary School, and hope that you will take full advantage of all the varied learning opportunities and activities available to you here.

To that end, a dedicated and highly trained and motivated staff has been assembled. They love kids, love to teach and regularly devote time well beyond what is commonly termed the official duty day to ensure a quality education for your child. You often find teachers still at work late into the afternoon and sometimes long into the evening; many often work on Saturdays, Sundays and holidays. Teachers are only one part of the educational team.

If we wish to maximize academic growth and achievement, parents will need to be deeply involved. You are encouraged to participate in the education of your child, whether it is coming to school to volunteer, conferencing with teachers whenever there is a concern, helping your child with their homework, or reading to students. There are many, many ways that you can actively and productively participate in your child's education. You are encouraged to become familiar with all of our school programs and the academic curriculum. We hold School-Home-Community Partnership in high regard and encourage as well as invite you to partner with us! Volunteer opportunities are continually available through the PTO, the School Advisory Committee (SAC), Parent Center and each classroom teacher.

Yokota West has a reputation as an excellent school with many interesting and challenging programs and classrooms with a high standard of quality. Let's work together to make this the best school experience for your child.

Sharon L. Carter
Principal

History of Yokota West Elementary School

The Imperial Japanese Government transformed the cornfields and pine groves of Tama Prefecture into a military base called Tama Army Airfield in 1940. The area was used primarily as a test flight center during World War II, and the base remained fully operational until the end of the war. United States intelligence sources that viewed the base from the air, unfamiliar with the actual name, called the base Yokota after nearby Yokota Village. When US forces began operations on September 4, 1945 the name remained. American dependents began to arrive at Yokota Air Base shortly thereafter, on May 10, 1946.

Yokota Elementary opened its doors on September 12, 1946 in Yokota's housing area on Johnson Air Base with just two teachers and twelve students in a room behind the chapel lounge. Mr. Roland Pennypacker was the first principal/teacher. Chiyo Araki, the other teacher, remembers, "It seemed like a big happy family and everything was simple and easy."

In the spring of 1946, qualified teachers and administrators were recruited. Japanese nationals, military personnel, and their dependents ran the school until October of 1947 when the first civil service employees arrived. Mr. Marks, the first regular principal, started in a new building in September of 1948 with four female teachers, a school board, a parent-teacher club, and 68 students in grades 1-6.

By 1961, enrollment was up to 1600 students with 320 of those students attending school at the Hamura annex three miles away. Hot lunches were served in the cafeteria for 30 cents and students enjoyed activities that included Japanese culture class, a science fair, a spelling bee, soroban club, good citizen awards, and a student-published newspaper.

The Hino Chamber of Commerce supported our first ever Nihon Matsuri celebration in 1971. All of the Japanese presenters came from the city of Hino that year. Today, 400 presenters come from more than 17 communities to support the continued tradition every year during Golden Week, the first week of May.

In April of 1973, Yokota East opened its doors with two multiage classrooms, and in turn our school was designated as Yokota West Elementary. In 1976, Yokota West was visited for the first time by an accreditation team from North Central Association. The school surpassed the organization's tough standards to become one of just 150 other elementary schools in the United States at the time to earn accreditation. The committee noted positive attitudes of the faculty and students, an outstanding field trip and student exchange program as well as a creative use of old facilities. This report may have sparked the plans for a new school building.

In July of 1981, the old building was torn down. The school was then moved to four transitional sites while the new school was being constructed. Despite the protests of parents and teachers, grades one through four were taught in hospital buildings, grade five was at the adult education center, grade six was at the high school and Kindergarten was taught at the west chapel.

Students and teachers were thrilled to move into a brand new building on the west side of Yokota Air Base, one that they helped to design, in 1983. The crane, the Japanese symbol for honor, loyalty and good fortune, was chosen as the mascot and incorporated into the décor of the new school building. The classrooms did not have doors in the building's original design to allow for grade level collaboration in the pod areas. Even after the classroom doors were installed in 1986, teachers and students remember a happy school atmosphere where everyone worked together to provide enriching experiences for students such as ski trips, soroban, carnivals, and school exchanges.

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During the 1990's Yokota West continued to grow and flourish with new technology, standards-based education, school-wide thematic units, and a variety of engaging student programs. There was a student orchestra, presidential debates, family bingo nights, Learn-a-bration, field day, good citizen awards, Soroban Club, and of course Nihon Matsuri. The school building grew during this time as well. A building with four classrooms built around a large common area now houses the first grade, and in 2004, four new kindergarten classrooms and a primary playground were added to meet the needs of the full-day kindergarten program.

Presently, our enrollment is 245 students with grades pre-kindergarten through fifth. Our current principal is Mrs. Sharon Carter. She is principal number twenty-four.

The traditions of the past 60 years are alive and well at Yokota West. It is still a great place to learn where everyone is friendly and helpful. There are always people smiling and lots of laughter. School-wide events give us a common bond. During this decade, we continue to embrace traditional activities such as Nihon Matsuri, Science Fair, and Learn-a-bration while integrating new ideas such as the P, Dr. Seuss Night, and collaborative planning.



A Great Place to Learn!

Calendar DoDDS Pacific 20145-2015 School Year

Wednesday, August 20 reporting date for non-administrative educator personnel for orientation and classroom preparation and in-service

FIRST SEMESTER – (92 INSTRUCTIONAL DAYS)

2014

Monday, Aug. 25	Begin First Quarter and First Semester
Monday, Sept. 1	Labor Day- Federal Holiday
Monday, Oct. 13	Columbus Day- Federal Holiday
Thursday, Oct. 30	End of First Quarter (47 days of classroom instruction)
Friday, Oct.31	No School for students- Teacher Work Day
Monday, Nov. 3	Begin Second Quarter
Tuesday, Nov. 11	Veterans Day- Federal Holiday
Thursday, Nov. 27	Thanksgiving - Federal Holiday
Friday, Nov. 28	Friday- Recess Day
Monday, Dec. 22	Begin Winter Recess
Thursday, Dec. 25	Christmas- Federal Holiday

2015

Thursday, Jan. 1	New Year's Day- Federal Holiday
Monday, Jan. 5	Instruction resumes
Monday, Jan. 19	Martin Luther King Jr. Day- Federal Holiday
Thursday, Jan. 22	End of Second Quarter and First Semester
Friday, Jan. 23	No School for students- Teacher Work Day (45 Days of classroom instruction)

SECOND SEMESTER – (91 INSTRUCTIONAL DAYS)

Monday, Jan. 27	Begin Third Quarter and Second Semester
Monday, Feb. 16	Presidents Day- Federal Holiday
Thursday, Apr. 2	End of Third Quarter (48 Days of Class room instruction)
Friday, Apr. 3	No School for students-Teacher Work Day
Monday, Apr. 6	Begin Spring Recess
Monday, Apr. 13	Instruction Resumes, Begin Fourth Quarter
Monday, May 25	Memorial Day- Federal Holiday
Thursday, Jun 11	End of Fourth Quarter and Second Semester (43 Days of classroom instruction)
Friday, Jun 12	No School- Teacher Work Day (Last day of classroom instruction)

School Year 2014-2015:
Instructional Days -183
Teacher Work Days - 190

For additional calendars information that feature TerraNova Dates, Report Card dates and major activities please visit the CraneNet <http://ywes.pac.dodea.edu/>

Section II: Mission and Goals

Yokota West Elementary School Mission Statement

<p style="text-align: center;">Yokota West Elementary School</p> <p style="text-align: right;">A Great Place to Learn!</p>
<p style="text-align: center;">YWES Mission Statement: Educate, engage, and empower each student to succeed in a dynamic world.</p>
<p style="text-align: center;">YWES Vision Statement: To create a 21st Century teaching and social emotional learning environment that promotes academic excellence and instills a passion for lifelong learning.</p>

Japan District Vision Statement: Communities investing in success for ALL students.

Japan District Vision Statement: The Department of Defense Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

DoDEA's Vision Statement: To be among World's leaders in education, enriching the lives of military-connected students and the communities in which they live.

DoDEA's Mission Statement: Educate, Engage, and Empower each student to succeed in a dynamic world.

DoDEA's mission and vision broadly state why we exist, who we serve and what we hope to achieve as an organization. Like our core values, the mission and vision are enduring and will not change over time. Core values guide DoDEA's internal and external conduct and relationships. Our core values clarify what we stand for and believe in. All that we do is carried out with these core values in mind.

We Believe...

- Students are at the heart of all we do.
- Each student can realize his or her fullest potential.
- Educating the whole child fosters academic, social and emotional well-being.
- Learning environments are student-centered, stimulating and relevant.
- High-performing educators and leaders make a difference in student success.
- Parental engagement and support are vital to student success.
- Engaged partnerships enrich the lives of our students.
- Our diversity inspires excellence and innovation.

Department of Defense Community Strategic Plan

DoDEA's five-year, strategic Continuous Improvement Plan for advancing DoD's and DoDEA's agenda for educating and serving military-connected children. The CSP provides the organization's vision, mission, core values, goals, the implementing strategies for each goal.

Strategic Goal 1 - Student Excellence

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally and physically for life, college and career readiness.

Strategic Goal 2 - School Excellence

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

Strategic Goal 3 - Talent Excellence

Recruit, develop and empower a diverse, high-performing team to maximize achievement for each student.

Strategic Goal 4 - Organizational Excellence

Build a great, enduring and responsive organization that provides the appropriate resources, direction and services in pursuit of highest student achievement.

Strategic Goal 5 - Outreach Excellence

Foster family, school and community partnerships to expand educational opportunities for students.

School Accreditation

In February of SY 2009-2010, Yokota West Elementary School was visited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), an independent educational agency in the United States established for the purpose of setting standards for educational institutions. The team of U.S. and DoDDS educators spent 3 days evaluating all aspects of our school operations and programs. Yokota West Elementary School fully met NCA standards. The NCA commended our school for its strong commitment to quality education.

Section III: Policies and Procedures

Arrival/dismissal procedures

Students are not permitted in the school before or after school hours unless under the supervision of a teacher. **There is no supervision for children before 7:40 and after 2:00 (unless your child is involved in an after school club).** Students are not to play on the playground before school or after school. **All students are to go home when school is dismissed.**

- *0-5 year old students must be accompanied to/from school by an adult or older child when walking to/from school.*
- *Students 6-12 years may walk to school, unaccompanied as long as the child is six years of age and in the first grade.*

Picking Up Students After School

Parents are required to sign children out in the office when picking up children during the school day. Students are not permitted to depart the school grounds during the day unless a parent or legal guardian (over the age of 18) accompanies them. The accompanying adult must show his/her ID card or other valid photo ID in order to remove the child from the school grounds. ***0-5 year old students must be accompanied to/from school by an adult or older child when walking to/from school. Students 6-12 years may walk to school, unaccompanied as long as the child is six years of age and in the first grade.***

Due to safety concerns, we are asking parents not to stop their cars on Loring Circle (the road directly in front of the school) and/or the half circle in front of the Kindergarten building to drop off or pick up children before and after school.

The safest place for before and after school drop/pick up of students in:

- Grades 1-5 is the parking lot directly across the street from the main building



- Kindergarten is the parking lot located adjacent to the end of the kindergarten building by Synder Baseball Field.

Tardiness/Late Arrivals To School

When a student is late for school, his/her parents are **required** to sign the student in at the main office and fill out a tardy slip. Students **cannot** be dropped off without any notification by the parents or guardians. A student is tardy if he/she arrives after 0750.

ATTENDANCE Policy

Attendance Procedures

DoDDS educational program expects that all students will attend school and classes regularly and punctually. Parents will be contacted of excessive student absences. If a student is absent for three consecutive days without notice, teachers should contact the school nurse. If a student displays a regular absentee pattern or excessive irregular absences, teachers should contact the principal. The school will take actions to encourage students to establish patterns of good attendance so they will have the opportunity to be successful in their educational programs.

