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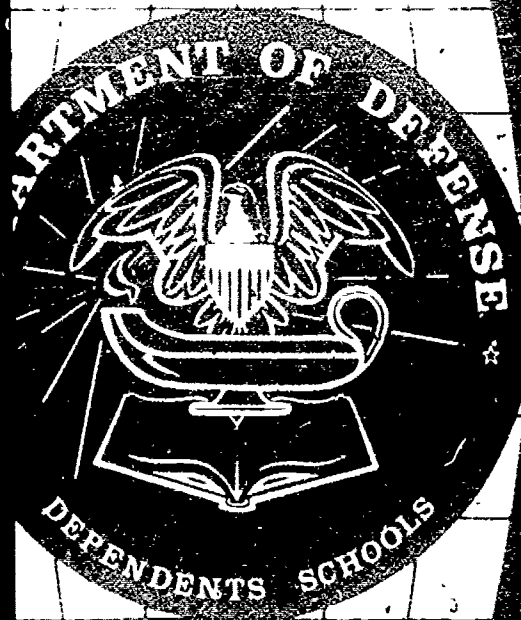
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ABSTRACT

The Department of Defense's system of overseas elementary and secondary schools, called Department of Defense Dependents Schools (DoDDS), established to provide educational services to dependents of department personnel, is described by the school's director. DoDDS includes 273 schools in 20 countries serving almost 140,000 students. The document presents a statement of DoDDS philosophy, an overview of the purpose of the system, and a brief historical chronology of DoDDS development. The authors next cover the organization, functions, and personnel of the DoDDS Education Division and describe its curriculum development plan and inservice teacher training program. Programs offered by the Curriculum Branch are listed, in arts and humanities, career education, foreign languages, health and physical education, math, science, social studies, and other areas. Further programs, provided by the Supplementary Education Branch, include compensatory and special education, media, computer education, and pupil personnel services. Activities of the Evaluation/Accreditation Branch are noted, as are support services for budgeting, supplies, and teacher recruitment. Maps and charts show the DoDDS organizational structure and the location of the schools. A directory of DoDDS schools and an index of DoDDS issuances (or publications) are attached. (RW)

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summary of programs

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
ANTHONY CARDINALE

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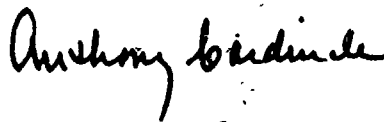
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Foreword

February 1982

This booklet contains information about the Department of Defense Dependents Schools (DoDDS) in general and the functions and programs of the Education Division in particular.

The purpose of this reference is to provide basic highlights of various education programs. For more detailed information, please refer to the Index of DoDDS Issuances contained in the last section.



Anthony Cardinale
Director

Education Division Philosophy Statement

An educational philosophy serves as a conceptual framework for all activities of a group of educators in a school system. It unifies and clarifies the responsibilities of these educators. Members of the Education Division subscribe to the following unifying principles.

The educational program should:

- Be concerned with creating opportunities to permit and encourage each person to realize his or her full potential. The development of an autonomous, self-directed individual is of central importance.
- Emphasize the development of those attributes most likely to serve the individual in dealing with the changing environment.
- Continue to introduce the cultural tradition and values of our social system and seek to communicate the wisdom which the system has judged to be significant.
- Support those educational arrangements which have relevance to the significant issues mankind faces or anticipates, and which treat the individual as our most important thrust and responsibility.
- Involve parents and other responsible members of the community in a cooperative effort to serve youth.

An Overview of Dependents Schools

Families of military service personnel and Department of Defense (DoD) civilian employees can be assured that their children's formal elementary and secondary education will not suffer when the family is authorized to accompany the sponsor on an overseas assignment. DoD has established an elementary and secondary school system overseas which receives direct funding, manpower, and curriculum services from the Office of the Secretary of Defense field activity titled "Department of Defense Dependents Schools" (DoDDS).

The DoDDS system has 270 schools in over 20 countries around the world. Currently, about 140,000 students are receiving a kindergarten through 12th-grade education under the DoDDS system. With the exception of Panama, all high schools in DoDDS are accredited by the North Central Association of Colleges and Schools (NCA). NCA has broadened its accreditation policies to include elementary, middle, and junior high schools. High schools in Panama are accredited by the Middle States Association, Commission on Secondary Schools. Graduates of DoD high schools experience no difficulty in having their credits accepted by colleges and universities in the United States. Some 11,000 American teachers and other professional and support personnel staff classrooms, schools, and regional offices.

The objective of DoD is to maintain a school system which provides quality educational opportunities through 13 years of school. Consequently, DoD must maintain schools overseas in sufficient numbers and types, properly staffed and equipped, to provide quality education for all eligible DoD dependents. In addition to dependents of DoD personnel, the system serves eligible dependents of other Federal employees stationed overseas.

Dormitory facilities are available for students whose families live in areas with an insufficient number of students to operate a high school. Correspondence courses are also available for students whose families are stationed in remote areas. Fees for such courses are paid by DoDDS.

Historical Background

In the early 1800's the need for dependents' schooling caught the interest of General Winfield Scott, a leader of U.S. troops in the War of 1812, and he was perhaps the first to recognize the need for schools to educate dependents of military personnel. Wives and children accompanied the U.S. Army troops as they moved westward to establish posts along America's isolated frontiers. General Scott prepared his own set of regulations to provide for educating the military dependents.

In 1821, an education-minded Congress looked with favor on General Scott's innovative educational program and enacted a law to provide funds to support it. The money, Congress stipulated, was to come through a special tax levied on itinerant traders and merchants for the privilege of selling their wares to the troops. For the next century, funds for dependents' schools were provided alternately either by the Congress or by the Army.

Following World War I, American troops returned home to their families. Generally, the children of military families were accommodated in public schools and post schools at the few permanent U.S. bases. After the war, the post school system won the approval of Congress, which, for a time, provided funds for this purpose. Later the schools were supported by post exchange profits and local post contributions. After World War II, U.S. international commitments required American troops to remain abroad in many parts of the world. This made it necessary to provide education for the children of service members assigned to such occupational forces.

In 1946 the military services initiated an education system of elementary and secondary schools for dependents of military and civilian personnel serving overseas. The system expanded at a tremendous rate during the next several years as each Service permitted dependents to accompany service members overseas. Dependents' schools were operated throughout Europe, North Africa, the Middle East, the Atlantic area, the Philippines, Japan, Okinawa, Korea, and on Midway Island. However, with each Service and major command being sensitive only to the needs of its own military families, coordination toward a uniform school system was almost nil during this period.

It was not until 1965 that an attempt was made to establish a cohesive, standardized school system by placing all DoD overseas schools under the overall policy control of

the Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) (ASD(M&RA)). DoD Directive 1342.6, "Overseas Dependents Education, Department of Defense," gave the ASD(M&RA) policy direction for the overseas dependents' schools system and divided the existing worldwide school system into three geographic regions, receiving full support from each of the military services.

In July of 1976, Congress shifted total operational responsibility for the dependents' schools to the Department of Defense. The Secretary of Defense established the Department of Defense Office of Dependents Education as a field activity of his office, to operate under the policy guidance and direction of the Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistic) (ASD(MRA&L)).

On November 1, 1978, Public Law 95-561, "Education Amendments of 1978" was enacted into law. Title XIV of the act, "Defense Dependents Education Act of 1978," established the Department of Defense Dependents Schools (DoDDS) and mandated that certain programs be established. Currently, every effort is being made to comply with the provisions of Title XIV within the required time frame.

On November 14, 1978, the ASD(MRA&L) approved reorganization of the dependents school system. The plan, which divided the system into five regions, was fully implemented in calendar year 1980. The five school regions are: Atlantic, Germany North, Germany South, Mediterranean, and Pacific. Effective October 1, 1979, DoDDS assumed responsibility for the operation of 15 schools and a junior college in the Republic of Panama, and Panama became the sixth DoDDS region.

DODDS EDUCATION DIVISION

FUNCTIONS AND ORGANIZATION

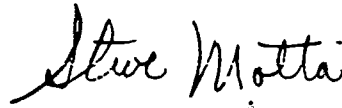
REGIONAL EDUCATOR PERSONNEL

FIVE-YEAR CURRICULUM
DEVELOPMENT PLAN

IN-SERVICE EDUCATION

Organization of Education Division

In order to provide educational services congruent with the DoDDS philosophy, the division is organized into three branches. These are the Curriculum Branch, Supplementary Education Branch, and the Evaluation Branch. Coordinators within each branch team to offer the necessary leadership to support the DoDDS mission of providing quality education programs to the school age dependents of the military overseas. Activities are performed in close cooperation with regional counterparts.



Steve Motta
Chief, Education Division

Functions and Organization

The Education Division provides overall leadership for the establishment of a quality education program throughout the DoD Dependents Schools. The division staff works to:

Unify the basic curriculum of the worldwide program in terms of objectives.

Review and select both materials and processes which are consistent with the objectives for use throughout the system.

Develop materials and approaches in those programs requiring adaptation for the overseas schools.

Plan, program, and budget for implementation of selected materials and processes.

Plan and provide in-service training, as required.

Design and conduct evaluation activities intended both to analyze the effectiveness of programs, which furnishes management with the basis for improving or enhancing adopted programs, and to provide individual student results.

Initiate and support research activities in the area of education.

Issue policies and procedures intended to achieve established objectives.

Develop other issuances and position papers designed to provide specific guidance for operational activities.

Ensure compliance with the Five-Year Curriculum Development Plan. Under this plan, two or three curriculum areas or supplementary services are studied in depth each year. Each study reviews program objectives, instructional techniques, support materials, evaluation procedures, and in-service training requirements. The studies are accomplished through task groups, which include school and regional educators.

ODS Education Division Organizational Chart

Chief, Education Division
Secretary

Chief, Curriculum Branch

Chief, Supplementary Ed. Branch

Secretary

Secretary

Reading Coordinator

Pupil Personnel Svcs Coordinator

Foreign Language/Host Nation
Coordinator

Computer Science Coordinator

Mathematics Coordinator

Media Services Coordinator

Language Arts/ESL Coordinator
(Preschool) Compensatory Education Coordinator

Science Coordinator
(Certification)

Chief, Special Education
Section

Health/PE Coordinator

Secretary

Social Studies Coordinator

Special Education
Coordinator

Career Education Coordinator

Special Education
Coordinator

Arts and Humanities
Coordinator

Chief, Evaluation Branch

Clerk-Typist

Secretary

Clerk-Typist

Evaluation Specialist

Clerk-Typist

Evaluation Specialist

Evaluation Specialist

ODS Educator Personnel

Steve Motta — Division Chief

I. CURRICULUM BRANCH

STAFF MEMBER	MAJOR AREA OF ASSIGNMENT	INTERDISCIPLINARY RESPONSIBILITY
Dale Hunter	Branch Chief	Aesthetics and Creativity Content Areas
Ronald Voeller	The Arts and Humanities	
Daniel Stabile	Career Education	
Hector Nevarez	Foreign Language	Intercultural Education
JanaLee Sponberg	Health Physical Ed	Mental Health Drug Ed. Interscholastics
Joan Gibbons	Language Arts	English as a Second Language
James Paulsen	Mathematics	Metric Education
James Eckel	Reading	Reading in the Content Areas
Barbara Clark	Science	Environmental Outdoor Ed.
Marvin Kurtz	Social Studies	Multiethnic Ed. Ethical Development

II. SUPPLEMENTARY EDUCATION

STAFF MEMBER	MAJOR AREA OF ASSIGNMENT	INTERDISCIPLINARY RESPONSIBILITY
Nick Fice	Chief, Supplementary Ed.	Division Budget Staffing Criteria
Dennis Bybee	Computer Education	School Management Information System
Shirley Griggs	Compensatory Education	Federal Women's Program
Al Lemons	Pupil Personnel Services	Non-DoDDS Schools
Don Nolder	Media	Special Projects
Diane Goltz	Chief, Special Ed. Section	National Advisory Panel
Clyde Atkisson	Special Education	Gifted and Talented
Trudy Paul	Special Education	Special Education Reports & Management

ODS Educator Personnel

III. EVALUATION BRANCH

STAFF MEMBER	MAJOR AREA OF ASSIGNMENT	INTERDISCIPLINARY RESPONSIBILITY
Mary Johnson	Branch Chief	
Mary Ann Wilmer	Evaluation Specialist: Basic Skills Assessment High School and Beyond Study	Program Evaluation
Eari Ficken	Evaluation Specialist: Accreditation, NCA Liaison	Program Evaluation
Gretchen Ridgeway	Evaluation Specialist: College Admissions Tests First Grade Testing	Program Evaluation,

Regional Educator Personnel

ATLANTIC	GERMANY NORTH	GERMANY SOUTH	MEDITER- RANEAN	PANAMA	PACIFIC	
J. Markin P. Young	J. Blackstead R. Lundgren	G. Williams F. Alt	H. Evans H. Bloom	D. Grant	E. Killin A. Sweeney	DIRECTOR DEP. DIRECTOR
R. Prince	D. Wiles	J. Wilson	C. Gustafson	J. Wolf	D. Spaulding	CHIEF, ED. DIV.
R. Strickland J. Grant W. Plakinger	J. Davis J. Robertson M. Carstens	D. Devona C. Mauch D. Zucchetti	J. Indresano S. Michelena G. Edsall	S. Makibbin	M. Williams J. McGrath D. Tovey J. Cross	CHIEF, CURR. BR. ART/HUMANITIES CAREER EDUCATION COMPUTER EDUC. ESL COORDINATOR FOR. LANG./INT. ED. HEALTH/PHYS. ED. LANGUAGE ARTS MATHEMATICS MUSIC READING SCIENCE SOCIAL STUDIES
C. Lerch F. Gallivan	B. Nicholas R. Marjin D. Long B. Nicholas	R. Bureker L. Burck R. Houston R. Bureker	H. Lee M. Milke J. Martin H. Lee	O. Mason M. Diaz L. Cheville S. Rauld	R. Carpenter J. Dibendetto D. Morris R. Carpenter	
L. Pieper J. Stanley L. Robertson D. Halling J. Love	C. Finnell R. Benson P. Armstrong K. Rossier R. Lykins	S. Calvin B. Elter A. Drake E. Morse G. Grantham	O. Thomas T. Preble H. Wise G. Abramo Y. Bolling	D. Myers O. Mason D. Myers	K. Nissen S. Reeves G. Clark T. Moore	
F. Christensen M. Ramierz C. Kenney P. Ristow J. Longhons	M. Porter D. Peterson S. Rehrig M. Shelley R. Vandervoort E. Whittèn	A. Kyrios F. Kelley F. Welsh M. Edwards E. Mckenna	R. Manring J. Martin A. Rivera J. Correll D. Reynolds P. Verhaaren	D. Miskovsky J. Sequist A. Piper M. White	T. Godbold R. Gahagan D. Leigh J. Hallorin D. Fenwick	CHIEF, SUPP. ED. COMPENSATORY ED. EDUCATIONAL MEDIA PUPIL PERS SVCS SPECIAL EDUCATION
A. Netburn	W. Buntain N. Lutey	G. Akkerhuis	J. Willis	A. Piper	L. Renz B. Oshiro	EVALUATION

Curriculum Development Plan

The Five-Year Curriculum Development Plan was first published in 1975. The original document described briefly the structure and coordination of the curriculum review process initiated in DoDDS. As the plan was used, it was refined to reflect the experience gained and the changing needs of the school system.

