

Fort Jackson Student-Parent Handbook



2020-2021

DODEA AMERICAS SOUTHEAST DISTRICT IS A 21ST CENTURY LEARNING COMMUNITY



WELCOME TO FORT JACKSON SCHOOLS

Dear Parents,

Welcome to the 2020-2021 school year. Pierce Terrace Elementary School and C.C. Pinckney Elementary School are committed to offering a challenging and supportive school program for all of our pre-kindergarten through sixth grade students. Our continuing goal is to prepare students with the vital knowledge and skills necessary to become life-long learners and global citizens in the 21st Century.

Our goal is to establish and maintain partnerships with our families and military community in order to provide a supportive learning environment for our students. It is essential that we have a steady flow of communication within our community. We look forward to working with members of the community.

We are here to support your child. If you have questions about additional services offered by the school, please feel free to contact your child's teacher or the main office.

Kindergarten – 6th Grades

PreK & PSCD Students

DAY	Begins	Ends	DAY	A.M.	P.M.
Mon- PT	8:00	2:45	Mon	8:00 – 10:30	12:15 – 2:45
CCP	7:55	2:40			
Tue- PT	8:00	2:45	Tue	8:00 – 10:30	12:15 – 2:45
CCP	7:55	2:40			
Wed- PT	8:00	2:45	Wed	8:00 – 10:30	12:15 – 2:45
CCP	7:55	2:40			
Thur**PT	8:00	1:30	Thur**	8:00 – 10:05	11:25 – 1:30
CCP	7:55	1:25			
Fri- PT	8:00	2:45	Fri	8:00 – 10:30	12:15 – 2:45
CCP	7:55	2:40			

Dr. Christy L. Huddleston

DODEA AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT



Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012. Beginning with the 2016 – 2017 school year, Dr. Huddleston will serve as the Superintendent for the DoDEA Americas Southeast District; which include schools at Fort Knox, Fort Campbell, Laurel Bay, Fort Jackson, Fort Stewart, Fort Benning, Fort Rucker and Maxwell AFB. She began her career as a high school science teacher in 1996 and coached the girl's golf team in Harris County, GA. She was selected as the Parent Teacher Student Association (PTSA) Star Teacher in 2001. She went on to serve as the high school guidance department chair and the school testing and curriculum coordinator for Harris County High School. Beginning in 2006, she served as the District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009.

In 2011, she received a Doctorate of Philosophy in Administration of Elementary and Secondary Education from Auburn University, Alabama. Additionally, she earned her Educational Specialist and Master's Add-on in Educational Leadership and Administration from Troy University. She also earned her Master's Degree in School Counseling and Bachelors of Secondary Education in Science from Columbus State University where she was awarded with a Certificate of Academic Honor and Outstanding Accomplishments in Science. Dr. Huddleston served on the UTeach Grant Steering Committee and the Institutional Review Board for Columbus State University.

Dr. Huddleston is also an adjunct professor for Troy State University where she was honored with a Research Scholar award in 2008. She referees articles for the Journal of School Leadership. Her career and research focus has been on identifying barriers that must be overcome in schools so that all students have an equal opportunity to reach their fullest potential.

She co-authored a study presented collaboratively at University Council for Educational Administration (UCEA) on gender dynamics and the cohort experience in a leadership preparation program. Dr. Cabezas-Huddleston's book review on *The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform* by George Theoharis has been published in the Journal of Educational Administration. Her quantitative research study on *Assessing Equity in Advanced Programs through an Invitational Theoretical Perspective* was presented at the Alabama and Mississippi Sociological Association. She also conducted research on *Honors and Advanced Placement Programs: Closing the Achievement Gap* and presented this topic at the Auburn University Research Institute. Through collaboration and dialogue with her K-12 colleagues, she authored the *District Manual: Response to Intervention*; which was implemented in Harris County Schools, GA.