All absences must be reported to the main office in Aspen, **No Later Than 0830 each day**. The office staff will be responsible for inputting late arrivals and tardies after attendance has been submitted. This information is updated daily.

It is DoDEA policy that:

a. Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college.

b. School attendance is mandatory. *DoDEA REGULATION 2095.01*

(1) All students are required to attend school for 180 instructional days per school year (subject to exceptions noted within this policy) to ensure continuity of instruction, successfully meet academic standards and demonstrate continuous educational progress.

(2) Except for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused.

(3) Medical appointments and other discretionary appointments should be scheduled during non-school time to maximize student learning.

(4) School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, and the school. The parent or sponsor should make every attempt to ensure their children attend school each day school is in session and also establish regular communication with the classroom teacher.

(5) A student educational monitoring plan shall be implemented during all pre-approved extended absences to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

(6) Students with excessive school absences, as defined in this Regulation, will be monitored by the Student Support Team to assist students in the completion of all required work and successfully master course objectives.

DODEA Teachers shall follow the guidance described in DoDEA Regulation 2095.01 Enclosure 1 Section 5a – 5e in addition to adhering to the following:

What does this mean for you?

- **It is the responsibility of the parent/sponsor/guardian to call the school every time their child is absent. We maintain an open phone line for these calls specifically between the hours of 0745 to 0900.**
- **If you know in advance, that your child will be absent from school on a particular day, please send a note/email to your classroom teacher as soon as possible.**
- **Parents should carefully consider the absence when planning supplemental vacations outside of Block Leave.**

In short... EVER DAY at school, matters!

Excused Absences

Absence from school is recognized as necessary under certain conditions. Every effort must be made by students, sponsors, parent, legal guardians, teachers, and administrators to keep absences and tardiness to a minimum. The parent or sponsor should attempt to schedule appointments before or after the school day to minimize disruption of the educational environment.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate.

- (1) Personal illness.
- (2) Medical, dental, or mental health appointment.
- (3) Serious illness in the student's immediate family.
- (4) A death in the student's immediate family or of a relative.
- (5) Religious holidays.
- (6) Emergency conditions such as fire, flood, or storm.
- (7) Unique family circumstances warranting absence and coordinated with school administration.
- (8) College visits that cannot be scheduled on non-school days.
- (9) Pandemic event.
- (10) Students are responsible for completing and submitting all assignments identified in the course syllabus or class outline provided by their teacher(s) within a reasonable time period. The Student Educational Monitoring Plan shall be completed for excused absences.

If students are taken out of school for an extended period of time, the following will occur:

- No grades will be given for a quarter in which the student is not in attendance for at least 20 days.
- Teachers are only required to provide work for 5 consecutive school days, even if the child is out longer.

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It is the parent's responsibility to provide as much instruction as possible for the skills that have been covered during the child's absence.

UNEXCUSED ABSENCE

- a. Absence from school or a class without written verification from a parent or sponsor will be unexcused.
- b. The parent or sponsor will be notified by the administration, or designee, each time a student is "absent unexcused" from school.
- c. School personnel will work collaboratively with the student's parent or sponsor to identify the reason(s) for the truancy and in assisting parents or sponsors whenever possible.
- d. Unexcused absences may result in disciplinary action (i.e., detention, in-school suspension, and expulsion), along with loss of credit, if the student does not comply with the intervention plan, pursuant to Reference (a). [DoDEA Regulation 2095.01]

Unexcused absences do not allow for make-up privileges (except while suspended from school). Absences of this nature include truancy and oversleeping. Absences related to financial gain, such as modeling or personal convenience, are discouraged and will be considered unexcused. There is no make-up assistance with unexcused absence.

After an excused absence, students will be afforded the opportunity to make up work on a day-to-day basis up to 5 consecutive excused absences, unless a Request for Extended Excused Absence form is completed and signed by the principal to be included in the student's cumulative file.

The school nurse will make checks on students who have been absent due to a contagious condition. These students should report to the school nurse before reporting to class.

Administrative Actions

Parents/sponsors/legal guardian's will be contacted about unexcused absences and reminded of the DoDDS attendance policy. A concerted effort by school personnel will be made to prevent and remedy truancy in the early stages. Students will be referred to the counselor and/or the nurse personnel in an effort to reduce the frequency of unexcused absences or tardiness.

Tardiness: Students who arrive just after the tardy bell has rung will be sent to class. When a student arrives after 0750, parents are expected to sign their children in at the office. (See tardy policy for more information.)

Planned Absences

If parents know of an excused absence, they should notify the teacher in advance. Extended absences of more than one week require that the parents discuss this matter with the teacher and/or an administrator. The teacher will determine how missed assignments can be best completed. Parents who Regardless of the type of absence, once it is excused, the teacher will decide the nature and extent of the make-up work that is necessary for the child to complete. **Parents can request in person or in writing an excused absence for their children through the school office. A "Extended Absence Request Form" will be provided for completion prior to the absence. Please do this at least three days prior to the absence period.** Students will be able to get class assignments and homework from their teachers **when they return to school.**

Absences of a week or more are very detrimental to a student's progress. There is a loss of direction, explanations and practice in class under the guidance of the teacher. Every effort should be made not to plan a vacation trip during instructional days.

Class Placements

Our Class Placement Policy has evolved over the years by reviewing best practices for students based on the latest in research and in the experience of our total staff and the advice of our Student Placement Committees.

Classes established by the Friday preceding the Monday of the first day of school will be balanced according to: gender, ethnicity, heterogeneous low-middle-low-high achievement levels, clusters of up to 4-5 Special Education students, Gifted Education students and clusters of ESL students; for inclusion teaching strategies, moral support, and separation of students who have a negative influence upon each other.

For those **rare** students who have a special need or situation that needs to be accommodated by special placement, parents or staff may write an Exception to Policy Letter to the Counselor and student placement committee who will meet and consider the special reasons just prior to drawing of the Class Lists. There is no guarantee of special placement if it interferes with the balance of the classes. **Once the Class Lists are drawn and posted, they are final.**

The administration at Yokota West Elementary School DOES NOT advocate or promote NAME REQUESTING of teachers. However, parents may request in writing the type of teacher and/or teaching style that would best meet the needs of their child. Should you decide to indicate a specific teacher by name, your request will not be considered.

Requests for placement should be written in narrative form and include the following information:

Type of:

1. classroom environment necessary
2. classroom curriculum program needed
3. teaching style required
4. teacher characteristics that best suit the student
5. personality the student has
6. learning style in which the student finds the most success

Each request will be reviewed by the Placement Committee and recommended to the principal. All recommendations will be considered but will not guarantee placement. We have to make every effort to ensure that classes are balanced by the factors indicated above.

Classroom Placement After School Year Starts

When a parent registers a new student, the following steps are taken in order to place the student:

- New students will begin attending classes on the second day following enrollment to allow adequate time for processing and placement. For example, if complete registration is submitted on Monday before 3:00 pm, the first day of attendance will be Wednesday morning.
- Students are placed in classes by the administrator, counselor, and registrar
- Students are placed in the classroom with the lowest numbers
- The teacher is notified by email and /or telephone call.

Change in Class Placement Procedures

When a parent requests a change in classroom placement, the following steps must be taken:

- The parent/s of the student must meet with the classroom teacher and the counselor to discuss the concern that has prompted the request for a change in placement. A plan will be developed to resolve the concern. All parties will meet after a three-week trial period.
- If the parents are not satisfied at that time, they must write a letter to the principal to request a change in placement. The letter must contain the reasons for the requested change in the classroom placement.
- The principal will make the decision for classroom placement and the parents will be informed. Parents may appeal the decision to the District Superintendent.

Communication

Every Friday, the school newsletter “Yokota West Elementary School: CRANE NEWS” is sent home via email, to all families.

Classroom teachers send home a weekly communication regarding current events, assignments, reminders, calendar updates, and “Need to Know” information.

Emails are sent to classroom teachers notifying them of any transportation changes for students. Parents who come into the building are asked to leave a note that will be forwarded to the teacher, rather than interrupt instruction. We understand that emergencies do occur, and, will address such situations on an individual basis.



School Hours

School Office Hours	7:30 am– 4:00 pm
School Instructional Hours	7:50 am – 2:00 pm
Half Day Dismissal	10:35am
Late Start	9:55am

Daily Schedule

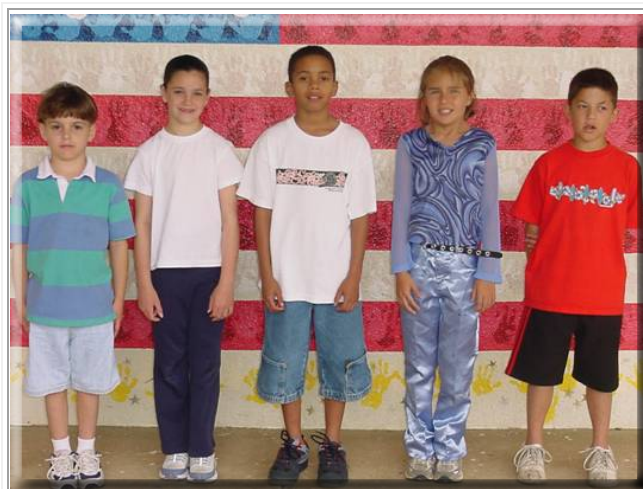
0730	Teacher Duty Day Begins
0730	Paraprofessional Day Begins
0740	Students Permitted on Campus
0745	Students Line Up - Students Enter Building *
0750	Instructional Day begins (<i>40-Minute Lunch and Recess</i>)
1030	½ Day for Substitutes
1400	Instructional Day Ends
1400	Paraprofessional Day Ends
1410	Buses Depart
1430	Teacher Duty Day Ends

Dress Code

While we honor and respect the individuality of students, students' dress and personal grooming are expected to be neat, clean and appropriate. Clothing that distracts other students, is associated with gang wear, interrupts the learning process, and/or is a safety issue is inappropriate. This includes: Short Shorts, Tank Tops, Headbands, Sunglasses, Halter Tops, Sagging Pants, Bandanas, House Shoes, Spaghetti Straps, Hats of Any Type, See-Through Shirts, Cloth/Plastic Shoes, Slippers, Flip Flops, Excessively Torn Clothing, Open-Toed Shoes, Bare Midriffs, Socks and shoes are encouraged due to safety concerns.

In addition, T-shirts designed as underclothing or with inappropriate language or graphics, to include: anti-social messages, promotion of violence, alcohol, drugs, or tobacco use, racially or sexually offensive, logos of musical or other groups that convey anti-social messages, are not permitted.

Please no flip flops or sandals without a strap. No spaghetti straps or baggy pants.



Examples of *Appropriate* Dress Attire for School



Examples of *Inappropriate* Dress Attire for School

The staff highly recommends that students have a sweater or sweatshirt on hand at school, especially during the winter weather. (Large bulky coats worn in the classroom tend to interfere with class work). Although the weather changes daily, the air conditioning makes for cool temperatures inside and students do go out for recess on colder days. Please help by ensuring your child has appropriate outerwear each day.

Electronic Devices

Students may have cell phones and other electronic devices (i.e. I-Pods, electronic games) in their possession, but they must remain turned off and in their backpack during the school day. Students caught text messaging, taking photos, playing games, or making calls will have their electronic devices confiscated and held so that parents may come in to pick them up. Students take all responsibility for these electronic devices. We do not encourage them to bring these expensive devices to school. If lost or stolen, the school will not investigate.

AAFES Meal Program

In support of the mission of DOD, our partner, AAFES sponsors the school meal program.