The revised Five-Year Curriculum Development Plan was published as DS Manual 2000.5 on September 24, 1979. As the central working document of the Education Division, the plan provides:

1. A systematic review of the curricular and instructional support programs at all levels within DoDDS
2. An effective focusing and management of resources needed to improve educational programs
3. A logical means of establishing and addressing instructional objectives

The greatest power behind the curriculum review process exists in the schools. The plan will benefit DoDDS students to the extent that it is understood and used by teachers and administrators. It calls for maximum participation by students, teachers, and administrators in program needs assessment, review, selection, and implementation. Major activities scheduled for each of the 5 years are:

- Year 1. Objectives are reviewed and developed. There is a formal review of materials supplied by vendors, against objectives-based criteria.
- Year 2. An expanded school review or pilot of materials selected following Year 1 is held. Results are analyzed, and an approved listing is published following committee action.
- Year 3. Materials and program selections are made by schools from the approved list. Orders are submitted.
- Year 4. Materials and programs are implemented in the schools.
- Year 5. An overall program evaluation is conducted. Results are used to prepare for entry into Year 1 of the new cycle.

Curriculum areas and educational services schedules for review are shown in the following table:

Five-Year Curriculum Development Plan

FISCAL YEAR	REVIEW	PILOT	IMPLEMENTATION
1976	HEALTH/PE SOCIAL STUDIES		
1977	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS	HEALTH/PE SOCIAL STUDIES	HEALTH/PE SOCIAL STUDIES
1978	MATHEMATICS SCIENCE CAREER EDUCATION (EXPLORATION)	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS
1979	SPECIAL EDUCATION ARTS AND HUMANITIES	SCIENCE MATHEMATICS	SCIENCE SPECIAL EDUCATION COMPENSATORY EDUCATION CAREER EDUCATION
1980	FOREIGN LANGUAGE MEDIA CAREER EDUCATION (VOCATIONAL)	ARTS AND HUMANITIES	MATHEMATICS SPECIAL EDUCATION COMPENSATORY EDUCATION CAREER EDUCATION
1981	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES	FOREIGN LANGUAGE CAREER EDUCATION (VOCATIONAL)	MUSIC ART HUMANITIES
1982	READING CAREER EDUCATION (AWARENESS/ EXPLORATION) COMPUTER EDUCATION	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES	FOREIGN LANGUAGE CAREER EDUCATION (VOCATIONAL)
1983	LANGUAGES ARTS SPECIAL EDUCATION EARLY CHILDHOOD EDUCATION	READING CAREER EDUCATION (AWARENESS) COMPUTER EDUCATION	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES
1984	SCIENCE ARTS AND HUMANITIES CAREER EDUCATION (VOCATIONAL)	LANGUAGE ARTS SPECIAL EDUCATION CAREER EDUCATION (EXPLORATION)	READING CAREER EDUCATION (AWARENESS) COMPUTER EDUCATION
1985	FOREIGN LANGUAGES MATHEMATICS MEDIA	SCIENCE ARTS AND HUMANITIES CAREER EDUCATION (VOCATIONAL)	LANGUAGE ARTS SPECIAL EDUCATION CAREER EDUCATION (EXPLORATION)

In-Service Education

The purpose of in-service education is to improve the learning environment of students by providing their educators effective training in the use of current instructional materials, methods, and ideas.

The Department of Defense Dependents Schools (DoDDS) Five-Year Curriculum Development Plan calls for in-service education to accompany the review of each area involved in the 5-year cycle. The importance of in-service education is supported by statements such as the following, contained in a 1975 Rand Corporation research summary report concerning Federal programs which support educational change:

"Projects that include intensive provisions for staff training and development have the most lasting effects on the staff and hold the greatest promise for incorporation into the school program."

The responsibilities of personnel at the school, regional, and Office of Dependents Schools (ODS) levels relative to in-service education are outlined in DS Regulation 2020.1, "In-Service Education Program" and the accompanying manual. The publications call for:

1. An annual needs assessment to be conducted by each region
2. Development of school, regional, and ODS in-service projects, based upon identified student and staff needs
3. Involvement of qualified DoDDS staff as in-service leaders to the greatest possible extent
4. Maximizing the impact of our limited in-service resources by developing and selecting projects which have the greatest potential for:
 - a. Responsiveness to identified needs
 - b. Effective program delivery
 - c. Effective program evaluation
 - d. High cost effectiveness
5. Using a variety of approaches to match in-service programs, with needs identified throughout our world-wide system. Examples of approaches used or planned include:
 - a. Training sessions held in the United States for those educators on summer reemployment leave
 - b. Summer workshops held in the regions in response to identified needs

- c. Large and small group instruction using VTR satellite communication conferences between regions.
- d. Evening and weekend credit-bearing programs offered by colleges and universities
- e. For the more remote sites, the services of circuit-riding experts on sabbatical leave or otherwise available to the system for a limited time

One member of each regional headquarters is assigned the collateral duty of coordinating in-service education for the region. The regional coordinators meet annually at ODS to review for recommendation to the Director, DoDDS, proposals with budgets of \$15,000 or more. During this review, regional program information is exchanged and inter-regional cooperation sought in serving system-wide needs.

CURRICULUM BRANCH

ARTS AND HUMANITIES

CAREER EDUCATION

ENGLISH AS A SECOND LANGUAGE

FOREIGN LANGUAGE/INTERCULTURAL
EDUCATION

HEALTH AND PHYSICAL EDUCATION

LANGUAGE ARTS

MATHEMATICS

READING

SCIENCE

SOCIAL STUDIES

Curriculum Branch

Members of the Curriculum Branch have primary responsibility for coordination and management of all requirements of the Five-Year Curriculum Development Plan which relate to their major areas of assignment and interdisciplinary responsibility as listed on page 9.

Together, the curriculum coordinators work to provide the best possible educational experience for students. Their role, as staff personnel, is to support their regional counterparts and the system-wide objectives. To do this, they must stay well informed concerning legislation, budget matters, and opportunities for cooperation with private and public-local, state and Federal-organizations. They must be familiar with national and local developments in their curricula and, of course, with the needs and activities which exist in our own school system.

Being separated by many miles from the nearest DoDDS school, the Office of the Dependents Schools (ODS) headquarters Curriculum Branch members only occasionally have the reward of seeing curriculum at work in the classroom.

Despite this handicap, the coordinators make every effort to establish effective communication with regional counterparts. They gather and deliver information through frequent telephone conversations, correspondence, telegrams, and the scheduled Task Group meetings. Because of their desire to improve and support the programs in each school, the problem of distance becomes minimized.

Curriculum Branch members are called upon to assist with teacher recruitment activities, provide budget submissions, and consult with facilities and logistic personnel. They are frequently required to respond to congressional and other external requests for information about their areas of responsibility.

Arts and Humanities

The overall objectives of the DoDDS arts and humanities program state that the learner should: (1) demonstrate understanding of the arts and humanities, (2) display appreciation of the arts and humanities, (3) participate in various forms of artistic expression, (4) analyze the contributions of the arts and humanities on culture, and (5) evaluate the roles of the arts and humanities.

The arts and humanities program interprets the arts to include those creative expressions that are written, visual, musical, performed orally, and filmed or recorded at any period of time. The humanities are defined as those disciplines that develop understanding of attitudes and values found in the growth of mankind and cultures. The arts and humanities are intercultural and interdisciplinary and assist learners in expanding awareness of their own growth and responsibility for contributing to culture. They encourage and develop creative behavior through interaction with the total environment.

Requirements for the staffing of humanities specialists (i.e., art, music) are determined by each region according to personnel guidelines.

In conjunction with the DoDDS Five-Year Curriculum Development Plan, a comprehensive materials review was held during the spring of 1979. As a result of the materials review, selected arts and humanities materials were piloted this school year. As a result of the pilot, determinations have been made on DoDDS-approved materials for arts, music, and humanities. During SY 1980-81, basic textbooks and ancillary materials were scheduled for selection and ordering for each school. A combination of several integrated approaches and materials will be used to involve DoDDS students in the arts and humanities.

The development of system-wide objectives, review of materials, and pilot programs currently taking place will provide an excellent base for the elementary and secondary arts and humanities program. Over the next 2 years an exemplary program will evolve for DoDDS students.

Career Education

Career education is a comprehensive K-12 program fostering the development of self and career awareness, career exploration, decisionmaking, career preparation, and placement. The major goal of career education in DoDDS is to develop each student to his/her maximum potential to be a contributing member of our society. The career education program is for all students, whether bound for college, vocational-technical schools, military service, or entry into the job market.

Career education in DoDDS embraces three major components, each incorporating awareness, exploration, and preparation. These are listed below.

Infusion into all Content Areas K-12

- I. Career Education — Awareness
 - A. Self-Concept
 - B. Basic Skills
 - C. Work Habits
 - D. Career Skills
 - E. Positive Attitudes and Values Toward Work
 - F. Career Decisionmaking
 - G. Career Plans
 - H. Skills in Combatting Sex Bias and Stereotyping
- II. Career Education Exploration — Grades 6-12
 - A. Business Education
 - B. Cooperative Work Experience (Exploratory and Training)
 - C. Career Information
 - D. Home Economics
 - E. Industrial Arts
- III. Career Education — Vocational, Grades 9-12; Exploratory, Grades 6-8
 - A. Automotive Technology
 - B. Cosmetology
 - C. Electricity/Electronics
 - D. Graphic Arts
 - E. JROTC
 - F. Medical/Dental Assistant
 - G. Photography
 - H. Computer Technology

Programs and Delivery Systems

A variety of mechanisms are used to deliver programs to DoDDS students. These include college placement, career information, career days, automotive technology labs, electricity labs, business labs, home economics labs, volunteer groups, resource speakers, host nation activities, industrial arts labs, field trips, industrial labs, computer technology, JROTC, and clubs.

Methods of Instruction

Methods of instruction include individualized learning activities, inquiry techniques, large and small group instruction, discussion, demonstration, self-assessment, and hands-on activities.

Staffing

- Over 400 teachers employed to deliver career education in grades 6-12
- Eight teachers employed full time coordinating career education activities at large school complexes

Support

- Outstanding military support for work experience programs, resource speakers, and sponsored field trips
- Host nation support for local community resources, such as field trips, resource speakers, and work-experience sites
- 1977-81: \$8,350,000 expended on the career education program
- 1980-85: \$12,500,000 projected to improve career education programs through staffing, in-service, supplies, equipment, and curriculum development

1981-1985

Goals for the career education program include:

- Escalation of career education infusion activities, K-12
- Proliferation of the work-experience program
- An increase of exploratory offerings in the junior high and high schools
- Review potential new program offerings for implementation, such as energy exploration, environmental and weatherization training programs appropriate for DoDDS schools
- Development of a recommended "Equipment Purchase Guide" to provide systemwide quality control and maintenance
- Evaluation of all areas within career education leading toward further program refinement
- In-service activities for teachers to enhance quality programs

Students entering the overseas dependents' schools represent many nationalities, many cultures, and varying linguistic backgrounds. So that students whose dominant language is not English may succeed, instruction in English as a second language (ESL) is offered.

Based on a survey conducted in 1976-77, approximately 9 percent of the children in DoDDS are bilingual or multilingual. Of this group, from 3 to 6 percent need special teacher assistance to become proficient in English so that they will be able to understand classroom instruction, K-12. Recent reports indicate that the number of students needing special assistance is increasing. Most of the students having difficulty speaking, reading and/or writing English have little parent or home assistance with the English vocabulary, phrases, and concepts needed to complete many of the classroom assignments. The special instruction in English K-12 is provided by a resource teacher designated to work with students needing ESL.

The majority of students presently receiving ESL instruction have as their primary language: German, Japanese, Spanish, a Filipino dialect, Korean, Thai, Italian, or French. Only a few of the students presently receiving ESL are Vietnamese. There are many different arrangements for providing ESL instruction; but, essentially, the student remains in the regular classroom K-12 program and is scheduled for from 20 minutes to 50 minutes each school day or twice a week to receive ESL instruction.

Recruitment of ESL teachers, beginning in August 1979, has assisted the program goals. Teaching materials which foster language development, listening and speaking skills, vocabulary, reading, and writing include, but are not limited to, "Core English," "English Around the World," "The Magic of English," "English for Today," and "Yes, English for Children." In-service training concerning methods and materials for ESL education is available to teachers to help keep them current in this area.

Foreign Language and Intercultural Program

The study of foreign languages and cultures is an essential component in the curriculum of the Department of Defense Dependents Schools (DoDDS) and is responsive to the needs of the student population.

The intercultural setting of DoDDS and the active and immediate contacts of American students with other cultures gives the study of foreign languages and cultures in DoDDS schools greater significance.

The study of foreign languages and cultures enables the students to appreciate other cultures, as well as to communicate in another language. The students also gain a deeper concept of themselves and an appreciation of their own culture. The satisfaction and advantage derived from studying foreign languages and cultures may be personal, social, or career serving.

Regardless of the reasons for studying a foreign language, the cultural insights and the ability to speak another language provide the students with more essential skills needed for interacting in today's world and the world of tomorrow.

Foreign languages taught throughout DoDDS, by region, are indicated in the chart which follows.

An important aspect of the foreign language and intercultural program, which is unique to DoDDS, is the host nation education program. The host nation culture and language are taught in grades K-12. The instructional program is taught by full-time host nation teachers. The host nation program has as its goal to create the greatest possible awareness and understanding by the American students of the host nation culture and language.

The major activities related to the curriculum review of foreign language programs and intercultural activities are currently taking place. Selected programs and activities were piloted during school year 1980-81 to determine which foreign language programs and intercultural activities will be adopted for use in school year 1981-82 and to compile an approved DoDDS list of materials and activities. Implementation and in-service training will be accomplished in school year 1982-83 and school year 1983-84. Evaluation of program materials and activities will be conducted in school year 1984-85.

LANGUAGES	REGIONS					
	ATLANTIC	GERMANY NORTH	GERMANY SOUTH	MEDITERRANEAN	PACIFIC	PANAMA
1. ARABIC				X		
2. CHINESE					X	
3. DUTCH	X					
4. FRENCH	X	X	X	X	X	X
5. GERMAN	X	X	X	X	X	
6. MODERN GREEK				X		
7. ICELANDIC	X					
8. ITALIAN				X		
9. JAPANESE					X	
10. KOREAN					X	
11. LATIN	X	X	X	X		
12. NORWEGIAN	X					
13. PHILIPINO (TAGALOG)					X	
14. PORTUGUESE				X		
15. RUSSIAN		X	X			
16. SPANISH	X	X	X	X	X	X
17. TURKISH				X		
	7	5	5	9	7	2

Health and Physical Education

Curriculum emphasis in health education and physical education curriculum is stated by the program objectives. The objectives are accomplished through the scope and sequence developed in accordance with the Five-Year Development Plan.