Dr. Huddleston and her husband reside in Georgia. She has two sons, Justin and Jake, two daughters-in-law, Suzie and Dakota, and three grandchildren. Her grandfather served in World War II and her father served in the U.S. Army. Her youngest son, Jake, is a Cavalry Scout in the U.S. Army. Dr. Huddleston is passionate about serving military-connected students and families.

Mr. Gregory “Greg” Bull

DODEA AMERICAS CHIEF OF STAFF



Mr. Bull received a Bachelor of Arts degree from Coker College in Hartsville, SC. He received a Master's degree in Special Education from the University of South Carolina in 2004. Subsequently, Mr. Bull also received a Master's Degree in Education Administration and Supervision from the University of Phoenix in 2009. He began his career in DoDEA teaching pre-school special education for nine years at Fort Jackson, South Carolina before becoming a school administrator at Fort Campbell, Kentucky in July 2010. As a teacher, Mr. Bull served in leadership roles to include the Student Support Team Chair, the Continuous School Improvement Chair, and Crisis Prevention Intervention instructor. He was recognized as Teacher of the Year in 2007. Mr. Bull has had vast administrative experiences to include Assistant Principal of Andre Lucas Elementary, Acting Principal of Wassom Middle School, Assistant Principal of Fort Campbell High School, Principal of Kaiserslautern Middle School, Principal of Spangdahlem Middle School, and Principal of SHAPE High School.

In 2012, Mr. Bull led Kaiserslautern Middle School through a successful accreditation. During this time, he made a significant impact on student achievement and overall school climate. In July 2014, he began his time at Spangdahlem Middle School where he again performed exceptionally well, leading the school to becoming a Green Ribbon Awardee in 2018. Additionally, Mr. Bull was a secondary school principal nominee in SY 2017. Mr. Bull has developed outstanding relationships with his colleagues and military partners on all bases that he has served in his leadership capacity. He has led each school in growth successes in continuous school improvement initiatives to include training and implementation of Differentiated Instruction, the initiation and implementation of working data teams, Professional Learning Teams in the school community, and, the successful implementation of College and Career Ready Standards. Mr. Bull is a valued leader in the DoDEA organization and is often consulted by other leaders regarding his approach to crisis response, change management, and program implementation.

Mr. Bull is an open-minded administrator who concentrates on teaching and learning priorities and works with the specialized needs of students being educated within military communities. He has a strong work ethic and is able to build trusting relationships resulting in improvement in organizational capacity. He has an open door policy with all stakeholders and values input both from schools and military installations.

Mr. Bull and his wife Searcy of 14 years have three children: Anna (26), Olivia (21), and McCray (8). They are happy to be part of the Southeast District and look forward to future experiences with DoDEA.

Mr. Brian Perry

COMMUNITY SUPERINTENDENT



Mr. Perry began his educational career in 2001, in Montgomery, Alabama, where he taught physical education at Maxwell Air Force Base (AFB) Elementary School. He served as assistant principal there from 2006 to 2009. During the 2008 to 2009 school year, Mr. Perry closed Robin Air Force Base Elementary School, located in Warner Robins, Georgia, while serving as the assistant principal for both Maxwell AFB Elementary and Robins AFB Elementary schools. He became the principal at Pierce Terrace Elementary located on Fort Jackson, South Carolina from 2009 to 2013. Afterward, Mr. Perry became the principal at W.T. Sampson Elementary High School, located in Guantanamo Bay, Cuba, from 2013 to 2016. He moved to Fort Knox, Kentucky and was selected as principal at Fort Knox High School from 2016 to 2018. In 2018, he became principal at Charles P. Murray Elementary until being named as the community superintendent.

Mr. Perry's education includes a bachelor's degree in Physical Education from Faulkner University in Montgomery, Alabama, a master's degree and an educational specialist degree in Educational Leadership from Auburn University in Montgomery, Alabama.

Dr. Raymond Burk

PIERCE TERRACE ELEMENTARY SCHOOL PRINCIPAL



Dr. Raymond Burk comes to DoDEA Americas from the Hempfield Area School District, in the Pittsburgh, PA, metro area, where he had most recently served as the principal of an elementary school since 2006.