- All menus and service, in the cafeteria, are AAFES responsibilities. YWES, DoDDS-Pacific, and DoDEA are not affiliated with the meal program.
- Student accounts may be created, by the parent/sponsor, at the Cash Cage in the BX.
- The student Hot Lunch price for School Year 2014-2015 is \$2.45
- The adult Hot Lunch price for School Year 2014-2015 is \$5.00
- Students may only purchase complete lunches.
- “Lunch Plus”, an additional entrée, will be offered for purchase, after all children in line have been accommodated.
- Parents interested in receiving information about the Free or Reduced Lunch program are asked to contact the School Liaison Office at 225-3438. AAFES allows students to charge up to 3 lunches, before receiving a sandwich vs. a Hot Lunch, however the cost of those lunches will be expected to be paid in full.
- If outstanding lunch charges go unanswered within a reasonable time period, the sponsor will be notified, a follow-up letter will be cc'd and mailed to the Company Commander requesting payment in full.

Lunches

Children in grades Kindergarten – Grade 5 attending Yokota West Elementary School may buy a cafeteria lunch or bring their sack lunch. The cafeteria lunch is prepared through AAFES. AAFES accepts cash or payment via the electronic lunch program. The electronic lunch program may be setup at Personalized Services at AAFES Exchange Locations (BX).

Lunch periods run from 10:30- 12:05 and are divided into separate seating by classroom.

Lunch Monitors

Lunch/Recess monitors are provided to ensure children’s safety on the playground and in the cafeteria. Children are expected to give monitors respect. Disrespect to lunch monitors will be dealt with through the chain of command.

Free & Reduced Lunch

<http://www.dodea.edu/Pacific/offices/Logistics/FreeAndReducedLunch.cfm>

Registration/Re-registration

Admission:

Any child who is five or six by September 1 of the current school year and present in the command is eligible to enroll in kindergarten and first grade, respectively.

Routine Placement in grades 2 through 8 is predicated upon the successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grade 1 through grade 8.

All non-routine placement questions are addressed by a placement committee consisting of the counselor, age-appropriate grade level teacher, and a neutral teacher will meet with the parents to hear and discuss their request. The committee will make a recommendation to the administrator, who then will formulate a decision.

Disagreement with the administration's decision may be elevated to the Office of the District Superintendent.

Preschool Developmental Class (PSCD): students are eligible based on these criteria:

- Age: 3 years and older, and a developmental delay of 25% in one area or 20% in two areas. Areas considered are:
 - Physical or Motor Skills
 - Cognitive Ability
 - Language Development
 - Social and Emotional Development
 - Adaptive Skills

All students require the following documents and information when enrolling:

<http://www.pac.dodea.edu/supportservices/Fiscal/index..htm#DoDDSRegistration>

DoDDS Student Registration Form

- Sponsor's PCS orders (Notification of Personnel Action Form for locally hired civilians)
 - Extension RIP from your military records if your DEROS has changes
 - Employment Verification Letter for civilians
- Dependent verification (if dependent's name is not listed on orders). One of the following must be submitted:
 - Dependent Travel Orders
 - Command Sponsorship Letter
- Up-to-date immunization record
- Copy of birth certificate or passport
- School Records and last Report Card
- Mailing and quarters address
- Local/ Stateside emergency contact
- Sponsor or spouse (with military ID card) must sign the registration forms

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Entrance Requirements

The following categories of sponsors are eligible for tuition-free enrollment of their dependents:

- A. United States military personnel on active duty in the areas zoned for YWES.
- B. Department of Defense civilians stationed in the areas zoned for YWES.

No student can be enrolled on a tuition-free basis without a copy of the sponsor's orders that lists the name of the child. In the event the child is not listed by name on the orders, a "Certificate of Eligibility" must be presented and verified by a personnel officer. DoDDS Schools are audited by the GAO for this documentation yearly.

DoDDS is requiring sponsors of school-age children to *present irrefutable proof of eligibility to attend* DoDDS Schools. Such proof minimally includes PCS (Mil)/renewal travel (Civ.) orders listing the child as a dependent.

IMPORTANT!!! Changes in Registration Information

In order that we can keep information that is important to you and to the school current, it is requested that parents notify the school immediately if there is a change in any of the following:

- a. Local quarters address.
- b. Mailing address of sponsor.
- c. Home phone.
- d. Rotation date.
- e. Emergency contact name and phone number.
- f. Telephone at work and spouse's work number.
- g. Authorization to pick up students

Annual Pre-Registration

All students returning to Yokota West Elementary School **must** pre-register every year for the next school year. The re-registration takes place in the spring and is used to help determine staffing for the next school year.

Tuition Payments

Parents of tuition paying students are reminded that your child cannot attend school until the tuition payment has been received by the School Registrar. If you have questions about tuition payments, please contact the Registrar, at 225-7611.

Eligibility and Enrollment

DoDEA Age Requirements for entering into Kindergarten:

five years old by September 1 to enroll in kindergarten.

four years old by September 1 to attend pre-kindergarten or Sure Start

six years old by September 1 to attend first grade.

Home Schoolers

Enrollment for “Space Required” home schooled students is not required for use of auxiliary services, however proof of eligibility must be provided and will be maintained at the school. Auxiliary services includes use of academic resources, access to the library, after-hours use of school facilities, and participation in music, sports, and other extracurricular and interscholastic activities. Dependents of sponsors electing to take a single class or more must complete a registration form and comply with other registry procedures and requirements.

Enrollment Categories

Qualified dependents are authorized to enroll in one of the following enrollment categories based on the request of the sponsor. Dependents in enrollment category 1 receive first priority; all others are enrolled on a space-available basis in priority of category of enrollment.

Category 1: Space-Required, Tuition-Free: command-sponsored dependents of

- Active duty military personnel whose dependents are entitled to transportation to and from the overseas areas at government expense (includes dependents authorized a designated location move (DLM)) when station allowances are authorized for dependent’s designated place of residency, and
- Full-time DoD civilian employees who are paid from appropriated (e.g. U.S. Army, Navy, Marine Corps, Air Force, Coast Guard, other DoD organizations) or non-appropriated funds (e.g. DoD related non-appropriated fund instrumentality (NAFI) operating outside CONUS in support of U.S. Forces, employees of AAFES, MWR Officers/NCO Clubs, Special Services, and Stars and Stripes) and are citizens or nationals of the United States.
- DoD sponsors who are assigned to the Security Assistance Program and Foreign Military Sales Program (FMS). As DoD dependents, these students are space-required and would normally be tuition-free, but agency pays tuition in order to collect full program costs (e.g. Joint U.S. Military Assistance Group (JUSMAG) employees).

Category 1: Space-Created, Tuition-Paying: command-sponsored dependents of

- U.S. civilians who are full-time defense contractor personnel. A valid copy of either Logistical Support Section of contract that authorizes dependent education in DoDDS on a tuition-paying basis (must list names of the dependents) or a Technical Expert Accreditation Status awarded to

that sponsor, and DD1172-2 Common Access ID Card Application or copy of ID card must be provided at enrollment.

Category 2: Space-Available, Tuition-Paying (Federally Connected): dependents of

- Full-time U.S. Government employees, provided the employee is a U.S. citizen or a national of the United States and is entitled to LQA at the “with family” rate, or who has been identified by their agency as being eligible for educational benefits on a tuition-paying basis. Includes U.S. Government employees covered by the economy act agreement between the Department of State and DoD, or any component of such an agency and DoD, (e.g., Dependents of U.S. citizen employees of all U.S. Government agencies other than DoD, including Department of State, Atomic Energy Commission, AID, Department of Agriculture, Federal Aviation Agency, General Services Administration, and Smithsonian Institution). Also includes U.S. citizen employees of certain international organizations, such as NATO and the United Nations).
- Part-time appropriated fund (APF) employees and part-time non-appropriated fund (NAF) employees who are U.S. citizens or nationals of the United States.
- U.S. citizens who are full-time employees of organizations overseas that serve defense related interests not covered in category 1H and/or which have executed contracts or other agreements with the U.S. Government (e.g., Employees of permanent party American Red Cross, USO, Boy and Girl Scouts, Post Exchange concessionaire contractors, active duty military or DoD civilian stationed in the U.S. and TDY overseas. Also includes military reservists deployed to the overseas area from the U.S. or overseas for less than 180 days).
- Host-nation or third country national military or civilian personnel assigned or attached to the U.S. military services overseas at international or major DoD commands, when recommended by the major overseas commander, (e.g., third country national military and civilian personnel serving with U.S. Armed Forces overseas, NATO, United Nations, Canadian or other Allied Forces).

Category 3: Space Available, Tuition-Free: dependents of

- Active duty U.S. military personnel who are stationed in an overseas area to which their dependents are not authorized transportation at U.S. Government expense, but to which the sponsors have elected to transport their dependents at their own expense. Includes enrollments under the Transition Assistance Management Program (TAMP). Also includes military reservists deployed to the overseas area from the U.S. or overseas for more than 180 days.

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- Permanent, full-time appropriated fund (APF) or non-appropriated fund instrumentality (NAFI) DoD civilian employees stationed overseas, are citizens or nationals of the United States, who reside in a different overseas location from the sponsors' duty assignment.
- Sponsors who have been granted a waiver of tuition costs by the Secretary of Defense (or designee). Includes dependents of military sponsors who die while, entitled to active duty pay within 180 days of the sponsor's death; and those dependents of military members who die on active duty and are on Temporary Change of Station orders or deployed overseas for a period of more than 60 calendar days; provided the criteria for enrollment of both class of dependents which are directed in the DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-age Dependents in Overseas Areas" are met. Also includes, minor dependents that may complete the school year if the DoD sponsor transfers, dies, or retires during the school year.
- Foreign diplomatic and military Partnership for Peace (PfP) personnel assigned as liaisons at North Atlantic Treaty Organization (NATO) sites or dependents of foreign military and civilian liaison personnel from the Newly Independents States (NIS) of the former Soviet Union in Ankara, Turkey.

Category 4: Space-Available, Tuition-Paying (Non-Federally Connected): dependents of

- Other U.S. citizen or nationals of the United States, residing overseas but not employed by a DoD contractor, (e.g., Siemens, Citibank, KIA Motors). (Authorized by 20 U.S.C. 923(d) (1) (B)). Also includes dependents of U.S. Citizens working in a foreign country but not employed by a DoD contractor when attendance at a DoDDS school is authorized by the foreign country and installation access policies, and dependents of deceased personnel not covered in enrollment Category 3.
- All other U.S. citizens or nationals of the United States not included in other categories but residing overseas. Includes retired U.S. military personnel.
- Local or third country national when no significant United States interest is involved where there is no objection from the local U.S. military commander or the U.S. Department of State.

Emergency Evacuation Procedures

DODDS YOKOTA SCHOOL DELAYED START TIME

YOKOTA High School - Starts 10:00
YOKOTA Middle School - Starts 10:00
YOKOTA West Elementary – Starts 09:55
MENDEL Elementary – Starts 10:00

Cancellation and Unscheduled Dismissal of School

It may be necessary at some point during the year to cancel/close the school due to political emergencies, strikes, facility breakdowns, weather, etc. If it is not possible to get written notice out to parents in advance, the U.S. Forces radio and TV will be used to broadcast changes.

Parents should make arrangements for an alternative place for their children to go whenever there is no one at home to meet them.

The decision to cancel school is made by the Base Commander. When school is canceled, all available communication systems will be used to notify parents as far in advance as possible.

Bomb Threat

When a bomb threat is received, the school is evacuated using the same locations designated for earthquake drills. If necessary, the students will then be evacuated to the Taiyo Community Center following the same procedures used for an earthquake. Teachers will remain with their children at all times. Students will be returned to school as soon as possible. In the event that it is not advisable to return to class, children will be seated in the theater and wait for transportation.

If notification of a bomb threat is received, do not touch or move any unidentified objects. If found, have a reliable person guard the object/s to keep other personnel clear while you report to the principal. The police or fire department will handle all action regarding disposal or handling of the object/s.