Comprehensive school health education commands a high position among our educational priorities because effective school health programs have the potential of enhancing the quality of life, raising the level of health awareness, and favorably influencing the learning process. The health education program is defined to include mental health, family life and human development, safety and accident prevention, nutrition, consumer health, positive health practices, substance use and abuse, environmental health, and career opportunities. Traditionally, we have assumed that health problems could be alleviated with more accurate information. Knowledge is important, and learning about health is a dynamic process, but maintaining health requires an understanding of the body's potential for health, the ability to control potential threats to health, and a lifestyle that cultivates behaviors directed toward optimal health.

Physical education is education of, by, and through human movement. It contributes to the total growth and development of the child through selected movement experiences and physical activities. Program objectives emphasize strength, endurance, flexibility, perceptual-motor, fundamental movement and sport and dance skills, intellectual skills and abilities, and a healthy response to physical activity. Physical education is a vital phase of the basic general education that insures mental, physical, and social development. Participation in, and the study of, physical education enables students to explore their physical capabilities and to develop a value system in which physical activity is an important part of their lifestyle. Through the balance of the affective, cognitive, and psychomotor domains, the total development of the individual is emphasized.

Health services in the school center around the nurse and the preventive health program available at the school. The multi-faceted program includes student screening, record-keeping, health referrals, parental contact, teacher resource, military medical liaison, and health information sources. Other responsibilities include involvement with the child study committees, drug use and abuse committees, and preventive health instruction for youngsters concerning proper health care and procedures in an emergency situation.

Through a united effort in health education and physical education instruction, students in DoDDS will continue to develop higher "quality of life" goals for their personal life,

Language Arts

Language arts skills are developed in the overseas dependents' schools through active involvement in listening and speaking, composition, spelling, literature, and language. Students in grades K-12 are provided many opportunities to participate, individually and in small groups, in activities which utilize and extend these skills. The system-wide program objectives for the language arts program state that the learner should: (a) comprehend spoken standard American English, (b) communicate orally in a variety of situations, and (c) write for a variety of purposes.

The annual "Sun" publication featuring literary selections and art of students in the Pacific Region is recognized nationally. The literary publication "Windows" features poetry by elementary students of the overseas dependents schools in Europe. "Bud" is the title of the student literary anthology and "Seed-Seasons-Serendipity" has been the student literary and art anthology for students in Europe.

A limited number of first and second graders have been introduced to the "D'Nealian Handwriting Method," a new form of manuscript writing which is designed to be easier for young students to use and produce a smoother transition to cursive writing in later years. Dramatics, theatre arts, and cinematography are high school courses offered in addition to the traditional English courses which present literature, grammar and usage, and composition.

Teachers throughout the school system have attended summer in-service training provided overseas by the Bay Area Writing Project, now known as the National Writing Project. While participating in the in-service project, problems and approaches for the teaching of writing are examined and critiques are made of papers written by peers. The Atlantic Region in 1979 was designated as a site by the National Writing Project. There are over 60 sites in the continental United States.

Participation in the essay writing test, given by the National Assessment of Educational Progress, is part of an ongoing effort by DoDDS to determine students' writing performance. Test results for 9-, 13-, and 17-year-old students show that they write as well as, or better, than their national counterparts.

In conjunction with the Five-Year Curriculum Development Plan, DS Manual 2420.1, "Purpose and Objectives for English Language Arts, K-12," will be reviewed and revised by DoDDS educators during school year 1981-82.

Language arts program evaluation will receive major emphasis during school year 1981-82. The evaluation will consist of the analysis of student tests from the DoDDS Basic Skills Assessment tests in grades 3, 4, 6, 9, and 11, and questionnaires for teachers and administrators throughout the system. The evaluation will be conducted to identify areas that need attention for program improvement.

Mathematics

The mathematics curriculum can best be described in terms of interaction among use, content, and ability. Use implies social, technical, and academic mathematics, while the content domain refers to mathematical concepts and processes taught in our elementary and secondary schools. Abilities or objectives describe successive developmental levels in each student's acquisition of personal, social, environmental, vocational, and learning competencies. DoDDS students are expected, in accordance with their respective levels of ability, to be able to:

1. Identify the uniqueness of numbers, their meanings, and relationships.
2. Demonstrate proficiency in computational skills.
3. Apply computational skills and mathematical reasoning in solving problems.
4. Demonstrate the ability to collect, reduce, display, and interpret data into meaningful and relevant terms.
5. Demonstrate the ability to perform measurement in both metric and customary systems, using appropriate tools.
6. Use mathematical data and concepts to make predictions and logical estimations.
7. Know and apply geometric concepts.
8. Develop an understanding of the capabilities, applications, limitations, and implications of computer technology in our society.

The overall objective of the reading program is that the learner should read functionally and recreationally. This objective should be accomplished by active and full participation in the community of language through listening, speaking, reading, and writing to explore and discover the world outside oneself, and to communicate with that world.

The reading program is designed so that DoDDS students may progress at their own rate. It is a continuous and ongoing process that focuses on improving an individual's basic reading skills in a systematic manner:

- at school levels K-12
- in every content area
- for all students commensurate with their individual abilities
- with all professional personnel sharing the responsibility to implement the program

In addition to classroom teachers, an attempt is made to provide most schools with a reading improvement specialist (RIS). The intent is to have the RIS work with teachers, principals, and other specialists. The responsibilities of the RIS are described in DS Manual 2430.1, "Reading Improvement Specialists Guide."

New basic reading textbooks and ancillary materials were selected and implemented during school year 1979-80. The instructional "method" that now exists could best be described as a basal approach, with a balance of instruction in language, decoding, comprehension, study skills, and recreational reading.

As part of the Five-Year Curriculum Development Plan, the "Objectives and Scope and Sequence for Reading" and the "Reading Improvement Specialists Guide" were revised by DoDDS teachers, administrators, and coordinators during school year 1980-81. Educators in all regions will be asked to review the two draft documents during school year 1981-82.

The reading program evaluation received major emphasis during school year 1980-81. The evaluation consisted of the analysis of student tests from the DoDDS Basic Skills Assessment tests in grades 3, 4, 6, 9, and 11, the Metropolitan Readiness Test, grade 1, and questionnaires completed by teachers, specialists, and administrators throughout the system. The purpose of the evaluation was to identify program strengths and needs. Findings and recommendations from the comprehensive evaluation will be made available during school year 1981-82.

A comprehensive materials review of reading programs will be conducted during the second semester of school year 1981-82 as part of the Five-Year Curriculum Development Plan.

The METRA Tutorial Reading Program continues to be used in most DoDDS schools as a way of helping students who lack necessary reading skills. The program is an organized, structured approach to remedial reading, based upon a tutorial model. It utilizes students, paraprofessionals, and non-professionals as tutors and prescribes specific techniques for teaching different aspects of the total reading process on a one-to-one basis. Although considerable effort is required of the reading improvement specialists to initiate and manage the program, train tutors, and test all students, the program appears to result in significantly improved reading skills for students.

Areas of special emphasis in reading include:

1. Continued successful use of recently adopted reading programs
2. Extending reading instruction to seventh and eighth graders
3. Reading in the content areas

The 20th century has been marked by extraordinary scientific and technological developments which have had both a positive and a negative effect on our society. Science has provided us with tools to save life, as well as to destroy it, and, because these accomplishments seem contradictory to many people, there is widespread public misunderstanding of the mission of science and scientists in our world. Education is one means of clarifying our misgivings about the role of science in our lives.

The purpose of science education in our school system is to prepare all students to be scientifically literate citizens. The broad goals of the program, stated in the DS Manual 2200.1, "Science Goals and Objectives," are that each student should:

1. Apply content and concepts from the biological, physical, and earth/space sciences
2. Use processes of science in solving problems, making decisions, and furthering understanding
3. Understand the nature of science
4. Evaluate the interrelationships among science, technology, and society
5. Demonstrate scientific attitude
6. Develop science-related values which result in action constructive to the environment

Major science program offerings in our schools are representatives of the finest available to schools across the nation. Newly approved programs, implemented during school year 1978-79 as a result of the curriculum review process, include the following:

1. *Elementary Programs:* Concepts in Science; STEM Science; Science: Understanding Your Environment
2. *Middle School/Junior High School Programs:* ISCS Levels I, II, III; SPIES; Exploring Living Things; Exploring Earth and Space; Exploring Matter and Energy
3. *High School Programs:* Biology: You and Your Environment; Modern Biology; Biology; Biological Science: An Ecological Approach; The Chemical World; Chemistry; Chemistry: Experiments and Principles; Project Physics; Physics: Fundamentals and Frontiers; ISIS

A variety of staffing situations exist in the schools, but, in general, science instruction is delivered by the self-contained classroom teacher in the elementary grades. Science is taught to junior and senior high school students by teachers certified in one or more of the DoDDS science position categories.

Teachers of science are encouraged to establish a learning climate which:

1. Allows students to ask and answer questions of interest to them
2. Provides a wide variety of experiences
3. Provides manipulative material and time for students to test their hypotheses concerning natural phenomena
4. Involves students in direct contact with environmental problems which require solutions or decisions

The program developing today has progressed from one based upon reading and hearing about science to one in which DoDDS students have a much greater opportunity than before to do science in the laboratory and in the classroom setting. Active involvement in science will lead to greater understanding of public scientific and technological issues. This understanding is necessary for full participation in a free society.

The social studies curriculum in DoDDS is designed to provide learning experiences for students which will aid in the development of skills, knowledge, values, and attitudes necessary for participation in a multi-ethnic and multi-cultural global society. The six major goals of the social studies curriculum are:

1. Evaluate the relationship between human beings and their social, natural, and man-made environment
2. Analyze the origins and interrelationships of beliefs, values, and behavior patterns
3. Solve problems
4. Develop the human relations skills necessary to communicate and work with people
5. Develop a positive self-concept and move toward self-actualization
6. Develop a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights

Social studies entered the first year of the curriculum development cycle with the beginning of the school year 1980-81. The program evaluation has been completed, and the results were used as a basis for many of the recommendations made to the Curriculum Development Committee (CDC) concerning material reviews, in-service training, and program development. DoDDS objectives are being expanded, and a scope and sequence is being developed.

In addition to developing objectives and a scope and sequence, regional task groups reviewed materials and made recommendations for materials to be included in an "expanded review" process. The CDC approved for trial with the social studies review process ONLY, a procedure which does not include a pilot of materials. Instead of piloting materials, acceptable materials identified through the formal review process were listed in DS Manual 2100.2, "Approved List of Essential Textbooks/Instructional Materials for Social Studies." Sufficient copies of textbooks were purchased to allow each teacher the opportunity to evaluate and make recommendations about the materials to be selected for regional use in social studies instruction. According to the Five-Year Curriculum Development Plan, newly approved materials should be available for classroom use in school year 1983-84. Under the expanded review process approved for social studies, it might be possible to have these available during school year 1982-83 if funds are available.

**SUPPLEMENTARY
EDUCATION BRANCH**

COMPENSATORY EDUCATION

COMPUTER EDUCATION

MEDIA SERVICES

SPECIAL EDUCATION

STUDENT SERVICES

Supplementary Education Branch

Members of the Supplementary Education Branch have primary responsibilities for coordination of all requirements of the Five-Year Curriculum Development Plan which relate to their major area of assignment and their interdisciplinary responsibility as listed in the table on page 9.

Supplementary Education Branch (Cont'd)

Supplementary education branch members are responsible for providing leadership in their particular areas of assignment. Their major tasks are to establish objectives or functions within their category; to review and select both materials and processes which are consistent with the objectives and functions; to develop materials and approaches in those programs which require unique adaptation for the overseas schools; to plan, program, and budget for implementation of selected materials and processes; to provide in-service training as required; and to conduct evaluation activities intended both to analyze the effectiveness of the programs and to furnish management with the basis for improving or enhancing adopted programs.

Compensatory Education

Compensatory education programs in Department of Defense Dependents Schools were established by P.L. 95-561 in 1979. The program in DoDDS was designed to meet the needs of children achieving below the age and grade level of their peers. This low achievement is usually attributed to cultural circumstances, linguistic isolation, or other environmental causes.

Two types of schools will be identified by the Director, DoDDS, during the 1981-82 school year. These are target and eligible schools. Selection will be based upon the proportion of low achieving students within a school, as measured by such instruments as the Basic Skills Assessment Tests and the Metropolitan Readiness Test. Other factors to be considered in the selection of schools will be Available resources, geographic location, and consistency of low achievement across grade levels.

Target schools will have a compensatory education teacher and a paraprofessional assigned to the school. The compensatory teacher will be responsible for needs assessment, will serve as a member of and technical advisor to the school-based planning committee, and will have the responsibility for implementing and managing the school's compensatory education program.

Each target school will develop a parent involvement component to provide parents with opportunities to become involved in the educational planning for their children.

Eligible schools are schools having a significant population of underachieving students, but with smaller proportions of students than a target school. These schools may qualify for supplementary funding to provide materials and equipment at the school.

The success of the compensatory education program will be determined by documenting the impact on (1) student growth, (2) program development, (3) parent involvement, (4) professional growth, and (5) support systems. Information gathered during the evaluation process will be used to make decisions regarding the compensatory education program at each school.

A monitoring plan will be developed by regional offices and ODS for reviewing the programs in target schools within a region. Close monitoring of programs will attempt to assure that services are consistent with the established needs assessment and program objectives.