Dr. Raymond Burk began his leadership career in the United States Air Force in 1988. Upon completing his undergraduate studies, Dr. Burk taught in Henrico County Schools, Virginia, and North Allegheny School District, Pittsburgh, PA. Prior to arriving to Pierce Terrace, Dr. Burk served as principal in the North Star School District and Hempfield Area School District.

Dr. Burk earned his Bachelor of Science degree in Elementary Education from the University of Pittsburgh at Johnstown. Additionally, he received his Master of Education in Educational Administration from the University of Pittsburgh. Dr. Burk was awarded his Letter of Eligibility from Gannon University and completed his doctorate at Indiana University of Pennsylvania.

Dr. Burk and his wife, Adriane, reside in Columbia, SC, with their daughters, Tessa and Sofia, and Labrador Retriever, Sidney.

Mr. Ryan Smith

C.C.PINCKNEY ELEMENTARY SCHOOL PRINCIPAL



Mr. Smith comes to Fort Jackson from Fort Campbell, where he served as the Assistant Principal at Mahaffey Middle School.

He is a proud veteran of the United States Marine Corps and after serving, received his BA from The State University of New York, College at Brockport. He began his teaching career in the Bronx, NY. While teaching in NY he received his MS from Canisius College. Mr. Smith started his career with DoDEA as a teacher at Maxwell AFB and served as an Assistant Principal at Fort Rucker Schools in Alabama. While at Maxwell, he received his Educational Specialist degree in Educational Leadership, from Liberty University.

Mr. Smith looks forward to serving the families of Fort Jackson and to the continued success of CC Pinckney Elementary School. He resides in Columbia, SC with his wife, Tracy, and three sons, Logan, Henry, and Derek.

PIERCE TERRACE ELEMENTARY SCHOOL

Contact Information

Pierce Terrace Elementary

5705 Carter Rd

Columbia, SC 29206

Phone: (803) 782-1772

Fax: (803) 738-8895

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



DoDEA Vision Statement

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

DoDEA Mission Statement

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

Pierce Terrace's Vision

All students engaged, learning, and achieving

Mascot

Petey the Dragon

PTA

Parent Teacher Association (PTA), supports the school's vision and mission in multiple ways with their time and expertise. The district is fortunate to have this valuable resource to support our military students and families. For more information about school specific PTA programs please contact the school.

CHARLES COTESWORTH PINCKNEY ELEMENTARY SCHOOL

Contact Information

C. C. Pinckney Elementary

5900 Chesnut Rd.

Columbia, SC 29206

Phone: (803) 787-6815

Fax: (803) 790-2169

<http://www.dodea.edu/PinckneyES/index.cfm>



DoDEA Vision Statement

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

DoDEA Mission Statement

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

CC Pinckney's Vision

Achieving Student Success! All day! Everyday!

Mascot

Patriot

PTA

Parent Teacher Association (PTA), supports the school's vision and mission in multiple ways with their time and expertise. The district is fortunate to have this valuable resource to support our military students and families. For more information about school specific PTA programs please contact the school.

CHAIN OF COMMAND

DoDEA Director

Department of Defense Education Activity
4800 Mark Center Drive
Alexandria, VA 22350-1400