Earthquake Drills

Earthquake drills are conducted. There are two steps in an earthquake drill. Students are first trained to get under their desks or tables on their knees, clasping both hands behind the neck, burying their face in their arms, and closing their eyes.

If the school buildings are unsafe students will be evacuated to the Taiyo Community Center (our designated Safe Haven Location)

Once at the Taiyo Community Center students will be contained until the base commander releases them. Depending on the severity of the disaster students may be released to walk home or held until the sponsor, parent, or a designated emergency POC arrives to pick the child/children up.

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Inclement Weather

Due to inclement weather, school may be either canceled or delayed for 2 hours. Buses will pick up 2 hours from the time listed on your child's bus pass. Please note that **LUNCH WILL NOT BE SERVED** during a delayed start. Please prepare your child a bagged lunch. For more information, please tune into AFN Radio Station Eagle 810-AM 810

Fire Drills

In the event of a fire drill, a loud, continuously ringing bell will sound. Students will follow the evacuation plan posted in the room, and leave in an expeditious and orderly manner. Students are not to return to the building during or after emergency evacuation procedures until given permission by an appropriate authority.

Fire Drill procedures will be practiced once a week during the first month of school and once a month thereafter.

Intruder/Lockdown Drill

In the event of an intruder to the base or school that poses a threat to our children, a lockdown drill is performed periodically to ensure staff know and follow proper procedures to keep our children safe while at school.

1. Lock all classroom doors, and close windows and blinds. If you have a classroom door with one of the small windows make sure you have that covered also.
2. Move children to an area in your classroom that would make a good "hiding place."
3. Keep students silent and hidden until the "ALL CLEAR" is announced.
4. If your class is outside at the time immediately go back to your classroom and if that's not possible go to the nearest available room.
5. Please coach your students ahead of time that if they are ever in the bathrooms and hear "The Code" they should go back to your room immediately. If that's not possible they should go to a room closest to the bathrooms.
6. During the drill we have a person assigned to each building that goes around to every classroom checking doors and listening for students in the rooms.

Other Evacuations

Other evacuations will occur according to procedures authorized by DSO-Japan, base authorities and school principal. The Drill usually takes 5- 7 minutes to complete.

Typhoon

Listen to AFN radio or broadcasts of typhoon conditions of the area. In the event of school closure announcements will be made continuously on AFN. Conditions are assessed in terms of conditions of readiness or TCCOR:

CONDITION	DEFINITION	RESPONSE FOR YOKOTA AB
TCCOR 4	Winds of 50 knots (58mph) or greater are possible within 72 hrs	-obtain emergency supplies
TCCOR 3	Winds of 50 knots (58mph) or greater are possible within 48 hrs	-fill vehicle and grill gas tanks -Ensure sufficient money and important documents are easily accessible
TCCOR 2	Winds of 50 knots (58mph) or greater are anticipated within 24 hrs	-Secure outside items -Determine windows without Mylar
TCCOR 1	Winds of 50 knots (58 mph) or greater are anticipated within 12 hours	-Move sensitive items away from windows or cover them with plastic -tape windows without Mylar if winds forecast to exceed 100 knots
TCCOR 1 Caution	Winds of 34-49 knots(39-56mph) are occurring	-All non-essential travel is suspended Non-essential personnel should remain indoors
TCCOR 1 Emergency	Winds of 50 knots (58mph) or greater are occurring	-All personnel should stay indoors away from windows
Recovery	Winds of 50 knots (58mph) or greater are no longer forecast to occur	-stay indoors while damage assessment and clean up is accomplished
All Clear	The threat of severe weather is over	-resume normal activities
Storm Watch	Destructive winds have subsided There is still a possibility of danger due to the proximity of the storm	-Personnel should remain alert, monitor radio and television, as rapid changes could occur
Tropical Storm	Tropical cyclone with maximum sustained winds of 34 to 63 knots (39-73 mph)	
Typhoon	Tropical cyclone with maximum sustained winds of 64 knots or greater	
Super Typhoon	Tropical cyclone with maximum sustained winds of >129 knots(>149 mph)	

Sources of Information:

-AFN Radio Station Eagle 810-AM 810

-AFN TV Channel(s)

-Weather Channel(s)

-Weather Recordings:

YOKOTA AB 225-4181

NAF ATSUGI 264-6311

MISAWA AB 226-3900

FLEET ACTIVITIES YOKOSUKA 243-5155

KADENA AB 634-4081

FLEET ACTIVITIES SASEBO 252-3824

-Commander's Access TV Channel(s)

-Yokota Weather Flight (<https://www.mil.yokota.af.mil/Files/OG/OSS/Weather/index.aspx>)

Health Care Program/Medication Policy

Administration of Medication in YWES

Medications are administered for short-term and long-term illnesses. There will be times when your child's physician will determine that it is necessary for him/her to receive medication during school hours. The school nurse will administer this medication only under a doctor's order. She/he cannot lawfully administer medication without a physician's order; this includes prescription and over-the-counter medications (DoDEA School Health Service Guide). Therefore, when it is necessary for your child to take medication at school, the following requirements must be met:

1. A Hold Harmless Form has been completed by the physician and signed by the parent. Permission for medication must be obtained annually.
2. The medication is in its original container with the child's name, the medication's name, the dosage to be given, the time to be given, the doctor's name.

The school nursing/health program is designed to promote the student's education by decreasing or removing health-related barriers to learning and by promoting an optimal level of wellness. In order for parents to understand the capabilities of nursing care granted by state licensure and DODDS policies, please review the following:

Handling of Emergencies

If a student is in need of emergency care the quickest and safest means of obtaining medical care will be utilized; most of the time this will be per ambulance. Other times, the parent may be called to pick the child up. Parent/guardian will be notified of the child's condition and where she/he will be taken. If a parent cannot be reached, then the emergency contact will be notified. If the emergency contact is unobtainable, the parent's command will be notified and asked to be present until the parent can be found.

Illnesses

If your child is ill, please do not send him/her to school. For his or her benefit, it is best that s/he gets the proper rest; nutrition and care by his/her parent at home. This will allow for a faster recovery and return to his/her routine. This also prevents other children from being in contact with those germs that can lead to illness. There are times when your child will become ill during school, when this occurs the parent will be notified by phone. Phone calls will be made at the discretion of the nurse. The times that you will be called to pick up your child are based upon the assessment and evaluation of the school nurse. The following are a few examples:

- A temperature greater than 100 degrees
- active vomiting or diarrhea
- an illness which presents contagious symptoms (conjunctivitis/pink-eye, ringworm, varicella/chickenpox), which has not been cleared by your physician.

To return to school: Your child must be without symptoms for a complete 24 hours before sending him/her back to school. If your child is placed on antibiotics, s/he must be on antibiotics for a complete 24 hours before s/he can return to school.

Immunizations

No shots, no school, no kidding. Up to date immunizations is a condition of attendance at all DoD schools. At YWES, you will be notified in writing, of the last day your child can attend school without proof of updated immunizations. Our nurse will communicate with you by putting a letter in your child's backpack, sending the sponsor an e-mail, and through the sponsor's mail box by MPS. Students who enroll in DoDEA schools are required to meet specific immunization requirements. These requirements, displayed below, represent the minimum requirement and do not necessarily reflect the

optimal immunization status for a student. DTaP – 4 doses at least one MUST be given after 4th b-day, Hepatitis A - 2 doses, Hepatitis B - 3 doses, MMR - 2 doses, IPV or OPV - 3 doses at least one MUST be given after 4th b-day, HIB - 2-4doses, Varicella - 2 doses or history of chicken pox, Meningococcal and Tdap - 1 dose each when they turn 11-12 years of age.

Official proof of immunization must be provided to school officials at the time of initial registration.

As of July 2010, DoDEA aligned with the immunization guidance prescribed by the Interstate Compact on Educational Opportunity for Military Children. As a result, provision has been made for students transferring to a new location allowing up to 30 calendar-days after enrollment to present current immunization documentation.

It is the parent's responsibility to have upon registration, a legible, if necessary translated copy of their child's immunizations for review by the school nurse and to be placed in their child's school record.

Programs – Asthma, Attention Deficit Hyperactivity Disorder

Asthma – Our goal is to keep asthmatic children in school as much as possible. Prompt and appropriate treatment is only possible if the school is aware of the treatment regimen your child is receiving and has the medication available for administration in the school setting.

The use of the peak flow meters has been useful in the early treatment of asthma attacks, thus reducing the severity of the attack. This will be established for your child, upon the knowledge of the diagnosis.

Attention Deficit Hyperactivity Disorder – The procedure for diagnosis is initiated through the nurse's office. If you have concerns about your child and his/her attention to school work/detail, please contact the school nurse for details.

Health Screenings

Vision and Hearing - Students are screened yearly for vision and hearing. In addition, a child will be screened if referred from a parent, instructional staff, physician, or student, as well as if being evaluated for Special Education Services or ADD, ADHD referral.

Homework, Grading and Report Card Procedures

Teachers use homework to reinforce and review curriculum content. Research shows that when homework is turned in to the teacher, graded, and discussed with students, it can improve students' grades and understanding of their schoolwork. Parents can assist with homework by providing a routine to complete homework. If possible, set up a quiet, comfortable study area with good lighting and the school supplies that your children need. It is critical that you show your children that you think homework is important. Ask to see your children's homework each day and discuss it with them to show support. .

The amount of homework varies by grade level.

Kindergarten: 5-10 minutes Monday - Thursday.

Grades 1 and 2: 10 to 20 minutes, 3 to 4 times per week.

Grades 3, 4, 5: 30 to 60 minutes, 3 to 5 times per week.

We recommend that all students read or be read to at home each day (This is in addition to any assigned homework). If your child consistently takes longer than the recommended time to complete homework, please contact your child's teacher. Each grade communicates with parents on a consistent basis about their children's homework assignments, via an assignment sheet, homework folder, or other reporting methods. Teachers want students to learn from homework. Tell the teacher if your child thinks the homework is too easy or too hard. This will help the teacher match homework with student ability and maturity levels.

The amount of help you offer your child depends on each child's grade level, knowledge of skills and study habits. First, make sure the child understands the directions by completing a few problems together. Praise right answers, and show how to correct mistakes. Students should generally be able to complete the assignments independently. Avoid "hovering" over your child while they work on homework. You do not want your child to be dependent on you to complete the tasks. Help older students organize their assignments by recording them on calendars or planners, along with due dates, dates turned in, etc.

Grading and Report Cards

Progress Reports

Parents will be kept informed of the pupil's progress and achievement through report cards and by conferences. Progress Reports represent the formal report of a student's quarterly progress. The first marking period report will be given at a parent-teacher scheduled conference, in November. You will receive a conference date and time. You may also schedule a Parent/Teacher conference any other time you desire.

Report Card

Report cards are sent home at the end of each quarter of school. **Parent-Teacher Conferences** are held at the end of the first quarter of school for all students, and report cards are distributed at that time. For families who PCS into and out of Yokota, a student must be enrolled for 20 or more days to receive grades for reporting purposes. If you have any questions, specific to report cards, please call the main office at DSN 225-7611

Kindergarten - 3rd Grade

In Kindergarten through third grade, the marking code is not connected to numerical grades. Progress is reported as follows:

2. "N" is equal to not yet evident/needs more practice. Does not mean failing. Parents are encouraged to talk with their child about working together on increasing skills in the indicated areas.
3. "P" means is making satisfactory progress towards consistently displaying mastery of the marked standards as indicated from observations and assessments. Child is beginning to understand and apply skills marked in a variety of settings.
4. "CD" means that the child has met the goals of the indicated skill for that marking period.

Lost and Found Property

Please mark all items of personal property, particularly billfolds, sweaters, jackets, coats, notebooks, and lunch boxes. The location of the lost and found area is presently in the cafeteria. Parents are welcome to search through these items themselves, since children often do not recognize their own possessions.