Current research indicates several factors are important to the success of compensatory education programs. A number of these factors have been incorporated into the criteria for the approval and evaluation of compensatory programs. These are:

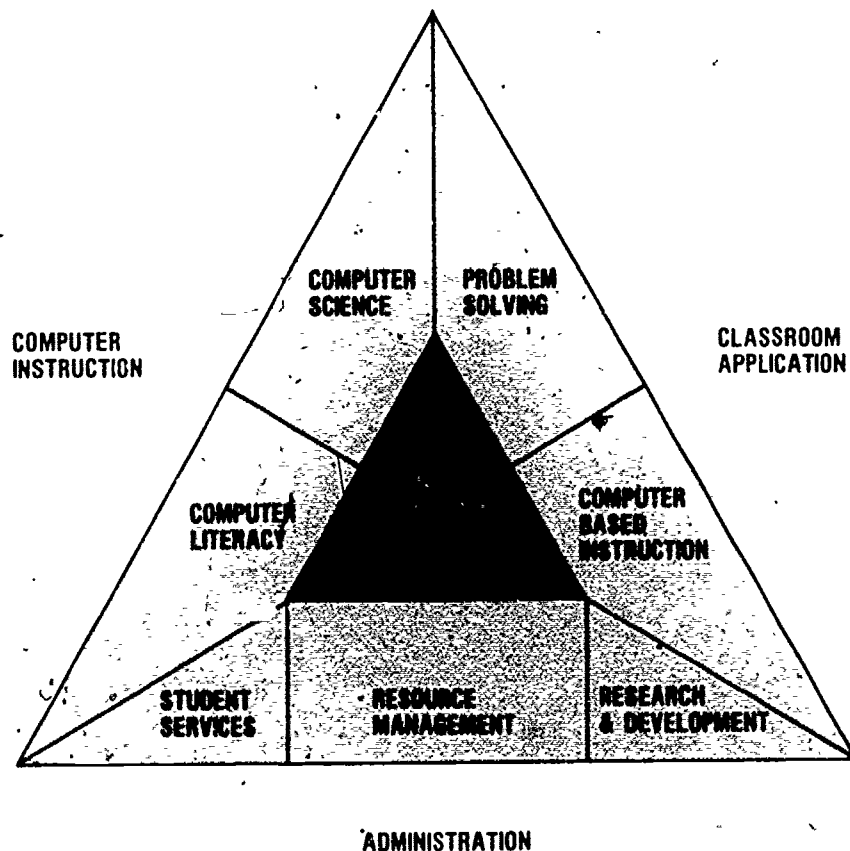
- Close coordination with the classroom teacher
- Maximum time for teacher contact with students
- A high level of parent involvement
- A provision for specific and ongoing training for teachers
- Careful skill diagnosis and prescription for each student
- Small group instruction of three to eight students
- A highly structured instructional setting
- A variety of instructional and supplementary materials which are closely related to instructional objectives

In developing a compensatory education program DoDDS will address the unique concerns of a worldwide school system and, most importantly, serve the needs of its diverse student population.

Computer Education Program

Computer education is a "three-dimensional" concept which includes computer instruction, classroom application, and administration. These three facets of the DoDDS computer education program are illustrated. Each content area is briefly described below.

These descriptions are intended to provide direction and to stimulate development of computer applications in elementary and secondary schools administered by DoDDS. It is through our implementation of these applications that the DoDDS computer education program is collectively defined.



COMPUTER INSTRUCTION. Student instructional needs are multiple and vary from general computer literacy to actual acquisition of entry-level vocational skills. To become "computer literate," students need to develop an understanding of the capabilities, applications, limitations, and implications of computer technology in our society. Entry-level skills in the computer sciences run from flow charting and keypunching through programming in BASIC, and several other languages, to understanding of computer systems themselves (operation, analysis, and management).

CLASSROOM APPLICATIONS are universal. Integrated into the mathematics and science curriculum, the computer has been shown to be a motivational and reinforcement tool of proven value. In handling all calculations precisely and instantaneously, it frees the student to concentrate on the underlying concepts and operational algorithms used in solving problems. Computer programs for assisted, simulated, developed, and managed instruction are becoming increasingly available to all academic disciplines. These computer-based instructional programs can be used by students for drill, practice, tutorial instruction, and dialogue, as well as to simulate real situations in order to learn more about the process. Teachers are able to use these programs to facilitate their arrangement, selection, and/or production of instructional materials, as well as to monitor individual/class performance and progress.

ADMINISTRATION. The same computer system which supports hands-on, interactive experiential learning by students can also be used to accomplish a wide range of administrative services; however, administrative applications will be on a time-available basis and will permit all students to have sufficient computer access to accomplish instructional objectives.

STUDENT SERVICES. Scheduling, testing, recordkeeping, and progress reporting are examples of essential clerical tasks, normally associated with the school's pupil personnel services system, which are more easily accomplished by computers. Introduction of computerized recordkeeping into the school enhances the overall services program, since administrators, counselors, learning specialists, nurses, and teachers have more time to work directly with students in their respective areas of expertise.

RESOURCE MANAGEMENT. In order to ensure effective utilization of material, financial, and human resources, DoDDS computer systems are/will be utilized to augment existing services provided by military departments. These auxiliary computer services are/will be limited to school-unique applications, such as clerical recordkeeping associated with the personnel movement program.

EDUCATIONAL RESEARCH AND PROGRAM DEVELOPMENT. Computer services can be utilized in assessing needs in evaluating programs or practices as part of an ongoing process of developing and improving the curriculum.

It should be obvious from these descriptions that the DoDDS computer education program addresses both administrative and instructional applications of computer technology. Administrative and instructive applications are, in fact, inseparable. Both contribute to the overall educational program, and it is through our implementation of these applications that the DoDDS computer education program is collectively defined.

The preface to DS Manual 2930.1, "Educational Media," states:

The Media Center is the focal point of the learning environment of the Department of Defense Schools (DoDDS). The Media Center represents a combination of resources that includes people, materials, equipment, facilities, and services.

The media program is developed to serve the user. It supports the DoDDS curriculum and contributes to the self-fulfillment, instruction, and life-long learning experiences of the student.

The manual identifies four general program functions, prefaced by the phrase, "the media specialist should":

1. Acquire a wide variety of print and non-print materials, and equipment to meet the needs of the user and requirements of the instructional program.
2. Implement a system to encourage maximum use of media services and resources.
3. Guide and encourage the user in developing skills, initiative, and creativity in the use of resources.
4. Coordinate the school media program.

The manual specifies five general student objectives, prefaced by the phrase, "the learner should":

1. Understand the organization of the media center and commonly accepted procedures governing its use.
2. Understand the types of materials and equipment in the media center.
3. Select and utilize appropriate media center resources.
4. Select, produce, and evaluate an original project.
5. Develop a life-long appreciation for various modes of communication.

Each of the six DoDDS regions provides program assistance to schools through its educational media coordinator. Except for schools with small enrollments, DoDDS schools are staffed with full-time professional specialists. Larger schools have additional professional, technical, and clerical personnel.

Approximately 12 film libraries throughout the system, service DoDDS worldwide, supplementing print and non-print resources in school media centers; e.g., books, encyclopedia, pamphlets, vertical file indices, almanacs, filmstrips, slides, audiotapes, disc recordings, microformats, newspapers, periodicals, and local production facilities. As video equipment is extended to more schools, regional and school media centers will increasingly use educational and locally produced videotapes.

The DoDDS Curriculum Development Committee approved funding in fiscal years 1982-83 to phase in videocassette playback/recorder units, monitors, and cameras for all schools. Most schools in the Pacific Region are equipped with VTR equipment. Funds for purchase of VTR systems will be distributed throughout all regions based on enrollments. Additionally, DoDDS plans to phase in the placement of a television production studio in one high school in each region to provide formal instruction in TV production for students and to generate production of instruction among schools and regions. A series of videotape production workshops for teachers, school administrators, and regional staff is planned for school year 1981-82 to ensure that equipment receives optimum use and contributes to and supports the objectives of all DoDDS educational programs.

For the first time ever, in school year 1980-81 each DoDDS region forwarded consolidated orders for all library books and periodicals directly to commercial firms contracted by the Defense General Supply Center (DGSC), rather than through DGSC to the firms, thus reducing delivery time. Increasingly, more regions are utilizing data processing equipment to assemble school orders.

Pupil Personnel Services

Pupil Personnel Services (PPS) in DoDDS consists of services provided by the school counselors, school psychologists, school social workers, and dormitory staff.

At present DoDDS has 254 counselors, 19 school psychologists, and 12 social workers systemwide. There are 53 dormitory staff members (professional) serving in 6 dormitories systemwide. Staff distribution by region is as follows:

Region	Counselors	Psychologists	Social Workers	Dormitory Prof.
Germany North	75	5	4	12
Germany South	53	3	5	5
Atlantic	33	2	1	22
Pacific	54	8	2	0
Panama	15	0	0	7
Mediterranean	24	1	0	7
Total	254	19	12	53

Although PPS requires a team effort and close cooperation in implementing the service, there are distinct differences in functions, as described below:

SCHOOL COUNSELOR — The purpose of this position is to provide personal, vocational, and educational guidance to students, kindergarten through grade 12, in order to ensure maximum opportunity for healthy growth and development.

SCHOOL PSYCHOLOGIST — The primary role of the school psychologist is to provide diagnostic assessment support in cases where individual students are having major learning problems. This function includes meeting with parents and teachers and participating in the school case study committee meetings as a resource person.

SCHOOL SOCIAL WORKER — This person provides home and background information on students experiencing learning and adjustment difficulties. The role involves direct contact with parents and other agencies in the community that could impact on the family.

DORMITORY STAFF PERSON — This person provides personal and educational support to 9th grade through 12th grade students residing in a live-in dormitory administered by a DoDDS high school. These students' parents are stationed in isolated locations in areas where DoDDS or other educational facilities are either unavailable or inappropriate.

School year 1980-81 was the first year of program review for PPS. A needs assessment was completed in the spring of 1980 which will identify the population being served by "type of problem," in-service training needs, and staffing needs in order to anticipate requirements for budget purposes.

Guidelines for school counseling and school psychologists and social workers will be developed and refined during the review year.

Special Education

With the passage by the United States Congress of Public Law 95-561 and Public Law 94-142, a new era has been launched to provide every handicapped American child with a free appropriate public education. In an attempt to fulfill the requirements of these acts, DoD has developed DoD Instruction 1342.12, "Education of Handicapped Children in DoD Dependents Schools," which establishes policies and procedures for providing a free appropriate public education to handicapped children in DoD dependents' schools.

The purpose of special education service is to provide opportunities to enable each exceptional child in DoDDS to develop his/her potential to become a functioning member of society. DoDDS's goal is to provide individualized special education and related services to handicapped children, ages three to twenty-one, and to assure that the legal rights of handicapped children and their parents or guardians under P.L. 94-142 are protected.

Each handicapped child receives specially designed instruction, including a written individualized education program, based on his or her unique needs. DoDDS offers a range of special education placements, but, whenever appropriate, educates handicapped children with children who are not handicapped. DoDDS also works to assess and assure the effectiveness of quality educational programming for handicapped and for gifted and talented children.

There are approximately 300 special education teachers in DoDDS providing individualized education programs to over 10,000 special education students. Specialists providing educational services include teachers of the mentally handicapped (educable and trainable), physically handicapped, blind and visually impaired, deaf and hard of hearing, emotionally handicapped, speech and language disorders, learning disabled, gifted and talented, and preschool handicapped children.

Due to the unique geographic distribution of the overseas school system, the creative use of the specialist staff is required in order to provide appropriate services to students with special needs. The use of specialists as itinerant resource teachers providing part-time scheduled or "as needed" service is the design that has proven to be educationally valuable and cost-effective in making available appropriate services to small numbers of students with special needs. The use of paraprofessionals at school sites to carry out the programs designed by the itinerant professional, in cooperation with parents, has proven to be an effective design in schools requiring only part-time professional service.

The future direction of special education services within DoDDS will be in the creation of approximately 20 preschool handicapped centers by 1983. The system is also growing in the provision of programs for gifted and talented students.

EVALUATION BRANCH

Evaluation Branch

Description of the Program

The evaluation branch is supervised by the Chief, Evaluation, DoDDS. The branch evaluation specialists monitor assigned projects and provide technical assistance to evaluation coordinators assigned to regional offices. The work of the branch is focused on:

1. Operating a system-wide pupil achievement testing program
2. Executing descriptive and/or causal-comparative research studies related to teaching and learning
3. Designing and conducting evaluative studies of educational programs
4. Providing technical evaluation assistance to DoDDS education specialists and program managers
5. Directing DoDDS accreditation activities

Much of the work of the branch is closely associated with the Five-Year Curriculum Development Plan, particularly the fifth year which calls for an independent, comprehensive evaluation of each curriculum area. This comprehensive evaluation describes the curriculum and the teaching practices associated with the program. The information derived from this evaluation contributes to policy decisions about funding, staffing, programmatic changes, and in-service. Several other research and evaluation activities are part of the Five-Year Curriculum Development Plan. These include evaluations of piloted materials and innovative instructional programs and the monitoring of program changes.

The branch currently administers the following programs:

Pupil Achievement Monitoring

Achievement tests in reading, language arts, and mathematics are administered to all pupils in selected grade levels. The schools participated in a 2-year project assessing pupil writing skills and their achievement in literature and reading comprehension. Methodology, materials, and scoring procedures, developed by the National Assessment of Educational Progress, were utilized in this project.

Training and In-Service

The branch administers the following in-service training programs:

1. An in-service training program for regional evaluation personnel aimed at upgrading their technical skills
2. A teacher in-service project aimed at increased and more effective use of test and evaluation data by teachers and school personnel
3. A series of mini-workshops for task groups and curriculum committees on topics related to the Five-Year Curriculum Development Plan
4. A master's degree in education with a specialization in evaluation is currently being offered by the University of Southern California, jointly supported by DoDDS and the two regional offices in Germany

The branch is developing a plan for installing a computer-based pupil achievement monitoring system, which would allow computerized scoring and analysis of achievement tests at the regional level. Currently, all achievement tests must be transmitted to the United States for scoring, resulting in significant delays in teacher reception of the score data. In addition to the administration of mandated, system-wide achievement tests, such a plan would allow teacher access to a large pool of test items for use in constructing tests for classroom use.

Accreditation of DoD Dependent Schools

The DoD Dependents Schools (DoDDS) has relied strongly on the accreditation of its schools by the North Central Association of Colleges and Schools (NCA) as an indicator of the high quality of education available in those schools. The association has 4,700 member colleges and schools which are located in 19 states and overseas. This large number of schools provides a large source of experienced school evaluators. It is evident that standards are high, since many stateside schools cannot meet the NCA standards. Only about 48 percent of the high schools in the NCA region currently are members of the NCA, though these schools graduate over 75 percent of the students within the region. Dependents' schools have been contracting with NCA since 1946 to periodically evaluate the system's schools. Accreditation has been extended to the middle and junior high schools since 1973 and elementary schools since 1976. All 57 high schools and thus far 6 middle/junior high schools and 16 elementary schools are accredited. This school year 21 additional elementary schools and 1 newly constructed high school will undergo review for accreditation. All DoD dependents' schools evaluated to date have been awarded accredited status.

The NCA makes reviews of the status of the educational programs of the accredited DoD dependents' schools in each geographic region every year. The primary emphasis of the NCA review is on such resource input factors as implementation of a comprehensive education program, pupil-teacher ratios, school facilities, school supplies, administrative services, teacher qualifications, and others. For the DoD dependents' schools to be accredited, they must comply with NCA standards in the above areas. DoDDS officials have accepted these standards as good indicators of the quality of education in their schools.

Annually, during October and April, several NCA teams, comprised of two experienced stateside educators, visit five or six schools each. The NCA teams present written reports of findings, with recommendations to the DoD dependents' schools and the overseas directorates, each January following the fall visit and each July following the spring visit. Improvement of the school program, not embarrassment, is the objective of the process. State-level meetings (including DoDDS) are held jointly with NCA to review onsite team evaluations and determine the accreditation status of all schools.

Program Evaluation

Program evaluations of the social studies and health education programs were completed in 1980. Objective-based achievement tests and surveys were administered to a sample of pupils in grades 4, 8, and 11. In addition, their teachers completed surveys covering the social studies and health curricula and the general instructional environment. Reports of those evaluations are available.