Area Director

700 Westpark Drive
3rd Floor
Peachtree City, GA 30269

DoDEA Americas Southeast Superintendent

900 Santa Fe Rd
Fort Benning, GA 31905
Phone # 706 545-7276
Fax # 706 545-8227

DoDEA Americas Southeast Community Superintendent

376 Harvey Ave
Fort Stewart, GA 31315
Phone# 912-369-6691
Fax# 912-876-8417

School Principal

Dr. Raymond Burk, Pierce Terrace
Mr. Ryan Smith, C.C. Pinckney

Table of Contents

DoDEA Americas SOUTHEAST District is a A 21 st Century Learning Community	2
Welcome to Fort Jackson Schools	3
Calendar	4
DoDEA AMERICAS SOUTHEAST District Superintendent.....	5
DoDEA AMERICAS Chief of Staff.....	6
Community Superintendent	7
Pierce Terrace Elementary/CC Pinckney School Principals	8
Pierce Terrace Elementary School.....	9
C.C. Pinckney Elementary School.....	10
Chain of Command.....	11
Accelerated Withdrawal	16
Accreditation	15
Access to School Facilities	68
Adult to Student Sexual Abuse, Sexual Harassment & Other Inappropriate Behavior or Conduct.....	70
Allergies and Chronic Acute Conditions	52
Animal or Pets	32
Attendance.....	15
Before and After School Care.....	30
Bicycle Racks	67
Bicycles	67
Books, Materials and Technology	28
Bully Prevention.....	48
Bus Procedures	62
Change in Student Information.....	64
Change of Classroom Assignment.....	64
Child Abuse and Neglect	69
Child Find.....	26
Civil Disturbances and Acts of Terrorism	49
Classroom Environment	31
Clubs / Extracurricular Activities	32
College and Career Ready Curriculum	22
Computer Access/Internet Policy/Electronic Devices	61
Computerized Lunch System.....	56
Copier Usage: Volunteers.....	69
Corporal Punishment	48
Counseling Services	27
Court Orders	64
Disability Services.....	27
Discipline and Behavior Management.....	32
Discipline Matrix.....	37
Discrimination-Free Education Programs and Activities	71
DoDEA School Rules, Regulations and Procedures	15
Early Pick Up Policy (Release of Students).....	16
Early Withdrawal of Students.....	69
Early Withdrawal Policy per DoDEA Policy.....	69
Education Student Services	26
Emergency Evacuation	49
Emergency Notification Procedures	33
Emergency Procedures	49
Emergency School Closure.....	49
English as a Second Language.....	25
English for Speakers of Other Languages (ESOL)/Language Services	26
Family Advocacy Program	70
Fine Arts	24
Fire Alarm Pull Switches	50
Fire Drill Evacuation Plan	50
First Aid and Emergency Care.....	53
Food Allergies	56
Freedom of Expression	61
Freedom of Religious Expression.....	61
Ft. Jackson Meal Prices	57
Gifted Education.....	25
Grading and Grading System.....	17
Grading and Report Card Procedures	17
Grooming and Dress.....	50
Guidelines for Chaperones	66

Health Services.....	51
History/Social Studies	23
Homebound Instruction	21
Home-School Students	20
Homework.....	21
ID Cards: Visitors.....	69
Immunization Exemptions.....	63
In-Service / Staff Development Days / Early Release.....	58
Internet Rights and Responsibilities for Students, Staff and Volunteers.....	29
Interstate Compact on Education Opportunities for Military Children	16
Leveled Literacy Intervention.....	25
Literacy and Mathematics.....	22
Lost and Found.....	55
Lunch from Home	57
Lunch Program	55
Lunchroom Behavior.....	58
Menus.....	59
Medication at School.....	52
Noncustodial Parent Rights	65
Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs.....	71
Outstanding Lunchroom Balances and Charges	56
Parent/Student/Teacher Communication	59
Parental Involvement.....	58
Parent Notification.....	54
Parental Questions and Concerns.....	59
Parent-Teacher Conferences.....	59
Parent-Teacher Association (PTA).....	59
Parking and Student Drop-Off / Pick Up (Kiss & ride) Policy	30
Parties and Parent’s Lunch at School.....	57
Physical Education Program.....	24
Playground.....	31
Power of Attorney	65
Progress Reports.....	19
Prohibited Items.....	34
Prohibited Sexual, Sex Based and Other Related Abusive Misconduct.....	35
PTO Objectives	61
READ 180	25
Religious Holiday Observance	17
Report Cards.....	17
Retention Philosophy.....	20
Rights and Responsibilities.....	60
Role of Social Media.....	60
Scholastic Integrity	19
School Advisory Committees	53
School Board	61
School Bus Behavior	46
School Bus Discipline Matrix.....	47
School Communication	59
School Health Services.....	51
School Pictures	62
School Psychologist.....	28
School Supplies	29
Science.....	23
Scooters and Skateboards	68
Search and Seizure	34
Severe Weather.....	50
Sexual Harassment	70
Special Education Services.....	26
Special Programs for Children with Disabilities.....	25
Student Discipline	32
Student Dress Code	50
Student Enrollment: Immunization Requirements.....	63
Student Enrollment.....	62
Student Grade Level Placement.....	20
Student Illness	54
Student Placement and Class Selection	64
Student Records.....	64
Student Rights and Responsibilities.....	60
Student Transportation Services	67