Lost and found property that accumulates and is unclaimed will be disposed of on the last day of each month.

As the school cannot be responsible for lost, broken or stolen items, students should refrain from bringing anything of value to school.

Food/Snacks at School

Yokota West Elementary School encourages good nutritional habits. Classes may take a mid-morning or afternoon snack break. Nutritious snacks such as fruit, nuts, or juice are acceptable.

Candy and carbonated beverages are not recommended either for lunch or for snack time. Gum is not permitted in school.

School Liaison Officer

The School Liaison Officer (SLO) is a vital link between the Command Group and the school. The SLO assists the school, and our parents, in many areas:

- Relocation issues
- School lunch program
- Installation questions
- School Advisory Committee (SAC)
- Contacting military units as needed
- General questions, comments, concerns, compliments
- Community calendar updates
- Homeschooling support

The SLO is our local version of a community handbook and remains an excellent resource for school, home, and command. The SLO can be reached at DSN 225-3438

School Photos

Yokota West PTO annually sponsors individual student photos taken in the Fall and again in the Spring. Volunteers to help with school photos will be requested through the school newsletter as the time approaches.

School Spirit/Spirit Wear

The moment you walked into our building, you became YWES **Cranes**, we are happy that you are here! Every Friday is SPIRIT DAY! Show your YWES Crane pride!

Our school colors are blue and white. Spirit wear is available for purchase, in the school store. Spirit wear will be advertised for sale occasionally during the school year.



School Supplies

DoDEA offers a general school supply list on their webpage. Specific grade levels have specific needs, and in taking those needs into consideration, grade level appropriate supply lists can be found at the back of this handbook.

Visitors

ALL visitors to the school must report to the office and sign in to receive a visitor's pass. This is a security requirement and in the best interest of student learning and safety. Visiting relatives and friends are not permitted to "visit for the day." Military Police may be called when visitors become disruptive to the education process.

Volunteering

Volunteering in the Classroom

We, here at Yokota West Elementary School, are pleased to have you serve as a parent volunteer. Parents are invited to serve as partners in their children's education in a variety of areas:

- Helping teachers prepare
- Sharing a skill or talent
- Getting professional experience and making contacts
- Achieving personal growth and self-esteem
- Giving something back
- Doing something exciting and new
- **Making a difference in the life of a child**

Some Things To Remember When Volunteering:

1. You must **register** in the Front Office to be a volunteer.
 2. Volunteers who chaperone on study trips and are with children out of sight from the teacher are **required** to have a background check.
- As a volunteer staff member you are expected to maintain a high level of confidentiality regarding school matters. Volunteers must refrain from talking about teachers to students.
 - Please help us model a neat and clean appearance. Dress appropriately for the school setting and task.
 - As a volunteer you will be a part of the staff. All students will treat you with respect and you shall treat students with the same respect.
 - Smoking is not allowed in our building or in the presence of students. The designated areas are in your car and in the parking lot.
 - Loss of temper and use of inappropriate language is not acceptable on school property.
 - Volunteers are not to counsel students on such topics as religious beliefs, sexual topics, family relationships, personal hygiene, or moral issues.
 - Please fulfill commitments and be on time. If you can't come, please call the office and leave a message.
 - A preliminary meeting with the classroom teacher and volunteer must be conducted regarding duties to be performed and times, so as to make helping less disruptive to instruction.
 - In extreme problems with discipline, volunteers should bring this to the attention of an available staff member or administrator. DoDDS policy is NO corporal punishment.
 - Volunteer staff members should be supportive of goals and objectives of the school and promote safety among all students.

Section IV: Safety and Security

Bullying Policy

At Yokota West Elementary School, bullying is absolutely not tolerated. Any behaviors where a student has been identified as engaging in bullying will be referred to the counselor and/or administration.

Bullying is **repeated and purposeful physical, verbal, emotional and cyber aggression** against another child. It is hurtful and unwanted. Bullying includes actions such:

- Name calling
- Stealing
- Making threats
- Spreading rumors
- Attacking someone using your words, hands, feet or objects
- Spitting
- Excluding someone from a group on purpose.
- Sending mean or harmful messages over the internet

1st Offense	2nd Offense	3rd Offense
Teacher Level	Teacher Level	Administration Level
<ul style="list-style-type: none"> • Parent Notified • Privilege revoked (at teacher’s discretion) • Mandatory counseling 	<ul style="list-style-type: none"> • Parent/teacher/counselor/student conference • Recess revoked • Administration warning 	<ul style="list-style-type: none"> • Principal Referral • Suspension (type of suspension and number of days will vary depending upon the nature of the offense)
Severe Offenses and Suspensions		
Consequences for bullying and other severe offenses are implemented in accordance with DoDEA’s Disciplinary Rules and Procedures (Regulation 2051.1).		

Internet Use

It is the responsibility of the student to use Internet technology in an appropriate manner. The User will access only educationally related materials and use only school provided materials while “online” at school. This practice is used to protect the children and to protect the system from viruses. In doing so, we are able to monitor all programs being used by students.

- Each student, utilizing the classroom computers, computer lab, and/or the Internet, will be expected to sign a “Technology Use Agreement” with his/her parent or guardian.
- Violation of this agreement will result in immediate loss of all Internet use.
- It is deemed inappropriate for students to access any material that exhibits explicit violence, obscene language, or pornography.
- Any student who chooses to violate this mandate will relinquish his/her rights to further computer network/Internet use.

Technology/Computer Program

Students in Kindergarten through Fifth grade have access to computers in their own classrooms. Each classroom is designed for Internet usage and students are taught how to use their resources wisely. Two computer station labs provide state of the art computer instruction to our students. Computer literacy goals are part of our curriculum at all grade levels. We encourage home to school communication through the computer and YWES CraneNet.



Power Of Attorney

In the case both parents are away from Yokota AB, it is necessary to obtain a special power of attorney to be used in case of emergency. Also, it is important to inform the teacher and school office of the name, address and telephone number of the person taking care of the child. In addition, it is necessary to notify the school nurse, so the nurse will know whom to notify in case of emergency.

Release of Students From Class

Students will be released **only to authorized individuals who are listed on the student's 600 Form.** Report to the school office when picking up students. Please show the office staff an ID card, and the office staff will call the student's room. Please do not report directly to the classroom. All visitors need to report first to the office.

School Supply Guidelines (DoDEA Pacific Elementary List)

(See page 64 for Yokota West Elementary School Supply List)

Sick Notices

Children are required to bring a note when absent. In addition, please call the office at 225-7611 to report the absence. Students who have been absent are responsible for obtaining and completing assignments, within an agreed time limit set by the teacher.

Staff Development

During the school year, teachers are provided opportunities to participate in school-wide staff development. The topics for these meetings are determined by the needs of the staff to improve skills and proficiency as well as to keep abreast of new trends in education. On these days, school may be dismissed early. Parents are welcome to attend all workshops. Parents are always notified in advance via CRANE Newsletter of upcoming workshops.

Students' Records

The school office keeps cumulative records of each student's progress. Parents may review their child's cumulative file at any time with the assistance of an administrator or registrar.

Section V: Student Rights, Responsibilities, Discipline

Student Rights and Responsibilities

It is DoDEA policy that:

- a. The following rights are retained by students:
 - (1) Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160 (Reference (d), Director of Department of Defense Education Activity Memorandum (Reference (e), DoDEA Administrative Instruction 2500.14 (Reference (f), and DoD Instruction 1342.12 (Reference (g), without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.
 - (2) Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyber bullying), drugs and alcohol, and other unwanted conduct, consistent with References (d) – (g) and DoDEA Director Memorandum “Safe and Drug Free Schools” (Reference (h)).
 - (3) Rights of freedom of speech, expression of views, and assembly under Amendment 1 of U.S. Constitution (Reference (i); freedom from unwarranted search and seizure under Amendment IV of Reference (i); and due process under Amendment V of Reference (i). These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.
 - (4) Right to fair and appropriate discipline in accordance with DoDEA Regulation 2051.1 (Reference (j)).
- b. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect.
- c. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with Reference (j).
- d. Schools allow equal access to school facilities by student sponsored noncurriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4.
- e. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

This Administrative Instruction can be viewed in its entirety at:

http://www.dodea.edu/foia/iod/pdf/2051_02.pdf

Discipline

We expect appropriate behavior from students. It is our firm belief that teachers have the right to teach and students have the right to learn. The school operates under one basic set of rules in all settings (classroom, hallways, cafeteria, playground, and bus loading and unloading areas.).

- Obey all school adults respectfully and promptly.
- Do nothing which could cause injury to yourself or others.
- Do nothing to disrupt the learning of others.
- Show respect for school and personal property.

We are all responsible for discipline. The most effective procedure is for the adult in charge - classroom, playground, and corridors - to deal with the problem on the spot.

The classroom discipline process we follow is:

- **STEP 1:** Teacher-Student
- **STEP 2:** Teacher-Student-Parent-Counselor
- **STEP 3:** Teacher-Student-Parent-Counselor-Administrator

When a child is sent to the administration for disciplinary action, the following process will be utilized. The student/s will tell their side of the story. The story will be checked with the adult/s involved. The administrator/counselor evaluating the situation will take appropriate action, depending on the severity of the problem.

- Counsel the student/s.
- Document incident and retain it for future reference without sending it home to be signed by a parent.
- Document incident and send a copy home to be signed by a parent and returned to the school office within two days. (This will be utilized when the principal feels the parent needs to know.)
- Telephone a parent immediately for knowledge of and assistance in solving the problem. When intentional harm is inflicted, suspension will occur.

In cases of extreme and continued unacceptable behavior, such as receiving three discipline notices within a 30-day period, a student **maybe** denied the privilege of attending school until the parents, child, and the principal come to an agreement on a behavior plan to prevent further unacceptable behaviors.

Effective discipline is a three-way responsibility: Parents - Students – School Personnel.

Minor Offenses

The regulation states in part that a student may be disciplined for relatively minor or first offenses through a variety of interventions deemed to be appropriate by the teacher or administrator. Such minor offenses in our school include, but are not limited to:

- Disrupting the learning process in the classroom by talking, laughing or moving about the room, when the teacher determines that such conduct is inappropriate to the classroom activity
- Failing to follow instructions
- Damaging to classrooms, or materials, or the property of any other person on or about school grounds
- Disrupting classrooms while moving through the hallways
- Running or horseplay in the hallways or classrooms
- Lying
- Disturbing student work displayed on hallway walls and bulletin boards
- Dribbling or bouncing balls in the hallways

- Littering
- Eating food in unauthorized areas such as classrooms and hallways (except during special occasions)
- Wearing hats inside the building (except during special occasions)
- Chewing gum
- Using offensive language

“Grounds For” Suspension Or Expulsion

- Three discipline notices within a 30-day period.
- Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object. Weapons are defined as items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. They include, but are not limited to, guns, look-a-like (replica) guns, knives, razors, box or carpet cutters, slingshots, num-chucks, any instrument such as a fighting chain or studded chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant, or any other object concealed, displayed, brandished in a manner that reasonably provokes fear...
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school, government, vendor, or private property.
- Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.
- Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove, smokeless tobacco, including snuff, chew packets, and betel.
- Committed lewd, indecent or obscene act or engaged in habitual profanity or vulgarity. This includes sexual harassment.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug or drug paraphernalia.
- Disrupted school activities or otherwise willfully defined the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Gambling in any form.
- Conduct; including fighting, that endangers the wellbeing of others.
- Unauthorized presence in the school, on the school grounds, on school buses, or failure to leave promptly after being told to do so by the principal or staff member in charge.
- Cursing, gesturing, or verbally abusing any person, including but not limited to abuse or harassment based on that person’s race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
- Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
- Forgery, cheating, or plagiarism.
- Use or possession of fireworks, matches, or lighters.
- Unauthorized or illegal use of, or access to, computers, software telecommunications, and related technologies; any willful act that causes physical or financial damage, or otherwise

disrupts information technology; any use of a computer to communicate threatening, harassing, or indecent messages; or to download obscene material.