Evaluations of the reading and career education programs were conducted during the 1980-81 school year. Designs similar to those used in the social studies and health evaluations will be utilized to collect information concerning pupil achievement, attitude, and the instructional environment.

Research

DoDDS is participating in the national longitudinal study of the nation's high school students. Sampled students from each DoD high school completed a series of questionnaires and achievement tests. The questionnaires focused on the high school experience of the students, their occupational and education plans, and their viewpoints on such issues as marriage, occupations, and postsecondary training and education. A sample of the DoDDS students will be administered follow-up surveys at 2-year intervals over the next 10 years. A report of the results of the first year baseline survey is available.

The National Institute of Education (N.I.E.) and DoDDS have cooperatively developed a research project focused on teacher use of test information. Under a grant from N.I.E. and DoDDS, Michigan State University has developed an in-service module to train teachers to make more effective use of test information. This in-service package and the associated ancillary materials were field tested in three sites in DoDDS schools during the 1980-81 school year prior to their nationwide dissemination.

Cyclical Evaluation Team Visits for NCA Accreditation

October 1981

Germany North Region

Bitburg High School, Germany
Hanau High School, Germany
Primasens Elementary/Jr. High School, Germany
Zweibruecken High School, Germany

Germany South Region

Augsburg High School, Germany
Munich High School, Germany
Nuernberg High School, Germany
Wuerzburg High School, Germany
Heidelberg Middle School, Germany

Mediterranean Region

Ankara High School, Turkey
Incirlik High School, Turkey
Livorno High School, Italy

Pacific Region

Byrd Elementary School, Japan
Lanham Elementary School, Japan
Sagamihara Elementary School, Japan
Sullivans Elementary School, Japan
Yokota East Elementary School, Japan
Edgren High School, Japan
Kinnick High School, Japan
Sollars Elementary School, Japan
Zama High School, Japan
Zama Middle School, Japan

Cyclical Evaluation Team Visit for NCA Accreditation

April 1982

Atlantic Region

Alconbury High School, England
Chaffee High School, Bermuda
Sampson High School, Cuba
Soesterberg High School, Netherlands
Wethersfield Elementary School, England

Germany North Region

Bad Kreuznach High School, Germany
Baumholder High School, Germany
Hahn High School, Germany
Kaiserslautern High School, Germany
Bitburg Middle School, Germany
Kaiserslautern Junior High School, Germany
Ramstein Junior High School, Germany
Sembach Junior High School, Germany
Crailsheim Elementary/Junior High School, Germany
Baumholder Elementary School #1, Germany
Baumholder Elementary School #2, Germany
Gelnhausen Elementary School, Germany
Hessisch-Oldendorf Elementary, Germany
Kaiserslautern Elementary School #1, Germany
Kaiserslautern Elementary School #2, Germany
Zweibruecken Elementary School #1, Germany

Germany South Region

Boeblingen Elementary School, Germany
Goepfingen Elementary School, Germany
Nuernberg Elementary School #1, Germany
Patch Elementary School, Germany
Stuttgart Elementary/Junior High School, Germany

Mediterranean Region

LaMaddalena Elementary School, Italy
Livorno Elementary School, Italy
Sigonella Elementary School, Italy
Verona Elementary School, Italy

Pacific Region

Perry Elementary School, Japan
Perry High School, Japan
Pusan Unit School, Korea
Kadena High School, Okinawa

SUPPORT SERVICES

Budget

The FY 1983 Budget will request continuation of current year programs and will attempt to maintain funding levels for school-unique supplies, textbooks, equipment, and facilities maintenance. This request continues the implementation of the Five-Year Curriculum Development Plan initiated by DoDDS in FY. 1975. The implementation requires the purchase of materials identified in pilot studies which have been directed by this office and conducted in our schools.

This budget will also request the continuation of the education programs conducted in prior years and provide for increased costs associated with teacher salary increases, educational and logistical support costs, tuition fee schools, transportation, and costs unique to operating overseas dependents' schools. The request also continues Department of Defense initiatives to eliminate all residual unfinanced requirements for school unique supplies and real property maintenance.

Supply System

At the present time, school supply requirements are met in various ways, as identified in DSM 4110.1, "Materiel Management Manual."

1. Common-use items (e.g., pencils, tape, bond, construction paper, glue) are obtained by each school from their supporting military installation's supply store.

2. Remaining requirements are identified to the regional logistics offices using DD Form 1149, "Requisition and Invoice/Shipping Document," and Standard Form 36, "Continuation Sheet." The region then processes these requisitions as follows:

a. Orders for most basic texts, workbooks, library books and periodicals are sent directly to pre-selected vendors in the States.

b. Orders for known NSN (National Stock Number) items are sent directly to designated Federal inventory managers.

c. Orders for host nation materials and other approved, locally available items are submitted to the region's supporting military procurement office for local purchase.

d. Remaining items are sent to the Defense General Supply Center (DGSC) in Richmond, Virginia. DGSC issues purchase/delivery orders or formal contracts to the vendors.

With very few exceptions, as orders are filled, they are shipped by the vendors directly to the requisitioning schools.

Recruitment Program for Teachers Under P.L. 86-91

Since the inception of the dependents' schools in 1946, recruitment of educators from the United States has been a year-round activity. Recruiting activity begins with the planning, programming, and reviewing of existing and proposed qualification standards for entry into the DoDDS schools. Separate documentation is proposed to analyze past educator placements to forecast and project future personnel requirements in the system.

The Teacher Recruitment Section, under the direction of the chief, Personnel Staffing Branch, Personnel Division, conducts the recruiting program which includes advertising in news media and attendance at relevant conventions. The functions include:

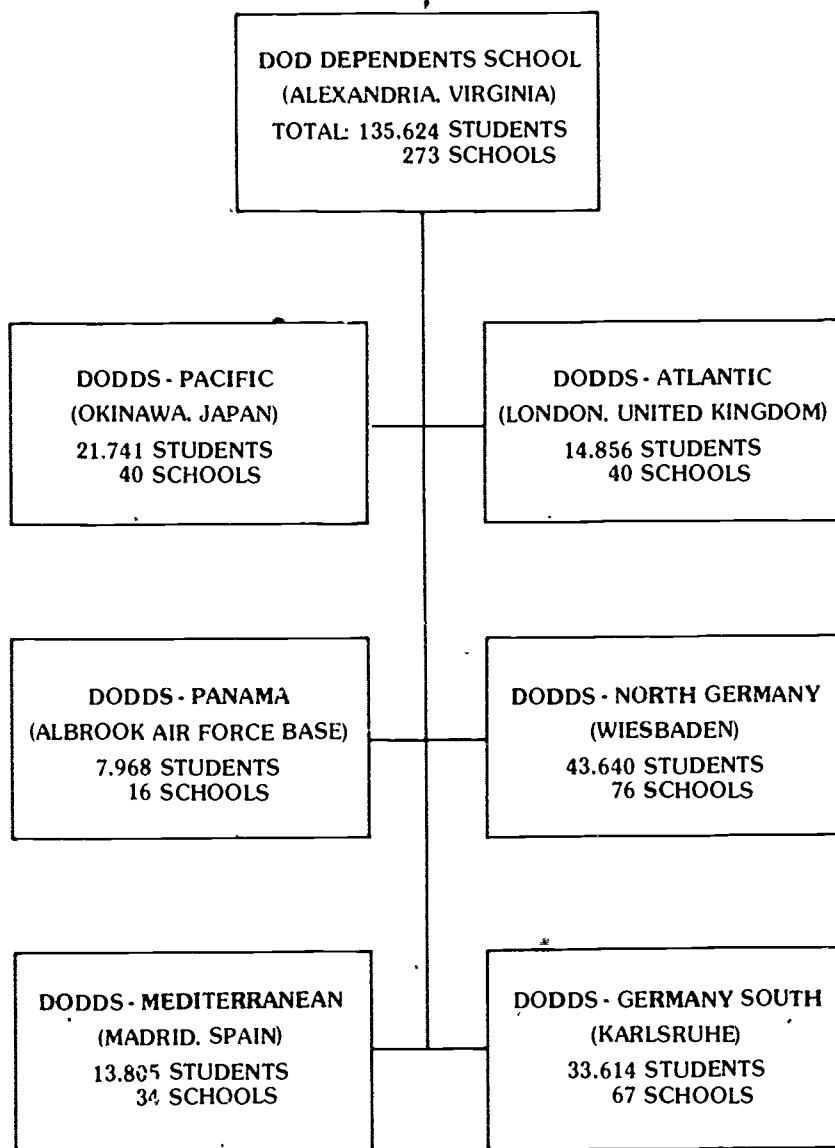
- Preparing an annual brochure which provides general information about DoDDS, describes qualification requirements, and contains the application forms.
- Screening applications and scheduling interviews.
- Selecting best qualified candidates from applicant supply files.
- Controlling overseas requisitions for numbers and categories of educators requested.
- Coordinating selectee processing for overseas movement with appropriate military offices.
- Responding to written inquiries, including Congressional.

CONUS and local hires:

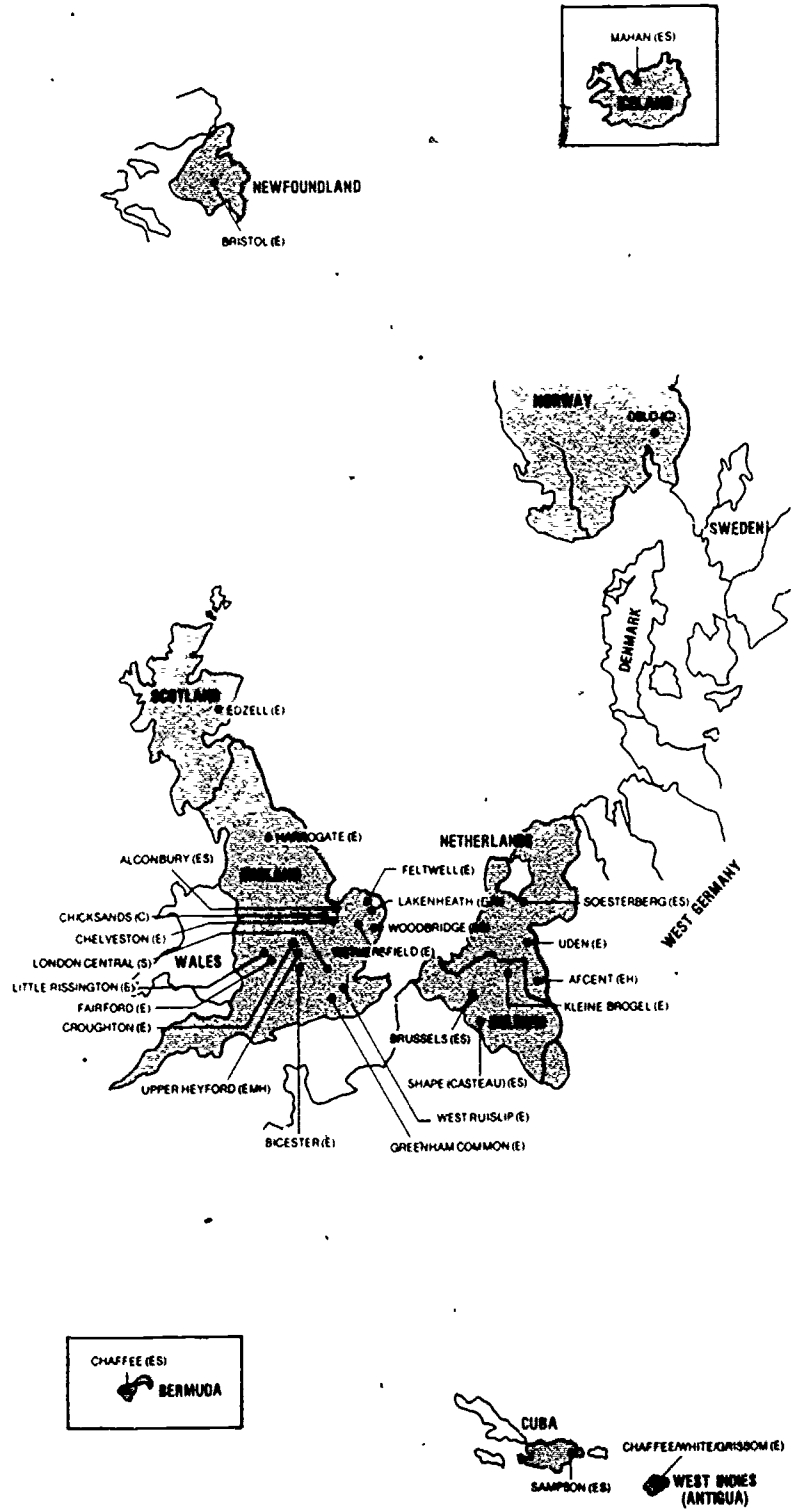
In accordance with DoD Directive 1400.13, July 8, 1976, "Salaries and Personnel Practices Applicable to Teachers and Other Employees of the DoD Overseas Dependents Schools System," qualified locally available dependent spouses of military or federal civilian personnel are given priority considerations for teacher positions. After vacant positions are filled by locally available dependents, the remaining vacancies are reported to the Teacher Recruitment Section by form of personnel requisitions. This action constitutes the authority and request for CONUS hires. The DoDDS Annual Report to Congress for School Year 1979-80, noted that approximately 1,400 educators were appointed. Of these, approximately 700 were recruited through CONUS.