Study Trips 66

Suicide Risk..... 55

System-wide Assessment Program 19

Telephone Messages..... 67

Threats Towards Others..... 36

Transcripts, Records/Access to Student Records..... 19

Transportation..... 67

Video Surveillance 68

Visitors and Volunteers 69

Water Bottles 32

Weapons at School – DoDEA Policy 36

Withdrawals and Transfers 65

Appendix A: School Supply List 72

Appendix B: Student Handbook Signature Sheet 73

Accreditation

All DoDEA Americas Southeast District schools have met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and are accredited by the North Central Association Commission. AdvancED is committed to the mission to advance excellence in education worldwide through accreditation, research and professional services. AdvancED delivers on that mission by:

- Helping schools maximize student success
- Building the capacity of schools and school systems to pursue excellence through high standards, quality assurance, and continuous improvement
- Bringing together research and resources for student, school, and system improvement
- Providing a quality seal that is meaningful and useful to students and parents as they make decisions about their education

As a part of the accreditation process we have established a mission statement through input from the students, the staff, the parents, and the community. This Mission Statement is the basis for establishing priorities which aid in decision-making, and provides an effective basis for comprehensive and continuous evaluation. To advance the Department of Defense Education Activity (DoDEA) schools to new levels of excellence, a community strategic planning process has created a Strategic Plan with goals, guiding principles, strategies, and performance indicators that require educational excellence for all students.

Each staff member has the qualifications and skills needed to contribute to the school's achievement of the mission statement. Administrators and teachers are certified through DoDEA and other state certification programs which ensure all educators are highly qualified and knowledgeable in their areas of expertise. DoDEA educators maintain content area recertification by taking a minimum of six semester hours of credit every six years.

The ongoing staff development program has the objective of increasing student learning. The school is funded in a manner that meets and exceeds the standards for accreditation to maintain excellence in staff, facilities, and materials needed to meet the needs of the students.

ATTENDANCE

Student Attendance

Policy Reference: [DoDEA Regulation 2095.01 - School Attendance, August 2013](#)

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

Daily student attendance is identified based upon a quarter of the school day formula. Students will be identified as present or absent, based on the following criteria:

1. Absent up to 25% of the school day = absent one-quarter of the school day.
2. Absent between 26%-50% of the school day = absent one-half of the school day.
3. Absent 51%-75% of the school day = absent three-quarters of the school day.
4. Absent 76%-100% of the school day = absent full-day.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:

1. Personal illness
2. Medical, dental, or mental health appointment
3. Serious illness in the student's immediate family
4. A death in the student's immediate family or of a relative
5. Religious holiday
6. Emergency conditions such as fire, flood, or storm
7. Unique family circumstances warranting absence and coordinated with school
8. administration
9. College visits that cannot be scheduled on non-school days
10. Pandemic event

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

Early Pickup Policy

No student checkout during the last 30 minutes of the instructional day without principal approval or a doctor's note.