- Violation of any law, regulation of the military installation or school, or policy of the DoDDS system.
- Complicity in the violation of any rule described above.

Particular Grounds For Expulsion

- Causing serious physical injury to another person.
- Possession of any firearm, knife, or other dangerous object as defined by the Zero Tolerance Weapons Policy.
- Unlawful sale of any mind-altering substance.
- Making, or participating in the making, of a bomb threat.

Zero Tolerance Weapons Policy

Possession of weapons of any type or form will not be tolerated at DoDDS' schools. YWES enforces the DoDEA Zero Tolerance Policy and prescribes to the consequences stated below. **The Zero Weapons Policy has been discussed with your child the first week of school.**

Inherently Dangerous Items: Deadly Weapons

- Firearms, knives, explosives, or other dangerous objects of no reasonable use to the pupil at a school activity. It is not necessary to determine if the student was going to use the weapon.

Dangerous Items: Replicas and other items (not inherently dangerous) used in such a way as to injure others or instill other or instill fear.

- Small pocketknives, small firecrackers, tools, laser pens, and other objects used to threaten, frighten, or harm others.

Potentially dangerous items: replicas or other items in appropriate (not inherently dangerous) on school grounds that are not used to injure others or instill fear.

- Unrealistic replicas, toys, or other inappropriate items at school or at a school activity without any intent to use them as weapons.
- Small pocketknives, small firecrackers, tools, laser pens, and other objects used to threaten, frighten, or harm others.

Consequences for Violation of DoDEA Zero Weapons Policy

Grade	Inherently Dangerous	Dangerous Weapons				Potentially Dangerous Weapons				
		First Offense	First Offense		Second Offense		Third Offense	First Offense	Second Offense	Third Offense
	All Cases	No Injury	With Injury	No Injury	With Injury	All Cases				
K-3	36 week Expulsion	5 day Suspension	10 day Suspension	10 day Suspension	20 day Suspension	18 week Expulsion	1 day Suspension	2 day Suspension	3 week Suspension	18 week Expulsion
4-5	36 week Expulsion	10 day Suspension	20 day Suspension	20 day Suspension	40 day Suspension	18 week Expulsion	3 day Suspension	5 day Suspension	5 day Suspension	18 week Expulsion

Section VI: Curriculum, Programs, and Awards

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

- The curriculum includes instruction in language arts (reading, writing, grammar and literature) mathematics, science, social studies and health

Resource/Special Education Services:

YWES offers students the following resource services:

- Instructional System Support Personnel (ISSP) in Reading and Math
- Child Find
- Case Study Committee (“CSC”: made up of support staff listed here, and classroom teachers)
- Learning Impaired (LI) Teacher
- English as a Second Language (ESL) Teacher
- Speech and Language Pathologist (SLP)
- Occupational and Physical (OT/PT) Therapist
- Preschool Children with Disabilities (PSCD) Teacher
- Information Specialist (Librarian)
- Gifted Resource Teacher (GRT) Teacher
- Math Support Specialist
- Guidance Counselor
- School Psychologist
- School Nurse
- Therapy Support Specialist

Our Specialists include; Art, Education Technologist, Host Nation, Music, Physical Education. With the exception of Foreign Language/intercultural teachers (who are Japanese nationals) teachers must be American citizens and fully qualified educators.

- A fully qualified educator holds a valid stateside teaching license
- A fully qualified educator is recruited from the United States, transferred for other DoDDS, DDESS schools, or is hired locally (generally a military spouse)

Art Program

A half-time Art Teacher is available at YWES. To support the art program, the Host Nation culture teacher provides host nation art instruction to supplement the art program. Students will create works of art and develop art skills. They will demonstrate aesthetic perception; develop awareness, observation, appreciation, and a sense of beauty. Children will experience creating with a wide variety of materials: drawing, ceramics, weaving, printing, painting, and computer graphics.

Child Find

Child Find is a DoDDS program that actively seeks to locate and identify children and youth (ages, birth through) who may have developmental delays or educational disabilities and may need special education and related services. YWES is actively searching for these children so that they may receive the special education they need.

Through Child Find, YWES offers programs for student with

- Developmental needs,
- Communication problems,
- Physical disabilities, and/or
- Learning disabilities.

If you feel your child may qualify for a special education program, contact the school office at 225-7611. Child Find screening dates will be held throughout the school year. Please call the school to make an appointment.

Child Study Committee (CSC)

This committee is established by and functions according to the Public Law for Handicapped Children (DoD Instruction 1342-12). The purpose is to provide consultative help, assess identified students, plan individualized-programs and provide service for identified special education students. The team meets weekly and consists of the school administrator, special educators, counselor, nurse, speech/language therapists, psychologist, and school staff. Parents of students considered for special education placement become part of the team and are required to attend meetings.

Education Technologist

The Education Technologist teacher works with classroom teachers to provide technological support.

- Instructional activities will be provided in a classroom or in a lab utilizing classroom instruction.
- Activities will include the introduction and practice of letter and number keys, as well as basic fundamentals.
- Activities also provide hands on practical experience.

English as a Second Language (ESL)

The English as a Second Language (ESL) program is an essential component of the curriculum of the Department of Defense Dependents Schools (DoDDS) and is responsive to the needs of students of limited or no English proficiency. Through the ESL program, students of limited or no English proficiency receive instruction that helps them participate successfully in the total school program. The ESL program is also designed to build self-esteem and promote the development of a positive self-image. Through the ESL program, students of limited or no English proficiency receive instruction that helps them participate successfully in the total school program.

- The skills taught are listening, speaking, reading, and writing in an interdisciplinary and interactive environment
- The ESL program builds self-esteem and promotes the development of positive self-image in ESL students

Foreign Language in the Elementary Schools (FLES)

During the school year, the students receive approximately 90 minutes of Spanish per week in grades K-3. In the FLES program at YWES, Spanish is used for instructional activities that are dynamic and student centered. Students progressively develop listening, speaking, reading, and writing proficiencies

in the target language, Spanish. Activities in the target language are fun, meaningful, and involve real life scenarios. The FLES program provides a solid foundation for secondary school foreign language study, and reinforces academic content at each grade level. The FLES program is considered core curriculum for students in grades K-3. Therefore, participation in the FLES program is mandatory and not optional for students in those grades.

Gifted Education Program

Philosophy

DoDEA is committed to provide an educational program in which students may grow to be fulfilled, productive, and contributing members of society according to their promise. The unique worth, ability, and dignity of each student should be recognized and cultivated. Children need a school environment that helps them realize their potential and instills in them a desire to develop their talents and abilities. To encourage optimum achievement, the school must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.

Definition of Gifted Learners

In 1993, the United States Department of Education defined gifted learners as children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

Purpose

The purpose of **identification** for gifted program services is to find students whose potential and/or performance is so extraordinary that they require differentiation in their instructional program

Goals

- Identification of students in grades K-12 with extremely strong learning profiles in these areas:
- Intellectual ability
- Academic achievement (general or specific)
- Use of multiple criteria for eligibility
- Alignment of program services with student needs

The School Gifted Review Committee

A Gifted Review Committee is formed at each school to facilitate the identification process. Membership consists of at least three representatives selected by the principal. Members should include those with expertise in characteristics and behaviors of gifted students. Members generally serve for one school year and may be reappointed the following year. The chairperson of the committee may be the gifted resource teacher or another school educator selected by the principal.

Eligible students demonstrate more than one of the following indicators:

- Qualitative data (observations, anecdotal evidence, narratives, interviews) indicative of highly unusual ability or achievement
- A total battery score at or above 97th percentile on a nationally normed achievement test
- A total score at or above 95th percentile on a group ability test
- An average rating scale score of 40 or higher from two or more educator raters combined and specific evidence of gifted behaviors in written narratives
- Very strong indicators of gifted behaviors as noted in parent or self-ratings and narratives.

Guidance Counselor:

The Guidance and Counseling Program stresses the importance of the student's acquisition of realistic competencies in the educational, personal, social, and occupational areas. To assist students in the acquisition of these competencies, the following services are offered: classroom lessons, group counseling, individual contracts, parenting sessions, testing, and training.

YWES provides many services to meet your child's needs, and especially so, during times of deployment and reintegration. This includes but is not limited to:

- Individual counseling: providing a private setting where students are encouraged to express themselves freely in order to problem solve and discuss personal issues
- "Mini classes" or Small Group Counseling: focusing on target issues such as deployment, anxiety, changes in family, friendship, and relational skills, social skills, and dealing with feelings such as anger and fear
- Parent Groups: offering opportunities to help manage adjustment, dealing with your child's emotions, parenting skills and tips, and managing all the changes that accompany deployment and reintegration
- Whole Class Guidance Lessons: educational in nature and covering DoDDS Counseling Standards as well as any special issues such as the unique challenges and adjustment skills needed for deployments, reintegration, moving, and the changing family. Sessions provide students with lessons in decision making, study skills, values, communication skills, self-concept and responsibility, address feelings and acceptable ways of expressing them toward other individuals, conflict resolution, and bullying

Host Nation Program

The basic objective of the Host Nation program is to foster mutual understanding between Japanese and American people. The program enhances human awareness and provides a means by which individuals become better prepared for national and world citizenship. Emphasis in the elementary grades is on the cultural aspects of Japan and its people. Functional language is an adjunct of the program. Host Nation classes are taught by Japanese nationals who are certified teachers. The Host Nation Program is an important part of our school's curriculum. The intercultural setting is, in fact, a real-time, real-life resource that no other system in the

United States can provide Japan as an integral part of our classroom experience.

- In addition to providing direct instruction in the classroom, the Host Nation teacher also plans study trips, and visits to Japanese schools in our local area. This provides our students with a better understanding of the Japanese language, culture, and values of the Japanese people
- Students will learn basic vocabulary and phrases
- Students will learn about Japanese history, geography, economy, government, folks customs, sports, foods, and crafts

Information/Media Center (Library)

The Information Center is designed to support the elementary school curriculum. The center has state of the art computer instruction in the use of the computer for research, locating books of choice, and enjoying technology and media. Children may utilize books, magazines, and reference areas for research, audiovisual materials such as filmstrips, cassettes, videos, games, puppets, and computers. The Information Center hours of operation are 0750-1430. You are invited to visit at anytime during these hours. The information specialist is responsible for ordering, cataloging, and maintaining the

library collection. The information center uses a computerized cataloging system for books, equipment, and other materials. The specialist provides instruction in the use of the information center. Our information center represents a combination of resources that include people, print materials, Internet, computer programs, music, video and other AV software, equipment, facilities and services.

- The information center is open from 0730 to 1430.
- Kindergarteners may check out one book at a time
- 1st -5th grade students may check out two books at a time
- Books may be kept for one week and renewed if there is no request from another student or teacher
- Books must be returned before another can be checked out
- Lost or damaged library books must be paid for or replaced with a book/title of a comparable value and acceptable content

Learning Impaired (LI) Teacher

Special Education services are those designed to meet the unique educational needs of a student who has been identified and found eligible for services by the Case Study Committee (CSC). The LI Teacher is an important component of the special education program. The LI teacher is the educator responsible for providing those identified skills that are in need of an individualized education plan. These programs must be reviewed annually to determine continued eligibility. The program of study must ensure a student's placement in the least restrictive environment while providing academic progress. This kind of placement may involve some part of the school day out of the regular classroom setting to meet the student's individual needs.

Instructional System Support Personnel (ISSP):

The ISSP provides instructional support in Reading and Math, working directly in the classroom with students and teachers. In addition, the ISSP provides small group instruction to those students identified as needing strategic intervention for a specific period of time.