REGIONAL
AND
SCHOOL DATA

Organizational Structure

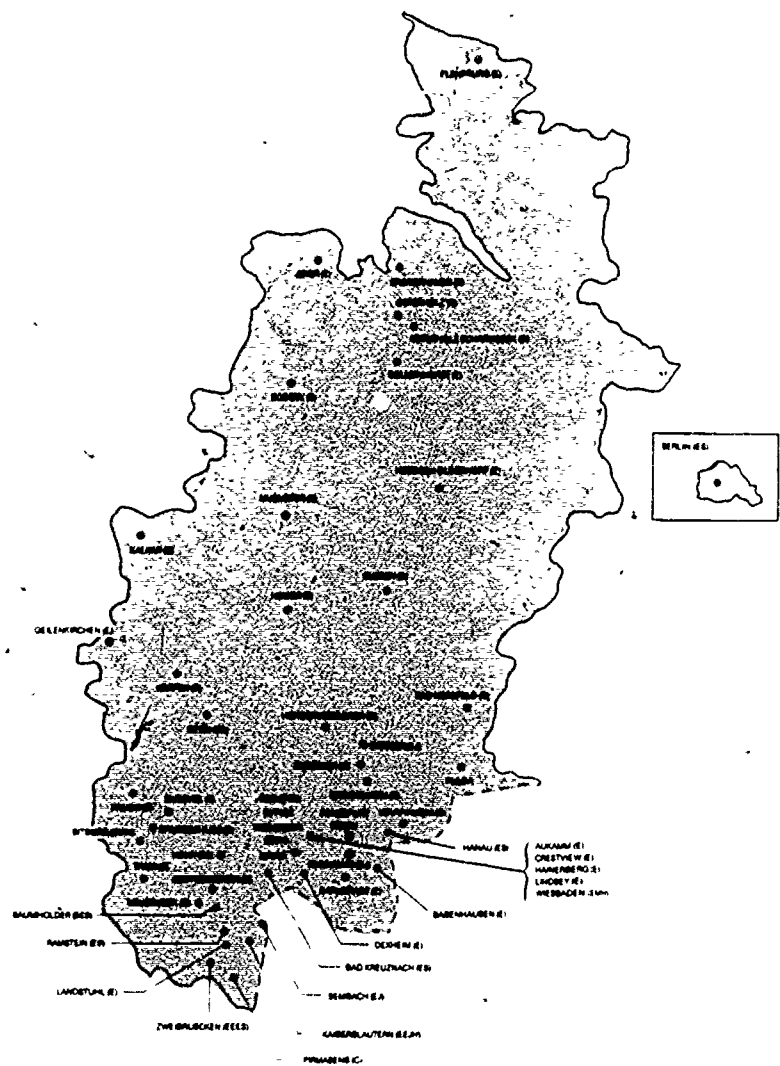


DODDS — ATLANTIC REGION



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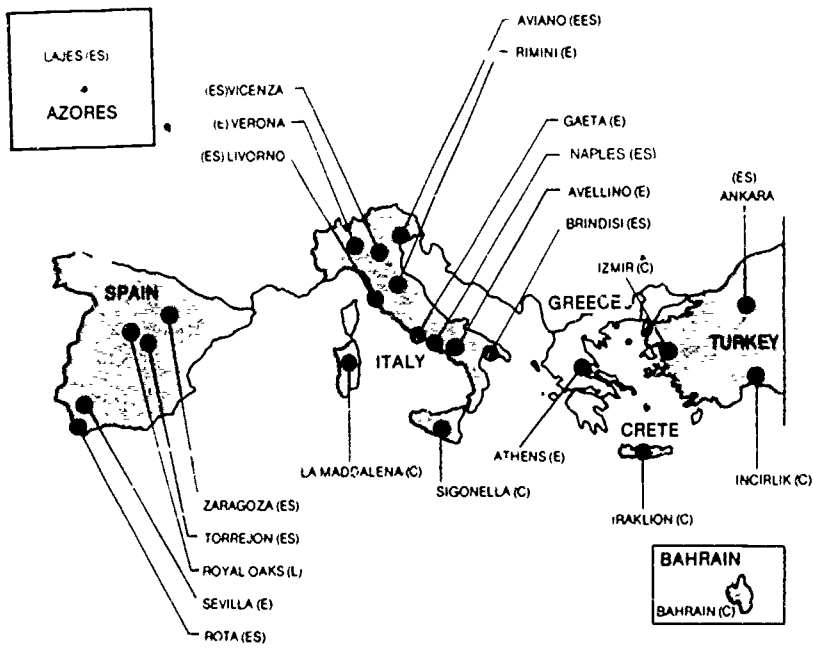
DoDDS NORTH GERMANY REGION



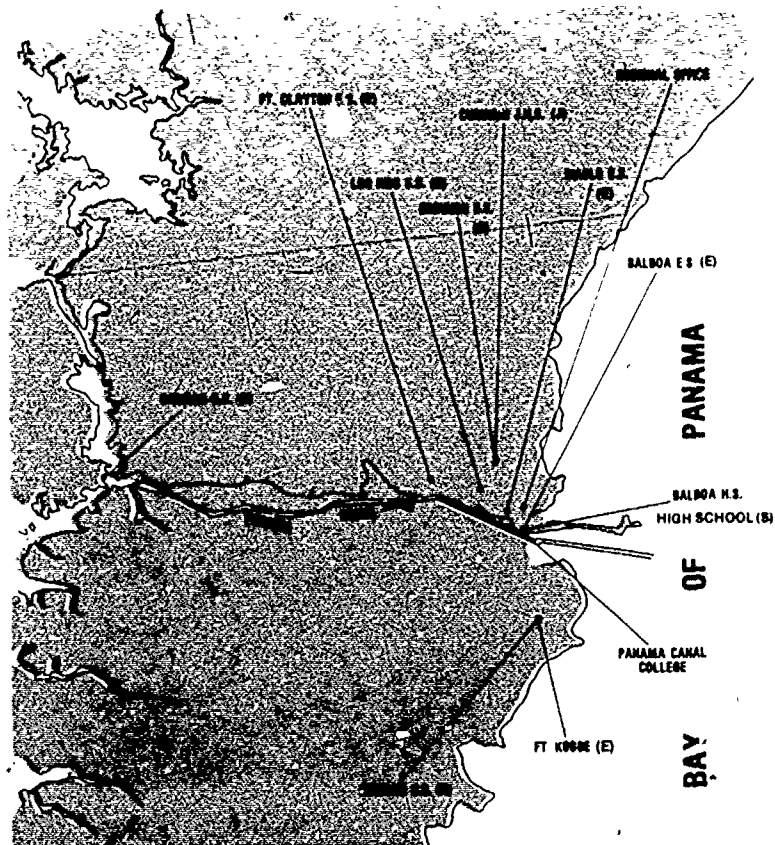
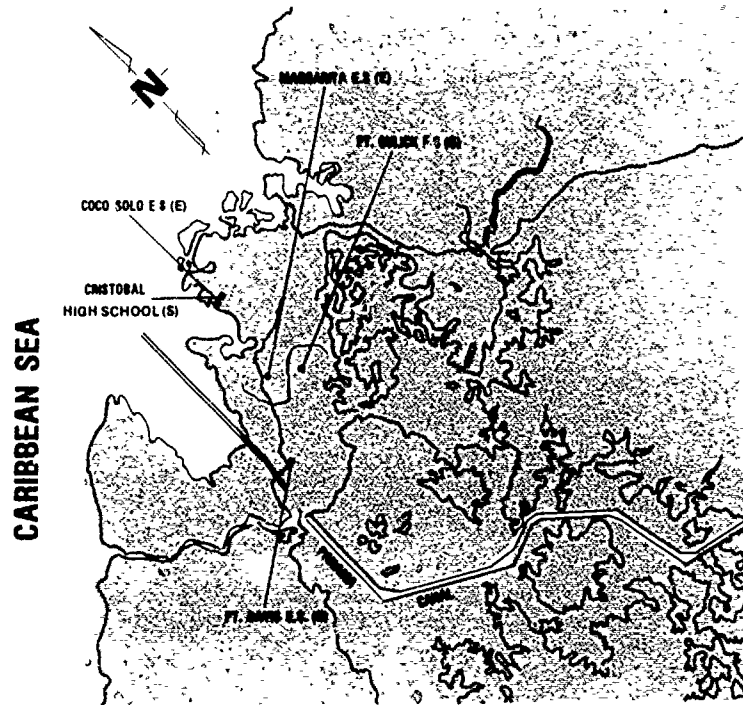
DoDDS — SOUTH GERMANY



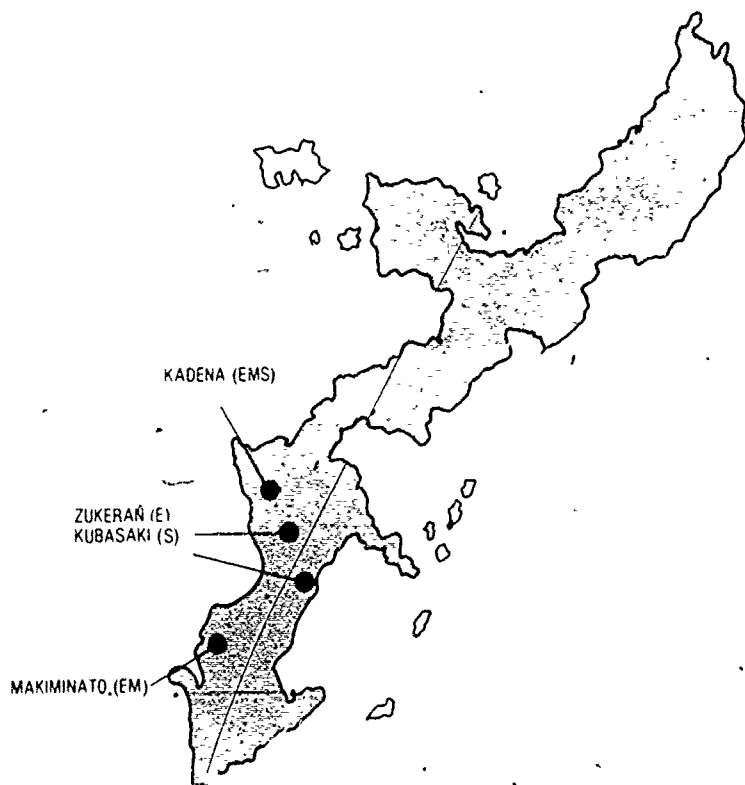
DoDDS — MEDITERRANEAN REGION



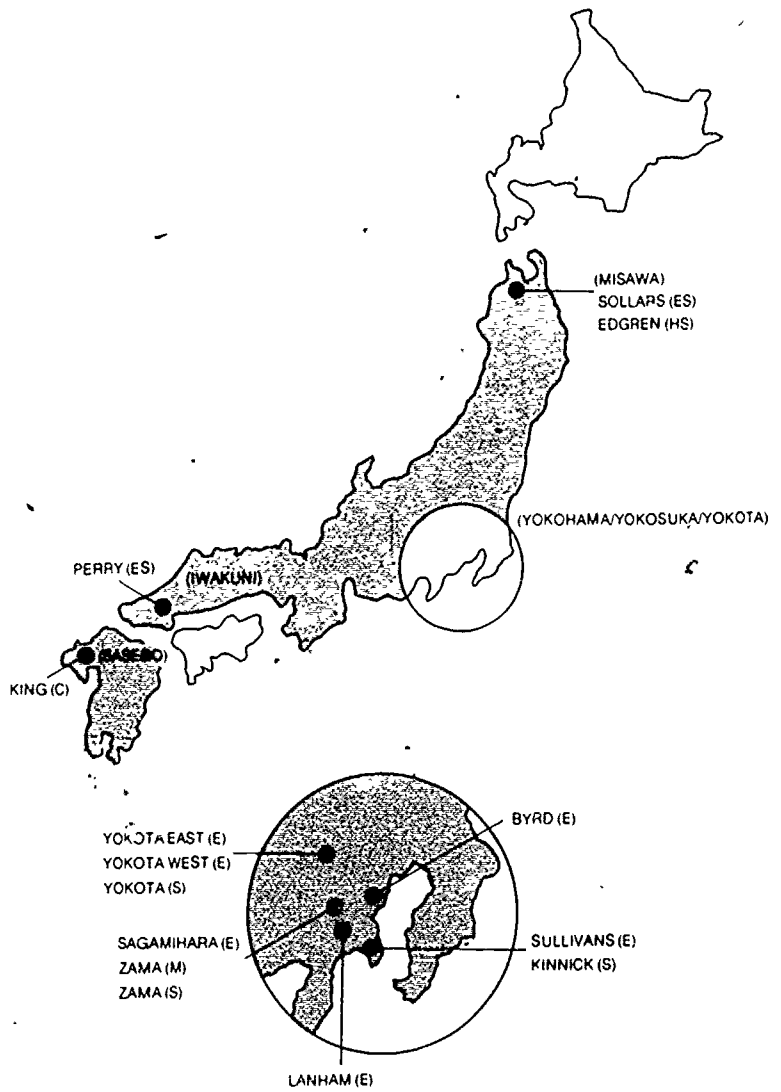
DoDDS Schools PANAMA REGION



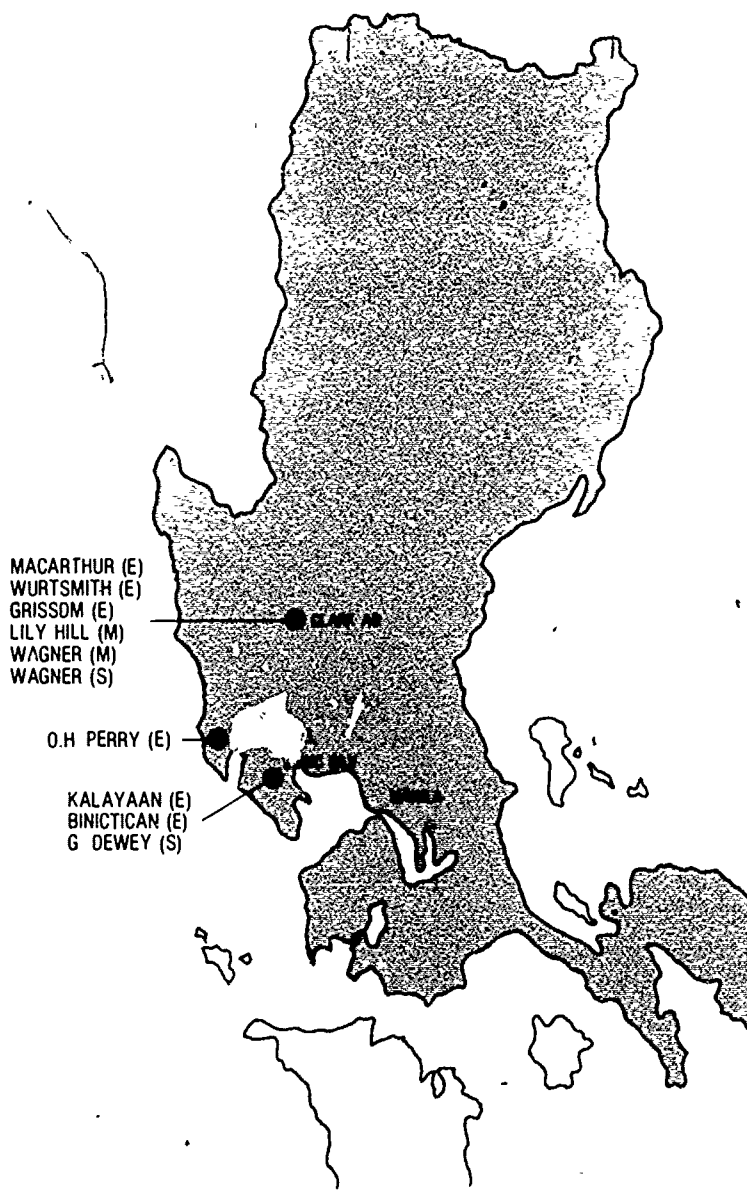
**DoDDS Schools
PACIFIC REGION
Okinawa (Japan)**