Accelerated Withdrawal

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

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

Interstate Compact on Educational Opportunity for Military Children

Policy Reference: [DoD Instructional 1349.29 - Interstate Compact on Educational Opportunity for Military Children, January 2017](#)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

Religious Holiday Observance

Policy Reference: [DoDEA Administrative Instruction 2051.02 - Student Rights and Responsibilities, April 17, 2012](#)

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

DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES

This section of the handbook provides information that applies throughout DoDEA. It notifies parents/ students and stakeholders of specific rules, regulations and procedures governing DoDEA schools. The authorities pertaining to these rules, regulations, and procedures may be found on the DoDEA [Web site](#). Policies can change throughout the school year. The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

Grading and Report Card Procedures

Grades for a student transferring to a DoDEA Americas Southeast District school from another school district will be averaged with the current grade to determine the report card grade. The grade reports are distributed four times per school year, or quarterly.

Grading and Grading System

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

To create an account and access the EGB System please visit the [DoDEA website](#) for instructions.

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

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

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

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.

	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
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The Learning Skills for grades K-5 are marked with any of the following:

- 1 = Consistently Observed
- 2 = Occasionally Observed
- 3 = Infrequently Observed

Progress Reports/Report Cards

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

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [website](#) for further instruction based on your situation or discuss with the counseling department at your student’s school.

System-wide Assessment Program

Policy Reference: [DoDEA Regulation 1301.01 - DoDEA Comprehensive Assessment System, October 2018](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, “Systemwide Assessment Program,” March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

1. Affect instruction and student learning in a positive manner;
2. Be one of several criteria used for making major decisions about student performance/achievement; and
3. Align to clearly defined standards and objectives within the content domain being tested.

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting.

Scholastic Integrity

Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the work of others will be investigated. Any student who is in violation will receive no credit, an appropriate consequence for the particular assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student's discipline folder for the period of the school year.

Home-School Students

DoDEA recognizes that home-schooling is a sponsor's right and may be a legitimate alternative form of education for the sponsor's dependents. Home-school students who are eligible to enroll in a DoDEA-Europe and DoDEA-Pacific and DoDEA-Americas students on a tuition-free basis are eligible to utilize DoDEA auxiliary services without being required either to enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students using or receiving auxiliary services must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA school who use or receive the same auxiliary services. Any student, including eligible DoD dependent home-school students, who has not met the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor walk to participate in a DoDEA commencement ceremony.

Student Grade-Level Placement

Policy Reference: [DoDEA Regulation 2000.3 - Student Grade Level Placement, March 2010](#)

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

RETENTION PHILOSOPHY

The following is an excerpt of an article, which appeared in the March 2008 issue of Educational Leadership as related to research on grade-level retention of students.

There is no educational research which indicates that retention is of value. Most educational research indicates that grade-level retention is a harmful practice when applied to many students.

Research does indicate that:

Low-achieving students do progress whether they are retained or promoted.

At the end of the repeated grade, retained students' scores on achievement tests are somewhat lower in comparison to their counterparts who have moved to the next grade.

There is no evidence that promoting "underachieving and immature" students contributes to emotional and social problems, and there is no evidence that repeating a grade improves these problems.

Students who are far behind academically or who have social or emotional problems need special services and individualized educational plans of management as opposed to another year in the same grade. Fortunately, DoDEA is staffed with a large number of specialists to provide specialized and individualized educational services.

Rather than considering grade-level retention, efforts should focus on assuring that students who are markedly underachieving obtain the appropriate services. An individualized plan of management is essential for these students. The individual student program recognizes each student's ability and level of achievement. Our school has a Student Support Team (SST) to work with teachers and/or parents making recommendations and suggestions for students to be more successful academically and/or behaviorally.

In rare cases, a parent may request consideration for the retention of a student. Documentation of resource utilization and intervention must be submitted with all retention requests. The SST will be utilized as a Placement Committee to make recommendations to the Principal who makes the final decision. The SST can also work closely with parents, teachers and the Special Education Child Study Committee (CSC) to determine through testing if the child needs special services should that be a conclusion of need.

HOMEBOUND INSTRUCTION

Matriculated students unable to attend classes due to a short-term medically related convalescence (less than 3 months) may be able to receive the services of a home teacher for a short time each day. If you find your child in this situation, contact the schools' principal or the school counselor for more detailed information.