Music Program

A half time music teacher is available at YWES. The music program consists of a variety of activities. The activities are designed to help the child develop musical skills and to know and appreciate many different styles of music. Activities include: listening to various music to identify instruments and style, playing simple instruments, performing musical dramas, choreographing body movement to music, and singing songs from American folk tradition, international songs from around the world, and patriotic and holiday songs. General music education is offered to students in all grades: K-5. Some of the objectives of the general music program are:

- To help students understand that music is all around them
- To help students understand that there are a variety of musical styles and sounds
- To help students understand that music is a form of communication and self-expression

Preschool Children with Disabilities (PSCD):

The PSCD program identifies children with

- communication,
- motor,
- social/emotional,
- self-help and/or
- cognitive delays

Individual educational plans are developed and implemented for children 3-5 years old who qualify for services.

Physical Education

A half time physical education teacher is available at YWES. All students in grades K-5, including students with disabilities and those with special health-care needs, are required to receive physical education instruction, as prescribed by the [DoDEA Physical Education Content Standards](#) and course descriptions. All physical education is taught by a certified physical education teacher. The PE program is designed to promote life-long recreation and fitness.

Physical education is an essential and integral part of the total education program and makes significant contributions toward the achievement of desirable education and health outcomes through the medium of physical activity. Our quality physical education programs promote the physical growth and development of children and youth while contributing to their general health and well-being. They are based on a planned sequence of experiences in a wide variety of activities beginning with basic movement skills and progressing toward more complex sport, dance, and other forms of movement. Ultimately, they should help young people keep physically fit and enjoy many forms of physical activity during the school years and continuing throughout life. Activity for students is provided through a quality physical education program and complemented by activities before, during, and after school, such as recess; physical activity integrated into academic and performing arts; intramural sports; interscholastic sports; walks and bike rides to school initiatives; special physical activity performances such as field days, gym and fitness nights; activity logs; and fitness challenges.

Physical activity Guidelines for Students

YWES Student P.E. participation:

All students present in school are required to participate in all Physical Education class activities. Students who cannot participate in class activities for medical reasons should provide the teacher and the school with a written and signed doctor's note; stating the nature of the injury/medical condition with a defined length of time the student may not participate in class activities. This same doctor's note will be photo copied and given to the school nurse for her record keeping purposes as well. If a student is well enough to attend school, then, that student is expected to participate in all school related activities.

Physical Activity Guidelines for Children and Adolescents

National Association of Sport and Physical Education (NASPE)

Children and adolescents should have 60 minutes or more of physical activity daily that include aerobic, muscular strengthening and bone strengthening activities.

- Aerobic: Most of the 60 minutes should be moderate to vigorous activity. Aerobic activity should be performed in episodes of at least 10 minutes, preferably spread throughout the week.

- Muscular-strengthening: As part of the 60 minutes or more muscular strengthening activities should occur at least 3 days of the week
- Bone Strengthening: As part of the 60 minutes more bone strengthening activities should occur at least 3 days a week
- Visit the [Centers for Disease Control Physical Activity Guidelines for Children and Adolescents](#) website for more information.

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School Psychologist

The psychologist assists students and families by providing diagnostic, counseling/therapy, and consultation services. Specifically, the psychologist:

1. Assists children in the area of school adjustment.
2. Administers academic and psychological tests.
3. Assists with the identification of gifted students.
4. Participates in the Child Study Committee for children who are being considered for services.
5. Provides counseling services to individual students and groups of children.
6. Assists students in understanding the effects of their behavior.
7. Assists Pupil Personnel Service staff in implementing social and personal growth programs.
8. Assists parents in understanding the growth and developmental stages of their children.
9. Consults with community agencies, and/or serves as a professional resource person to the community.

Speech Language Pathologist (SLP):

The SLP is specifically trained to identify and provide a properly diagnosed treatment plan for children having language, voice articulation and hearing related difficulties, as well as physical abnormalities affecting speech patterns. The SLP is able to assist parents, teachers, and students improve the communication skills of a student with problems in this area of their development.

Student Support Team (SST)

The Student Support Team is a committee established to support students requiring additional assistance with academic and/or behavioral needs. The SST provides teachers and parents with specific strategies and interventions for helping students succeed. Student referrals to the SST are made by the classroom teacher. Parents are invited to attend and participate in the SST meeting where specific strategies and interventions are discussed. Parent permission for an SST referral is not a requirement or prerequisite prior to holding an SST meeting; neither is parent participation or attendance at the SST meeting. However, we strongly encourage and invite parent attendance and participation at the SST whenever possible.

Study Trips

Study trips are used to broaden a student's knowledge of the Host Nation or Japan and expand the classroom learning experiences. They are part of our curriculum and funded by DoDDS. Teachers will send home information about the study trip planned. Parents are encouraged to act as chaperones or accompany children on study trips, as the teacher sees a need. Parents may be asked to accompany their child if discipline is a concern. The safety of all children and the image we present to the Japanese community is taken into consideration. Children are expected to attend study trips. No pre-school age children are allowed on study trips. Students are not allowed to go on study trips with family members or friends in another classroom. **Parent must complete and IRC (background check) once every school year in order to chaperone any study trips. Please see your registrar for more assistance**

Teachers periodically plan study trips for their students; study trips provide experiences which are an extension of classroom instruction, that are correlated to curriculum standards, and/or introduce students to the culture of our Host Nation.

- School policy and rules are in effect on all study trips sponsored by YWES
- The teacher is responsible for his/her students while on a study trip, with parents and/or other adults (over the age of 22) assisting with overall supervision
- Information regarding the study trip will be sent home by the sponsoring teacher

- Any paperwork (permission slips, emergency contact, etc.) sent home by the teacher requiring parent/guardian signature must be returned, in a timely fashion, **prior to the study trip**
- Failure to return forms specific to your child's study trip could result in the negative impact of your child's participation
- Study trip approval requires a significant amount of prior work, and as approved, becomes a very important supplement to our curriculum. Because of this, we ask that Study Trips not be used as a form of leverage, or as a punishment
- In cases where student safety is questionable due to inappropriate student behavior, Administration holds the right to decide if parents must accompany their child on a planned trip

Student Recognition Programs

Yokota West believes that all students should be able to exhibit a positive self-concept. Accordingly, the implication for us as adults is that we must demonstrate a willingness to place great value on the children's successes by celebrating their strengths, efforts, and achievements. Special opportunities for individual recognition include:

Awards Assemblies

Awards assemblies are held at the end of each quarter (quarters 1-3). At this time citizenship awards are presented. Year-end award ceremonies also recognize students' contributions to the school and school-wide programs.

Scholastic Reading Counts is a reading program that provides leveled, measurable, independent reading practice that motivates students to read more and become better readers. After reading a book, students take a Scholastic Reading Counts quiz. They demonstrate completion and comprehension of the book by correctly answering multiple-choice questions. In the process, students track their progress, are accountable for meeting their reading goals, and gain a sense of accomplishment. In addition, the quizzes provide practice for standardized tests. The program features aids for guiding students to books that fit their reading level and curriculum needs.

Student Of The Month

YWES Participates in a monthly award program that promotes academic achievement and excellence in education through a system of recognition and awards. The purpose of the academic awards program is to instill motivation, hard work, and self-efficacy. Our end goal is to provide learning opportunities that motivate each for student to work toward his/her personal best.

At the end of the month, each homeroom teacher nominates a student in the class who has demonstrated high achievement in a combination of the following areas: academics, behavior, citizenship, and cooperation in the host nation culture program. Each month different students are recognized. Student photos are displayed on a specially prepared bulletin board; they are presented Student of the Month pins and certificates of recognition.

Standardized Testing

DoDDS students are tested annually with the *TerraNova* version of the Comprehensive Test of Basic Skills (CTBS). The *TerraNova* assesses student achievement in a variety of subject areas including reading, language arts, mathematics, social studies, and science. Individual pupil results are reported to students' parents and the classroom teachers. Test results are included in the permanent record.

This norm-referenced test enables one to compare an individual's performance with that of a nationwide sample of students at the same grade level. In reviewing the total battery scores for Yokota West, our students have scored above the national average in all areas tested.

The National Assessment of Educational Progress (NAEP) assesses the knowledge and skills of 4th grade students in science and math. This assessment measures the current status of educational attainments of students and reports changes and long-term trends in those attainments at regional and national levels.

Testing Programs

Beginning in 3rd grade through the 11th grade, standardized testing, of all curricular content, is administered through the *TerraNova*. Traditionally the testing window falls in the second week of March. We ask that during the month of March, interruptions to our school day and your family calendar be kept at and remain at a minimum.

Section VII: Student Activities

Extra-Curricular Activities

Yokota West Elementary School offers students a diverse choice of clubs and activities. Students must accept the responsibility associated with being in a club. A list of extracurricular activities will be provided to students in September. Clubs are held after school, Monday-Friday. Clubs run from mid-October to mid-May. Bus transportation for clubs will not be provided so parents are responsible for providing transportation for their children who attend after school activities.

Students are invited to become members of advertised after-school clubs and remain active in our school community through their participation. Examples of past clubs include but are not limited to:

Puzzles and Games Club

Learn-a-bration Club

Running Club

Homework Club

Art Club

Student Council

The Student Council (CSI, Jr) of YWES is responsible for encouraging students to become responsible, and reasonable student citizens through their participation in student decision making. Students can develop positive civic responsibilities through participation in their own school wide student government. Planning fun activities that support the mission of YWES is one aspect of student participation in Student Council. Classes elect representatives for student council with teacher guidance in grades 3-6. Students meet after school or at lunch throughout the school year.

Section VIII: Parent Involvement

Chain of Command

Frequent and open communication between school and home can only serve to reinforce the bond of mutual cooperation that is deemed essential for any student's continued educational growth. We **urge** parents/sponsors to never rely on "rumor" or "hear-say" regarding our school and school community. If there are questions or concerns, answers are as far away as a phone call or visit to our main office. Please avail yourself of the opportunity to become involved with our school and our offered programs. For questions involving a particular class, parents are asked to first contact their child's teacher to arrange a conference. If additional assistance is needed, contact the Guidance Counselor and/or the Principal. The remaining DoDEA chain of command, from lowest to highest, is

- Principal
- District Superintendent
- Director, DoDDS Pacific
- Director, DoDEA
-

Classroom Visits by Parents

Parent visits to the classroom are welcome but meetings/discussions should be prearranged with the teacher, usually 24 hours ahead. We, at YWES, strive to ensure that we provide a rigorous academic environment. An interruption made to a classroom disrupts the learning process. Therefore, we ask that parents schedule an appointment with the teacher so that she/he may discuss the needs of the child in private with you.

Effective Parent-Teacher Communication

In teaching and raising children, certain activities are the main job of the home and other activities are the main job of the school. However, there are some important activities for which the home and school share jobs. Communication is one of those important activities. In order to help your child do well in school, you and your child's teacher will need to keep good communication. The section below describes some of the common problems in parent-teacher communication, and six important tips to communicate effectively.

TIP #1: BE A PARTNER WITH THE TEACHER

Your child will benefit most if you and the teacher work together as partners in your child's education. Most schools and teachers know that good communication with parents is an important part of their job. Some parents have had bad experiences when they were at school. Other parents have had bad experiences communicating with their child's school in the past. Because of this, some parents approach the school with a defensive or angry attitude. However, this can interfere with good communication and does not help the child. It is best to believe that the school and the teacher care about your child. Begin your communication with a positive attitude and a willingness to be a partner with your child's teacher.

TIP #2: GET COMFORTABLE WITHIN THE SCHOOL AND WITH THE TEACHER

Some parents feel uncomfortable in schools and talking with teachers. Some parents do not speak English well or come from different cultural backgrounds than the teacher. Below are some ideas that you can do to help you feel more comfortable at school.

Chat with the teacher. When you can, stop by and chat with your child's teacher. This will allow you and the teacher to get to know each other better. It will also make communication easier when it is time to have a more formal parent-teacher conference.