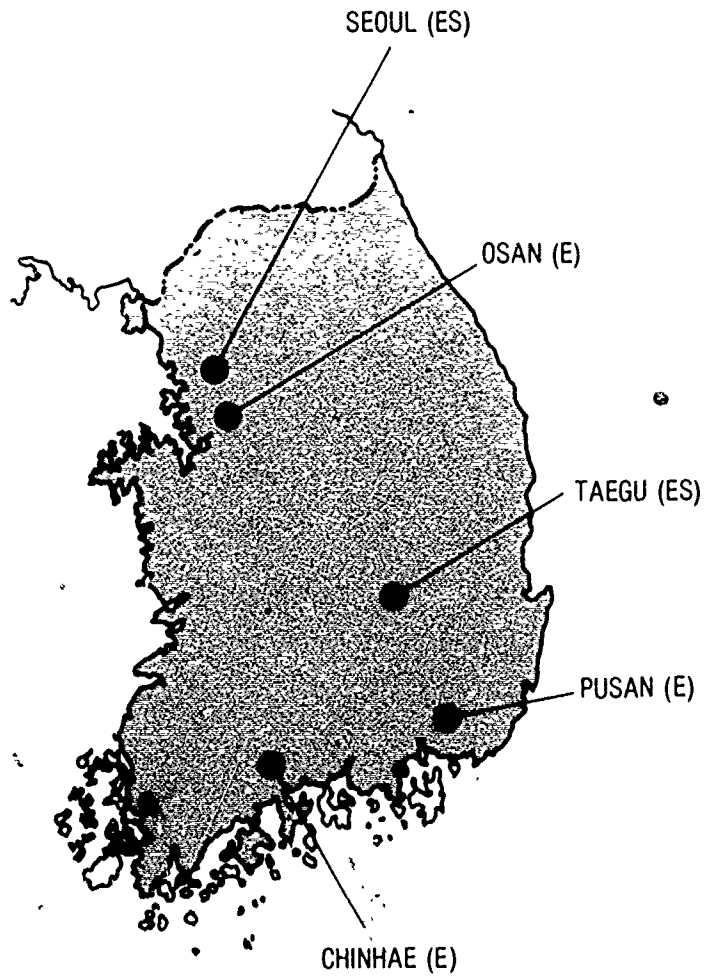
**DoDDS Schools
PACIFIC REGION
Mainland Japan**



**DoDDS Schools
PACIFIC REGION
Republic of the Philippines**



**DoDDS Schools
PACIFIC REGION
Korea**



ATLANTIC REGION

Belgium
Bermuda
British West Indies
Canada
Cuba
England
Iceland
Netherlands
Norway
Scotland

PANAMA REGION

GERMANY NORTH REGION

GERMANY SOUTH REGION

MEDITERRANEAN REGION

Azores
Bahrain
Greece
Italy
Spain
Turkey

PACIFIC REGION

Japan
Korea
Okinawa (Japan)
Philippines

Directory of Dependents Schools

KEY:	A	= Army	E	= Elementary School
	AF	= Air Force	M	= Middle School
	M	= Marines	J	= Junior High School
	N	= Navy	C	= Combined School (K-9/10 or 12)
	NY	= New York	S	= Secondary School (7-12)
	S	= Seattle	H	= High School (9 or 10-12)

ATLANTIC REGION

COUNTRY	SCHOOL NAME	ADDRESS	GRADES	SY 1980-81	BASE
Belgium	Brussels American Schools	APO NY 09667	K-12	387	A
	Kleine Brogel Elementary	APO NY 09667	1-6	33	AF
	SHAPE Elementary	APO NY 09088	K-6	677	A
	SHAPE High School	APO NY 09088	7-12	500	A
Bermuda	Chaffee Elementary	FPO NY 09560	K-6	250	N
	Chaffee High School	FPO NY 09560	7-12	189	N
British West Indies (Antigua)	Chaffee/White/Grissom Elem.	FPO MI 34054	K-8	39	N
Canada (Newfoundland)	Bristol Elementary	FPO NY 09597	K-8	93	N
Cuba	Sampson Elementary	FPO NY 09593	K-6	696	N
	Sampson High School	FPO NY 09593	7-12	338	N
England	Alconbury Elementary	APO NY 09238	K-6	514	AF
	Alconbury High School	APO NY 09238	7-12	273	AF
	Bicester Elementary	APO NY 09194	K-5	366	AF
	Chelveston Elementary	APO NY 09238	K-6	22	AF
	Chicksands Elem./JHS	APO NY 09193	K-9	355	AF
	Croughton Elementary	APO NY 09378	K-5	218	AF
	Fairford Elementary	APO NY 09125	K-8	299	AF
	Feltwell Elementary	APO NY 09179	K-6	87	AF
	Greenham Common Elem.	APO NY 09150	K-8	110	AF
	Harrogate Elementary	APO NY 09210	K-8	105	A
	Lakenheath Elementary	APO NY 09179	1727	AF	
	Lakenheath Junior HS	APO NY 09179	7-9	700	AF
	Lakenheath High School	APO NY 09179	10-12	667	AF
	Little Rissington Elem.	APO NY 09125	(K-6)	(120)	AF
	London Central HS (High Wycombe)	APO NY 09241	7-12	608	AF
	Upper Heyford Elem.	APO NY 09194	K-5	351	AF
	Upper Heyford Middle Sch. Upper Heyford HS (Croughton)	APO NY 09194	6-8	402	AF
		APO NY 09378	9-12	390	AF
	West Ruislip Elem.	APO NY 09241	K-6	175	AF
	Wethersfield Elem.	APO NY 09120	K-8	211	AF
Woodbridge Elementary	APO NY 09405	K-6	1045	AF	
Woodbridge High School	APO NY 09405	7-12	485	AF	
Iceland	Mahan Elementary	FPO NY 09571	K-6	567	N
	Mahan High School	FPO NY 09571	7-12	502	N
Netherlands	AFCENT Elementary	APO NY 09011	K-6	408	A
	AFCENT High School	APO NY 09011	7-12	329	A
	Soesterberg Elem./HS	APO NY 09292	K-12	445	AF
	Uden Elementary	APO NY 09292	K-8	35	AF
Norway	Oslo Elem./JHS	APO NY 09085	K-10	289	AF
Scotland	Edzell Elementary	FPO NY 09518	K-8	140	N

NORTH GERMANY REGION

Germany

Aukamm Elementary	APO NY 09457	K-5	466	A
Babenhausen Elementary	APO NY 09455	K-6	224	A
Bad Hersfeld Elementary	APO NY 09141	K-6	196	A
Bad Kreuznach Elementary	APO NY 09252	K-6	605	A
Bad Kreuznach High School	APO NY 09252	7-12	301	A
Bad Nauheim Elementary	APO NY 09074	K-6	377	A
Baumholder Elem. #1	APO NY 09034	K-6	612	A
Baumholder Elem. #2	APO NY 09034	K-6	552	A
Baumholder High School	APO NY 09034	7-12	595	A
Berlin Elementary	APO NY 09742	K-6	1338	A
Berlin High School	APO NY 09742	7-12	643	A
Bitburg Elementary	APO NY 09132	K-5	1104	AF
Bitburg Middle School	APO NY 09132	6-8	543	AF
Bitburg High School	APO NY 09132	9-12	594	AF
Bonn Elementary	APO NY 09080	K-6	287	A
Bonn High School	APO NY 09080	7-12	335	A
Bremerhaven Elementary	APO NY 09069	K-6	491	A
Buechel Elementary	APO NY 09109	K-6	35	AF
Bueren Elementary	APO NY 09171	K-8	95	A
Butzbach Elementary	APO NY 09077	K-6	803	A
Crestview Elementary	APO NY 09457	K-3	229	A
Darmstadt Elem/JHS	APO NY 09175	K-9	943	A
Darmstadt Career Center	APO NY 09175	7-12	(316)	A
Delmenhorst Elementary	APO NY 09069	K-6	76	A
Dexheim Elementary	APO NY 09111	K-6	118	A
Flensburg Elementary	APO NY 09354	K-8	4	A
Frankfurt Elementary #1	APO NY 09710	K-6	1438	A
Frankfurt Elementary #2 (Atterberry)	APO NY 09710	K-6	1075	A
Frankfurt Junior High Sch.	APO NY 09039	7-9	744	A
Frankfurt High School	APO NY 09710	10-12	1141	A
Fulda Elem/JHS	APO NY 09146	K-10	652	A
Geilenkirchen Elem.	APO NY 09104	K-6	80	A
Gelnhausen Elementary	APO NY 09091	K-6	588	A
Giessen Elementary	APO NY 09169	K-6	684	A
Giessen Junior High Sch.	APO NY 09169	7-9	319	A
Hahn Elementary	APO NY 09109	K-6	1176	AF
Hahn High School	APO NY 09109	7-12	477	AF
Hanau Elementary	APO NY 09165	K-6	1741	A
Hanau High School	APO NY 09165	7-12	1012	A
Hemer Elementary	APO NY 09078	K-8	20	A
Herbornseelbach Elem.	APO NY 09169	K-8	70	A
Hessisch Oldendorf Elem.	APO NY 09669	K-8	245	AF
Idar Oberstein Elem.	APO NY 09322	K-6	186	A
Jever Elementary	APO NY 09069	K-8	53	A
Kaiserslautern Elem. #1	APO NY 09012	K-6	1393	AF
Kaiserslautern Elem. #2	APO NY 09012	K-6	1045	AF
Kaiserslautern JHS	APO NY 09012	7-8	452	AF
Kaiserslautern High Sch.	APO NY 09012	9-12	1633	AF
Kalkar Elementary	APO NY 09321	K-8	125	AF
Kerpen Elementary	APO NY 09072	K-6	68	AF
Landstuhl Elementary	APO NY 09180	K-6	686	AF
Lindsey Elementary	APO NY 09633	1-3	90	A
Mainz Elementary	APO NY 09185	K-6	999	A
Muenster Elementary	APO NY 09078	K-8	99	A
Neubruoecke Elementary	APO NY 09305	K-6	280	A
Osterholz-Scharmbeck Elem.	APO NY 09355	K-6	737	A
Osterholz High School	APO NY 09355	7-12	582	A
Pirmasens Elem/JHS	APO NY 09189	K-9	1019	A
Pruem Elementary	APO NY 09692	K-6	111	AF
Ramstein Elementary	APO NY 09012	K-6	1985	AF
Ramstein JHS	APO NY 09012	7-9	876	AF
Rhein Main Elementary	APO NY 09057	K-6	1323	AF
Rhein Main JHS	APO NY 09057	7-9	364	AF
Sembach Elementary	APO NY 09130	K-3	465	AF
Sembach Junior High Sch.	APO NY 09130	4-9	672	AF
Soegel Elementary	APO NY 09069	K-8	54	A
Spangdahlem Elementary	APO NY 09123	K-6	885	AF
Trier Elementary	APO NY 09132	K-6	96	AF
Wiesbaden Elementary	APO NY 09457	K-5	120	A
Wiesbaden Middle School	APO NY 09457	6-8	700	A
Wiesbaden High School	APO NY 09457	9-12	772	A
Zweibruecken Elem. #1	APO NY 09872	494	A	
Zweibruecken Elem. #2	APO NY 09860	K-6	460	AF
Zweibruecken Elem. #3	APO NY 09860	K-6	85	AF
Zweibruecken High School	APO NY 09860	7-12	766	AF

GERMANY SOUTH REGION

Amberg Elementary	APO NY 09452	K-6	151	A
Ansbach Elementary	APO NY 09177	K-6	651	A
Ansbach High School	APO NY 09177	7-12	434	A
Aschaffenburg Elementary	APO NY 09162	K-8	811	A
Augsburg Elementary	APO NY 09178	K-6	1349	A
Augsburg High School	APO NY 09178	7-12	672	A
Bad Aibling Elementary	APO NY 09098	K-7	128	A
Bad Kissingen Elementary	APO NY 09330	K-6	259	A
Bad Toelz Elementary	APO NY 09050	K-7	219	A
Bamberg Elementary	APO NY 09139	K-6	579	A
Bamberg High School	APO NY 09139	7-12	352	A
Berchtesgaden Elem.	APO NY 09029	K-8	31	A
Bindlach Elementary	APO NY 09411	K-8	203	A
Boeblingen Elementary	APO NY 09046	K-6	349	A
Craibshelm Elem/JHS	APO NY 09751	K-9	365	A
Erlangen Elementary	APO NY 09066	K-6	495	A
Garmisch Elementary	APO NY 09053	K-8	126	A
Goeppingen Elementary	APO NY 09454	K-8	359	A
Grafenwoehr Elementary	APO NY 09114	K-6	373	A
Heidelberg Elementary #1	APO NY 09102	K-5	506	A
Heidelberg Elementary #2	APO NY 09102	K-5	1195	A
Heidelberg Middle School	APO NY 09102	6-8	745	A
Heidelberg High School	APO NY 09102	9-12	863	A
Heilbronn Elem/Middle Sch.	APO NY 09176	K-8	807	A
Hinterbrand Lodge (Outdoor Ed. Center)	APO NY 09029	5-12	27/week	A
Hohenfels Elementary	APO NY 09173	K-8	157	A
Illesheim Elementary	APO NY 09140	K-8	452	A
Ittenhausen Elementary	APO NY 09035	K-6	21	A
Karlsruhe Elementary	APO NY 09164	K-6	976	A
Karlsruhe High School	APO NY 09164	7-12	431	A
Katterbach Elementary	APO NY 09177	K-3	225	A
Kitzingen Elem/Middle Sch.	APO NY 09031	K-8	858	A
Laupheim Elementary	APO NY 09035	K-6	(-)	A
Leipheim Elementary	APO NY 09035	K-6	61	A
Ludwigsburg Elementary	APO NY 09154	K-4	1201	A
Ludwigsburg Middle Sch.	APO NY 09154	5-8	(-)	A
Mannheim Elementary	APO NY 09086	K-5	1648	A
Mannheim Middle School	APO NY 09086	6-8	641	A
Mannheim High School	APO NY 09086	9-12	649	A
Memmingen Elementary	APO NY 09035	K-6	38	AF
Munich Elementary	APO NY 09184	K-6	571	A
Munich High School	APO NY 09184	7-12	599	A
Nellingen Elementary	APO NY 09061	K-6	422	A
Nuernberg Elementary #1	APO NY 09696	K-6	1222	A
Nuernberg Elementary #2	APO NY 09696	1-6	742	A
Nuernberg High School	APO NY 09696	7-12	1130	A
Patch Elementary	APO NY 09131	K-6	660	A
Patch High School	APO NY 09131	7-12	782	A
Pforzheim Elementary	APO NY 09154	K-6	38	A
Regensburg Elementary	APO NY 09173	K-8	44	A
Ruebelheim Elementary	APO NY 09095	K-6	122	A
Schwaebisch Gmuend Elem.	APO NY 09281	K-7	287	A
Schwaebisch Hall Elem.	APO NY 09281	K-6	202	A
Schweinfurt Elementary	APO NY 09033	K-6	1028	A
Schweinfurt JHS	APO NY 09033	7-9	309	A
Strullendorf Elementary	APO NY 09139	K-6	310	A
Stuttgart Elem/JHS	APO NY 09154	K-9	962	A
Stuttgart High School	APO NY 09154	9-12	685	A
Ulm Elementary School	APO NY 09035	K-6	(527)	A
Ulm High School	APO NY 09035	7-12	(300)	A
Vilseck School	APO NY 09114	K-9	422	A
Weierhof Elementary	APO NY 09227	K-6	111	A
Wertheim Elementary	APO NY 09047	305	A	
Wildflecken Elementary	APO NY 09026	K-6	388	A
Worms Elementary	APO NY 09058	K-6	378	A
Wuerzburg Elementary	APO NY 09801	K-6	901	A
Wuerzburg High School	APO NY 09801	7-12	873	A