HOMEWORK

Homework is one means of developing the necessary skills of independent study and learning for present and future use. Homework promotes organizational skills and a sense of responsibility. It is also an opportunity for parents to become actively involved in their child's learning and for each child to reach his/her full potential.

Through homework, students are given the opportunity to complete additional practice and application to strengthen skills; to expand and/or enrich regular class work; to complete work started in class; to make up work due to absence.

Teachers may assign homework as determined necessary to enhance student learning that is taking place in the classroom. Each child works at his/her own pace, so the amount of time needed to complete specific assignments may vary. The types of homework may vary to enable the student to have experience/practice in reading, writing, computational skills, and other subject areas during a given week. Frequency and length of assignments will be grade appropriate. At a very minimum, a child should read or be read to 15-20 minutes nightly.

Some teachers follow these general guidelines when assigning homework:

- 1st grade: 10 – 15 minutes per night
- 2nd grade: 20 – 30 minutes per night
- 3rd grade: 30 – 40 minutes per night
- 4th grade: 40 – 50 minutes per night
- 5th grade: 50 – 60 minutes per night



Please do not make the issue of homework a battlefield; if your child is working consistently longer than these times, contact the teacher for assistance.

Students are responsible for ensuring that they:

- Understand the homework assignment;
- Take home all books and materials needed to do the assignment;
- Complete the homework in the assigned format and turn it in when it is due;
- Participate actively and cooperatively in the evaluation of their homework when appropriate.

Parents are encouraged to provide an environment which fosters the development of life-long learning skills. This includes:

- A quiet place to work;
- Necessary materials;
- A regular study time;
- Review the student planner;
- Encouragement and praise.



COLLEGE AND CAREER READY CURRICULUM

Literacy and Mathematics (CCRS� and CCRSM)

DoDEA’s College and Career Ready (CCR) Standards for Literacy and Mathematics are modeled after the Common Core State Standards in Literacy and Mathematics, which have been adopted by the majority of states, the District of Columbia, Puerto Rico and DoDEA. The standards are not a curriculum. Standards are targets for what students should know and be able to do in reading and mathematics from kindergarten through 12th grade. The standards align with the knowledge and skills needed to successfully enter college or the workforce, are benchmarked to the standards of the world’s top-performing countries, and share with the majority of U.S. public schools a common set of expectations for the nation’s students. DoDEA’s CCR for literacy and mathematics will be integrated into all subject areas.

The CCR Standards will guide teachers to make 6 major “shifts” or changes in their classrooms. There will be six shifts in Literacy and six in Mathematics.

LITERACY PRE-K THROUGH 12	MATHEMATICS PRE-K THROUGH 12
• Reading fiction & non-fiction across subjects	• Learn more about less; the how and the why
• Learn about the world by reading	• Build skills within and across grade levels
• Read more challenging material, earlier	• Fluent calculations; applying skills accurately
• Talk about reading using “evidence” from text	• Really know it, really do it, understand deeply
• Write about texts using “evidence”	• Use math in the real world
• Broader and richer vocabulary in all learning	• Balance understanding with lots of practice

For more information about DoDEA’s College and Career Ready Standards for Literacy and Mathematics, go to <https://www.dodea.edu/collegeCareerReady/parentResources.cfm>

Science (CCRSS)

The goals for science education in DoDEA are that all students will become critical consumers of scientific information related to their everyday lives and they will be prepared to pursue careers in science and engineering. Students’ science education experience will be the foundation for continuing to learn about science throughout their lives as science helps to advance our understanding of the world. DoDEA’s College and Career Ready Standards for Science (CCRSS) are in alignment with the Next Generation Science Standards (NGSS). Students develop an understanding of the four disciplinary core areas:

- **Physical sciences;**
- **Life sciences;**
- **Earth and space sciences;**
- **Engineering, technology, and applications of science**