Join an activity or program for parents at the school. A good way to get to know more about the school is to participate in activities planned at the school. For example, attend Open House or other parent meetings. Volunteering to help in the classroom or in the school is also a good way of getting to know more about what goes on at your child's school.

Special Education Placement for In-Coming Students

Yokota West Elementary School provides a full range of educational programs for children with learning disabilities. Many medically related services are available through the Educational & Developmental Intervention Services (EDIS). Please make contact with them upon your arrival (current telephone number is 225-9993). When you apply to attend the school, it is very important to provide the administrative office with all special and/or confidential documents from

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previous schools. By providing this information to the office, we will ensure prompt placement for your child (ren). In some cases, further educational assessment may be necessary, so as to comply with DoDDS eligibility requirements. Should further assessment be necessary, it will be completed well within the legally allotted time frame. You will always be invited and expected to attend meetings involving your child (ren) and address their progress and needs.

Prior school records are needed to verify grade placement and grade level history. Please present, at the minimum, the latest report card when enrolling. If not available, a temporary placement will be made until the report card is provided.

There is no requirement for a physical examination. But, all students must have up-to-date Immunizations. The Immunization Record can be obtained at your child's Medical Clinic.

Parent-Teacher Conferences

Frequent communication between the teacher and parent is essential for ensuring that each child is afforded the best possible learning situation. If you have a question or concern about your child's progress in school, please contact your child's teacher by calling the main office at 225-7611 or sending a note via your child to your child's teacher. Arrangements will then be made for a conference. All conferences require prearranged appointment times. Parents are welcome at YWES anytime. However, because we value teaching time, we ask that parents who visit a classroom during instructional time and wish to discuss the needs of their child, schedule an appointment, so that we may give your concerns the full attention they deserve.

School-wide conferences are scheduled for all parents at the end of the first marking period. The military commands support this school/family effort by providing release time to active duty parents so that they may attend.

Parent-Teachers Organization (PTO)

The purpose of the PTO Yokota West is to provide administrative and financial support to the students, staff and programs of Yokota West Elementary School. This will be accomplished through meetings and fundraising events approved by the PTO officers and the Commander, 374th Mission Support Group. YWES PTO sponsors a variety of activities such as reading programs, school pictures, book fairs, recognitions, guest speakers, school-wide spelling bees, and assemblies. We hope all parents join the association and support its activities.

Responsibility

Teachers and parents must share the task of instilling a sense of responsibility in our students. As our children go through elementary school, they obtain at each grade, more age appropriate responsibility. Accepting responsibility for completing assignments, not losing textbooks and/or materials, and resolving misunderstandings are practical life lessons, which students need to develop and practice. We welcome parental support and involvement. However co-dependency, supporting unacceptable behavior and the tendency to look for excuses forgiving children for immature peer interaction, weakens the positive ideals associated with being responsible and a strong

School Advisory Committee (SAC)

The School Advisory Committee provides an official forum for parents to express their ideas and voice their concerns with school and community officials. The SAC is comprised of Two elected parent representatives (from our community) and Two elected teacher representative (from our school), The school Principal and The School Liaison Officer (SLO).

The Principal and the SLO are non-voting members of the committee. The purpose of our SAC is to assure the maintenance of a positive school environment for all students enrolled at YWES. If you have any recommendations, comments, questions, or concerns that you would like addressed at a SAC meeting, please share them in writing, and leave them at the school office. SAC meetings are held no less than 4 times a year and are open to the public.

Section IX: Bus and Transportation

School Bus Transportation

Yokota Complex Student Transportation Office

Yokota AB

Phone (DSN): 225-9787

Office Hours: M-F 800-1500

Email: DodeaTrans_Yokota@pac.dodea.edu

School(s) Supported: Mendel ES, Yokota West ES, Yokota HS

School Transportation

Study Trips

Study trips are used to broaden a student's knowledge of the Host Nation or Japan and expand the classroom learning experiences. They are part of our curriculum and funded by DoDDS. Teachers will send home information about the study trip planned. Parents are encouraged to act as chaperones or accompany children on study trips, as the teacher sees a need. Parents may be asked to accompany their child if discipline is a concern. The safety of all children and the image we present to the Japanese community is taken into consideration. Children are expected to attend study trips. No pre-school age children are allowed on study trips. Students are not allowed to go on study trips with family members or friends in another classroom. **Parent must complete and IRC (background check) once every school year in order to chaperone any study trips. Please see your registrar for more assistance.**

Buses

The school buses are *not* under the jurisdiction of the school. Infractions are reported to the Student Transportation Office (STO) at 225-9793. The school supervises only the loading and unloading of the buses on the school grounds. Students who ride the bus are required to have a bus pass.

School Bus Safety/Behavior Standards

Transportation School Bus Safety/Behavior Standards

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

- Board and exit the bus in an orderly, safe manner.
- Present bus pass when boarding the bus and upon request.
- Remain seated while on the bus.
- Talk with other passengers in a normal voice.
- Keep all parts of the body inside the bus windows.
- Keep aisles, steps, and empty seats free from obstruction.
- Remain fully and properly clothed.
- Treat the driver and fellow students with respect.
- Promptly comply with the bus driver or monitor's instructions.
- Treat the bus and other private property with care.

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

- Fight, push, shove, or trip other passengers.
- Stand or move while the bus is in motion.
- Open windows or extend any item or part of the body from the bus.
- Participate in/or encourage horseplay.
- Use any spray such as, hair spray, perfume or deodorant.
- Run, jump, and swing on ceiling or seat rails.
- Throw or shoot objects in anyway.
- Ride unauthorized bus, loan bus pass to another person.
- Litter in or outside of the bus.
- Consume food or drink to include gum and candy.
- Spit or use saliva in any manner.
- Play radios, walkmans, discmans, etc. or play any electronic games.
- Use profanity, make derogatory racial, ethic, sexual remarks, or use obscene gestures or speech.
- Harass or create an intimidating environment.
- Burn material including cigarettes or pipes.
- Possess or use knives or guns.
- Possess pornography material or gamble.
- Vandalize the school bus.
- Possess illegal drugs or alcohol.
- Assault other individuals.

Use or possess unacceptable items identified in the school Code of Conduct.

School Bus Discipline

Rules of student behavior and disciplinary procedures are applicable to students en route by DoD-sponsored school buses between home and school/or school-sponsored events and activities.

School Bus Evacuation Drills

Just as your children participate in fire and lock down drills at school, if your children ride the school bus they will participate in two evacuation drills throughout the year (K-5th). These drills are generally scheduled in September or October and again in February or March. Bus evacuation drills are necessary because of the possibility of danger caused by accidents, fire, or the elements of nature. The guidelines for conducting evacuation drills are as follows:

1. The drills are to be held on school grounds.
2. The drills are to be supervised and verified by the school principal or her/his representative.
3. Both the service door and the emergency exits are to be used.

Specific procedures to be followed in School Bus evacuation drills are:

1. Students need to remain quiet and listen for instructions from the bus driver.
2. If the driver orders an evacuation of the bus and the exit is to be by way of the front door, the students shall evacuate beginning with the front seats and proceeding in order to the back. Those students sitting in the front seat to the left of the aisle will move

Specific procedures to be followed in School Bus evacuation drills are:

1. Students need to remain quiet and listen for instructions from the bus driver.
2. If the driver orders an evacuation of the bus and the exit is to be by way of the front door, the students shall evacuate beginning with the front seats and proceeding in order to the back. Those students sitting in the front seat to the left of the aisle will move out first, followed by those in the seat to the right of the aisle (in the seat behind the driver), and such alternation shall continue toward the back of the bus until all seats are emptied.
3. If the driver orders an evacuation by way of the rear emergency door, students shall move out in the same sequence as above, emptying the bus from back to front.
4. Should it be necessary to make a rapid evacuation from the bus and neither door is obstructed;

students should make their exit by way of both the front and back doors. The students in the rear half should move out the back door, while students in the front half should move out the front door.

5. Upon exiting the bus, students are to move immediately off the roadway to a safe distance from the traffic. Under no conditions should they cross the road, unless specifically instructed by the driver. The driver should always account for all the students.

It is extremely important that drills be conducted so students know what to do in an emergency situation. Ask your children about their school bus evacuation drill!

Section X: School Supply Lists

DoDEA Pacific School Supply Guidelines

This is the official list of supplies for students of DoDEA Pacific schools.

Not all items on the list are required by each teacher.

Please check with your child's teacher to determine what items are needed for your child's class.

The basic guidelines regarding provision of school supplies are listed below. (Updated May 28, 2013)

Parents

Parents are expected to provide the following for their children *as needed*:

All Schools

- Pens and pencils
- Rubber eraser
- Colored pencils
- Glue (sticks, bottled)
- Pocket folders
- Highlighters
- Book bag or backpack
- Spiral notebooks
- Plastic supply box or pouch
- Notebook dividers
- Bound composition book
- Gym shoes
- Notebook – 3 – ring binder
- Paints (watercolor)
- Washable Colored markers
- Planners*
- Paper – loose leaf

Elementary Schools Only:

- Child's round end scissors
- Crayons

Schools

Schools must purchase the following items and have them available in August for the beginning of school:

- Rulers (ES & MS only)
- Paints (tempera)
- Pencil Sharpeners
- Toilet Paper
- Tissue Boxes
- Paper - graph
- Index Cards
- Calculators
- Dishwashing Detergent
- Plastic Bags
- Paper Towels
- Contact Paper
- Liquid Soap
- Baby Wipes
- Hand Sanitizer
- Locks (as required)
- Copy-Printer Paper

* Student Planners may be purchased using appropriated funds with the Superintendent's authorization. Authorization may be granted only when their use is essentially equivalent to a consumable textbook and are used as an instructional resource in a regularly scheduled course or program conducted and monitored under the guidance of a member of the school faculty.

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- Bath towel
- Paint shirt

Middle Schools Only:

- Crayons
- Clipboards
- Scissors
- Compass and Protractor

High Schools Only:

- Clipboards
- Scissors
- Protractor
- Compass
- Rulers

Parents are not to be expected to purchase any other items.

PLEASE LABEL ALL THE ITEMS WITH YOUR CHILD'S NAME. Note: The above are the basic, required items. Any additional items will be requested by the teacher as required throughout the school year. Please do not purchase any "high value" items for school without first checking with the teacher to see if it is really necessary. Please also do not purchase an assignment planner. One is provided to each student by the YWES Booster Club.

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Appendix

CHILDREN LEARN WHAT THEY LIVE

*If a child lives with criticism,
He learns to condemn
If a child lives with hostility,
He learns to fight
If a child lives with ridicule,
He learns to be shy
If a child lives with shame,
He learns to feel guilty
If a child lives with tolerance,
He learns to be patient
If a child lives with encouragement,
He learns confidence
If a child lives with praise,
He learns to appreciate
If a child lives with fairness,
He learns justice
If a child lives with security,
He learns to have faith
If a child lives with approval,
He learns to like himself
If a child lives with acceptance and
Friendship,
He learns to find love in the world*

Dorothy Law Nolte

Yokota West Elementary School
Parent/Student Handbook Acknowledgement

I, _____, acknowledge that I have received and read the Yokota West Elementary School Parent/Student Handbook for School Year 2014-2015. I understand that this handbook replaces any and all prior verbal and written communications regarding Yokota West Elementary School's past practices, policies, and procedures. I will take full responsibility for following all policies, procedures in this handbook.

I _____, have read and understand the contents of this handbook and will act in accord with these policies and procedures.

I, _____, understand that if I have questions or concerns at any time about Yokota West Elementary School SY 2014-2015 Parent/Student Handbook, I will consult the Yokota West Front Office.

Substitute Signature

Date

Secretary Signature

Date

****Please return this completed Parent/Student Handbook Acknowledgement Form to the School.**