MEDITERRANEAN REGION

Bahrain	Bahrain	FPO NY 09256	K-12	605	N
Greece	Athens Elementary	APO NY 09223	K-6	566	AF
	Iraklion Elem/JHS	APO NY 09291	K-10	316	AF

Italy	Avellino Elementary	APO NY 09520	K-8	38	AF
	Aviano Elem #1	APO NY 09293	4-6	232	AF
	Aviano Elem. #2	APO NY 09293	K-3	358	AF
	Aviano High School	APO NY 09293	7-12	303	AF
	Brindisi Elementary	APO NY 09240	K-6	478	AF
	Brindisi High School	APO NY 09240	7-12	187	AF
	Gaeta Elementary	FPO NY 09533	K-8	272	N
	La Maddalena Elementary	FPO NY 09533	K-9	250	N
	Livorno Elementary	APO NY 09019	K-6	262	A
	Livorno High School	APO NY 09019	7-12	128	A
	Naples Elementary	FPO NY 09521	K-6	479	N
	Naples High School	FPO NY 09521	7-12	408	N
	Rimini Elementary	APO NY 09670	K-8	32	AF
	Signonella ES/HS	FPO NY 09523	K-12	505	N
	Verona Elementary	APO NY 09453	K-8	113	A
	Vicenza Elementary	APO NY 09221	743	A	
	Vicenza High School	APO NY 09221	7-12	361	A
	Portugal (Azores)	Lajes Elementary	APO NY 09406	K-6	547
Lajes High School		APO NY 09406	7-12	228	AF
Spain	Rota Elementary	FPO NY 09540	K-6	769	N
	Rota High School	FPO NY 09540	7-12	458	N
	Royal Oaks School	APO NY 09283	K-7	970	AF
	Sevilla Elementary	APO NY 09282	K-8	27	AF
	Torrejon Elementary	APO NY 09283	K-7	750	AF
	Torrejon High School	APO NY 09283	8-12	676	AF
	Zaragoza Elementary	APO NY 09286	K-6	522	AF
	Zaragoza High School	APO NY 09286	7-12	264	AF
Turkey	Ankara Elementary	APO NY 09254	K-6	160	AF
	Ankara High School	APO NY 09254	7-12	134	AF
	Incirlik ES/HS	APO NY 09289	K-12	600	AF
	Izmir ES/HS	APO NY 09224	K-12	455	AF

PACIFIC REGION

Japan	(Atsugi)				
	Lanham Elementary	APO SF 98767	K-6	291	N
	(USA Garrison, Honshu)				
	Sagamihara Elementary	APO SF 96343	K-5	546	A
	Zama Middle School	APO SF 96343	6-8	229	A
	Zama High School	APO SF 96343	9-12	269	A
	(Iwakuni)				
	Perry Elementary	FPO SF 98764	K-6	268	M
	Perry High School	FPO SF 98764	7-12	107	M
	(Misawa)				
	Sollars ES	APO SF 96519	K-6	784	AF
	Edgren High School	APO SF 96519	7-12	250	AF
	(Sasebo)				
	Ernest J. King School	FPO SF 98766	K-9	88	N
	(Yokota)				
	Yokota East Elementary	APO SF 96328	K-4	767	AF
	Yokota West Elementary	APO SF 96328	K-6	820	AF
	Yokota High School	APO SF 96328	7-12	705	AF
(Yokohama)					
Byrd Elementary	FPO SF 98761	K-6	490	N	
(Yokosuka)					
Sullivan's Elementary	FPO SF 98761	K-6	985	N	
Kinnick High School	FPO SF 98761	7-12	514	N	

Korea	(Chinhae)	C. Turner Joy American School	FPO SF 98769	K-8	31	N	
	(Osan)	Osan Elementary	APO SF 96570	K-6	100	AF	
	(Pusan)	Pusan American School	APO SF 96259	K-12	201	A	
	(Seoul)	Seoul Elementary	APO SF 96301	K-6	1097	A	
		Seoul High School	APO SF 96301	7-12	685	A	
	(Taegu)	Taegu Elementary	APO SF 96218	K-6	221	A	
		Taegu High School	APO SF 96218	7-12	123	A	
	Okinawa	(Camp Butler)	Zukeran Elementary	FPO SF 98773	K-5	860	M
			Kubasaki High School	FPO SF 98773	9-12	1117	M
		(Kadena)	Earhart Intermediate	APO SF 96239	3-6	785	AF
			Kadena Elementary	APO SF 96239	K-6	1409	AF
			Bob Hope Elementary	APO SF 96239	K-3	931	AF
		Kadena High School	APO SF 96239	7-12	666	AF	
(Makiminato)		Makiminato Elementary	APO SF 96331	K-4	472	M	
		Makiminato Middle School	APO SF 96331	5-8	238	M	
Republic of the Philippines		(Clark)	MacArthur Elementary	APO SF 96274	K-4	574	AF
			Grissom Elementary	APO SF 96274	K-4	697	AF
			Wurtsmith Elementary	APO SF 96274	K-4	1057	AF
			Lily Hill Middle School	APO SF 96274	5-8	517	AF
		Wagner Middle School	APO SF 96274	5-8	546	AF	
		Wagner High School	APO SF 96274	9-12	593	AF	
	(San Miguel)	Oliver H. Perry Elem.	FPO SF 96656	K-8	192	N	
	(Subic Bay)	Binictican Elementary	FPO SF 96651	3-6	456	N	
		Kalayaan Elementary	FPO SF 96651	K-2	562	N	
		George Dewey High School	FPO SF 96651	7-12	496	N	

PANAMA REGION

Panama	Balboa Elementary	APO Miami	34002 K-6	629	MCA
	Balboa High School	APO Miami	34002 10-12	1221	MCA
	Coco Solo Elementary	APO Miami	34008 K-6	182	MCA
	Cristobal 7-12 HS	APO Miami	34008 7-12	569	MCA
	Curundu Elementary	APO Miami	34002 K-6	858	A
	Curundu JHS	APO Miami	34002 7-9	1271	A
	Lablo Elementary	APO Miami	34002 K-6	804	A
	Ft. Clayton Elementary	APO Miami	34004 K-6	353	A
	Ft. Davis Elementary	APO Miami	34005 K-6	329	A
	Ft. Gullick Elementary	APO Miami	34008 K-6	206	A
	Ft. Kobbe Elementary	APO Miami	34006 K-6	476	A
	Gamboia Elementary	APO Miami	34004 K-6	89	MCA
	Howard Elementary	APO Miami	34001 K-6	398	AF
	Los Rios Elementary	APO Miami	34002 K-6	352	MCA
	Margarita Elementary	APO Miami	34008 K-6	248	MCA
	Panama Canal College	APO Miami	34002 13-14	FT 428	MCA
				FTE 244	

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NUMBER	SUBJECT	DATE	CHANGES IN EFFECT	DIST ^{2/}
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EXECUTIVE SERVICES DIVISION
(1000-1999)

1000.1	(R) ^{1/} Regulation System	Jun 14, 79		A,X
1000.1	(M) Preparation and Processing of Regulation System Issuances	Jun 14, 79		A,X
1050.1	(M) Forms Management Program	Jul 25, 80		X
1100.1	(R) Maintenance and Disposition of Education Functional Files	May 29, 81	1	X
1200.1	(I) Processing of Invitational Permissive, and "TAX" Travel Orders	Nov 21, 80		A,K,L,M
1300.1	(R) Organization	Jul 20, 81		A,B,K,L,M
1300.1	(M) Organization and Functions	Jan 4, 80		A,B,K,L,M

EDUCATION DIVISION
(2000-2999)

2000.1	(R) High School Graduation Requirements	Mar 21, 77		X
2000.3	(R) Student Placement Policy	Apr 26, 79		X
2000.4	(R) Procurement of Basic Textbooks and Workbooks	Mar 9, 78		X
2000.5	(R) Curriculum Development Process	Jun 14, 78		X
2000.5	(M) Five Year Curriculum Develop- ment Plan	Sep 24, 79		X
2000.6	(R) Pupil Assessment	Jan 18, 79		X
*2000.7 ^{3/}	(M) Consolidated Essential Textbook Instructional Material Listing	Feb 24, 81		B(50), K,L,M

^{1/} Please note: (R) denotes DoDDS Regulation
(M) denotes DoDDS Manual
(I) denotes DoDDS Administrative Instruction
* denotes issuance or a change to the issuance
was published during the past quarter

^{2/} See page 13.

^{3/} This is the first time this manual has appeared in the index. It was printed and distributed in February, however.

NUMBER	SUBJECT	DATE	CHANGES IN EFFECT	DIST
2020.1	(R) In-service Education Program	Mar 7, 79	1	X
2020.1	(M) In-service Education Program	Mar 7, 79		X
2050.1	(R) Students' Rights and Responsibilities Guidelines	Oct 20, 76		X
2050.1	(M) Students' Rights and Responsibilities in the Department of Defense Dependents Schools System	Oct 20, 76	1	X
2050.2	(R) Procedures for Reporting Incidents of Suspected Child Abuse and Neglect	Nov 15, 78		X
2060.1	(M) Mediation in Education	Jul 26, 81		Q ^{1/}
* 2100.1	(M) Social Studies Goals and Objectives	Oct 8, 81		X
2100.2	(M) List of Approved Basic Text/ Materials for Social Studies K-12	Sep 25, 81	Revised	X
2200.1	(M) Science Goals and Objectives	Sep 78		X
2220.1	(M) Approved List of Basic Textbook/Instructional Material for Science K-12	Feb 23, 79		X
2320.1	(M) Approved List of Basic Textbook/Instructional Material for Mathematics Grades K-12	Aug 31, 79		X
2320.2	(M) Mathematics Education K-12 Goals and Objectives	Jul 21, 78		X
2350.1	(M) Computer Education	Jun 78		X

^{1/}Copies of this manual are distributed to participants in mediation training (for certification).

NUMBER	SUBJECT	DATE	CHANGES IN EFFECT	DIST
2400.1	(M) Approved List of Basic Textbook/Instructional Material for English Language Arts - Grades K-6 English Language Arts - Grades 7-12 Reading - Grades K-6 Reading - Grades 7-12 Spelling - Grades 1-8 English as a Second Language (ESL) Grades K-12	May 27, 77		X
2420.1	(M) The Purpose and Objectives for English Language Arts Grades K-12	May 27, 77		X
2430.1	(M) Reading Improvement Specialists Roles and Responsibilities - Functions and Responsibilities	May 27, 77		X
2440.1	(M) Transitional Bilingual Educa- tion Program - Purpose and Objectives	May 27, 77		X
2450.1	(M) Approved List of Basic Textbooks/Instructional Material for Foreign Language	Aug 28, 81		B(50)
2450.2	(M) Foreign Languages and Intercultural Program	Sep 22, 80		B,D(3),E(5) F(8),K,L,M
2500.1	(R) Special Education Services for Home or Hospital Instruction	May 3, 78		X
2500.2	(R) Special Education Programs and Services for Exceptional Students	May 25, 79		X
2500.3	(I) Special Education Programs and Services for Exceptional Students	May 25, 79		X
2500.5	(M) Special Education Material Review SY 1978-79	Sep 25, 79		X
2600.1	(M) Arts and Humanities Objectives	Sep 14, 79		X

NUMBER	SUBJECT	DATE	CHANGES IN EFFECT	DIST
2700.1	(R) Comprehensive School Health, Physical Education, and Recreation Program	Feb 8, 78		X
2700.2	(M) List of Approved Basic Text/ Materials for Health Education K-12	Aug 3, 77		X
2700.4	(M) Health Education Curriculum Guide K-4	published prior to system		X
2700.5	(M) Health Education Curriculum Guide 5-8	published prior to system		X
2700.6	(M) Health Education Curriculum Guide 9-12	published prior to system		X
2720.1	(R) First-Aid and Emergency Care	Feb 13, 78		X
2720.3	(M) Drug Education Program	Feb 13, 78		X
2740.1	(R) Interscholastic Athletic Program	Sep 8, 81		B,E(8),F(8), K,L,M
2740.2	(M) Interscholastic Athletic Program	Sep 8, 81		B,E(8),F(8), K,L,M
2740.4	(M) Health Education Objectives	Nov 3, 81		B(50),C(3),K,L,M
2800.1	(M) Career Education Objectives K-Grade 12	Jun 1, 77		X
2800.2	(M) Approved List of Career Education Essential Material	Oct 78		X
2850.1	(M) Human Ecology/Home Economics Objectives Grades 6-12	Nov 78		X
2850.2	(M) Approved List of Essential Textbooks/Instructional Materials for Human Ecology/ Home Economics Grades 6-12	Oct 78		X

NUMBER	SUBJECT	DATE	CHANGES IN EFFECT	DIST
2855.1	(M) Cosmetology Objectives	Nov 15, 80		B,E,F,K,L,M
2855.2	(M) Approved List of Essential Textbooks/Instructional Materials for Cosmetology	Jul 16, 80		B,E,F,K,L,M
2860.1	(M) Graphics Objectives	Nov 15, 80		B,E,F,K,L,M
2860.2	(M) Approved List of Essential Textbooks/Instructional Materials for Graphics	Jul 16, 80		B,E,F,K,L,M
2865.1	(M) Business Education Objectives	Aug 10 79	/	X
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2870.1	(M) Automotive Technology Objectives	Nov 15, 80		B,E,F,K,L,M
2870.2	(M) Approved List of Essential Textbooks/Instructional Materials for Automotive Technology	Jul 16, 80		B,E,F,K,L,M
2875.1	(M) Electricity and Electronics Objectives	Nov 15, 80		B,E,F,K,L,M
2875.2	(M) Approved List of Essential Textbooks/Instructional Materials for Electricity and Electronics	Jul 16, 80		B,E,F,K,L,M
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* 2940.2	(M) Pupil Personnel Services Material Review List	Dec 22, 81		B(10),C,K, L,M

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DSM 2700.3, Health Education Objectives, Aug 16, 78	DSM 2720.4 Nov 3, 81
DSM 2500.4, Program Guide for Exceptional Children and Youth July 1, 79	DODI 1342.12, Dec 17, 81

GUIDE TO DISTRIBUTION CODES

The following distribution codes are used for DoDDS issuances (as shown on DS Form 1120). Numbers of copies may be changed according to the director's instructions.

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- D. All schools serving grades K-6 (2 each)
- E. All schools serving grades 7 and 8 (2 each)
- F. All schools serving grades 9-12 (2 each)
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- H. Servicing Finance and Accounting Office (1 each)
- I. Major Commands (1 each)
- J. Hostbase officials (1 each)
- K. OEA President (1 each)
- L. OFT President (1 each)
- M. OADSA President (1 each)
- N. All ODS personnel
- O. All regional personnel
- P. All school personnel
- Q. Other
- X. Routine distribution (B, C, K, L, M, as above)