During grades K–2, your child will begin to form connections between concepts and skills such as understanding relationships between objects, planning and carrying out investigations, and constructing explanations. Grades 3–5, students will begin to form connections between concepts and skills, such as evaluating methods for collecting data, revising models based on evidence, and analyzing data to make sense of phenomena. Our 6th grade students will begin to form connections between concepts, such as collecting evidence and drawing conclusions, understanding relationships between objects, and critical thinking that leads to designing effective solutions for problems. For more information about DoDEA’s College and Career Ready Standards for Science, go to <http://www.nextgenscience.org/>

History/Social Studies (CCRSH/SS)

The primary purpose of social studies is to help young people make informed and reasoned decisions as citizens of a culturally diverse, democratic society. Our courses develop student's abilities to think, read, write, speak, and listen as historians. SY 2020-21 will mark the introduction of the new elementary social studies standards (CCR-H/SS) and with full implementation beginning SY 2021-22. In order for students to be prepared for college and career ready, teachers will implement the new DoDEA CCR-History/Social Studies Standards, which incorporate historical thinking skills, content knowledge, disciplinary literacy, and the C3 inquiry arc, as a daily component of core instruction. The new standards raise expectations and outcomes for students through rigorous learning experiences, innovative classroom practices, and formative and summative assessments. A TEB for new materials is expected to be formed Fall/Winter 2020.

Social Studies Standards & Curriculum Timeline:

- * SY 2020-21: Current standards will be taught in grades K-5, with an awareness program of the new CCR-H/SS standards
- * SY 2021-22: Implementation of new K-5 CCR-H/SS using newly procured curricular materials

For more information about CCRSH/SS, go to <https://www.dodea.edu/collegeCareerReady/ela-standards.cfm>

Fine Arts (CCRSA)

DoDEA has adopted College and Career Ready Standards for the Arts (CCRSA) based on the National Core Arts Standards. The CCRSA focuses on the development of artistic literacy through Creating, Performing, Responding, and Connecting. Artistic Literacy is having the knowledge, understanding, and skills necessary to engage authentically in the arts. Rooted in backwards design, DoDEA’s outcome-based approach to the arts curriculum and instruction emanates from four artistic processes; eleven anchor standards, and performance standards that encompass the Kindergarten through 12th grade instructional program. The standards are organized by disciplines (**Music, Theatre Arts, and Visual Arts**) around four artistic processes:

1. **Creating:** Conceiving and developing new artistic ideas and work.
2. **Performing:** Realizing artistic ideas and work through interpretation and presentation.
3. **Responding:** Understanding and evaluation how the arts convey meaning.
4. **Connecting:** Relating artistic ideas and work with personal meaning and external context.

For more information about DoDEA’s College and Career Ready Standards for Arts (CCRSA), go to <https://www.dodea.edu/Curriculum/FineArts/index.cfm>

Physical Education Program

In 2014, Shape America (formerly known as the American Alliance for Health, Physical Education, Recreation, and Dance) developed the National Physical Education Standards (NPES) and grade-level outcomes for grades K-12 PE to clearly define what a physically literate student should know and be able to do. Physical literacy is defined as the ability, confidence, and desire to be physically active for life.

The use of the term “physical literacy” parallels efforts for inclusion of physical education with the CCRS. Guiding research in PE identifies several areas as critical to the direction and development of grade-level outcomes – motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. Through the implementation of the NPES and the grade-level outcomes, DoDEA students will have the opportunity to engage in well-designed PE programs of high quality, setting students on the road to enjoying a lifetime of healthful activities.

We ask that the following guidelines be followed:

- Wear proper physical education attire, shoes included.
- Always cooperate with the teacher and other students.
- Be prepared to exercise and have fun.

If the student cannot participate for one or two days because of illness or injury, the parent/guardian must write a note stating the reason. Students unable to participate in PE for an extended period are required to have a note from a doctor stating the reason for the limitation or exemption from PE and the period of time the student cannot participate. Students must drink adequate fluids before PE Class. All injuries occurring in Physical Education must be reported immediately to the PE teacher, who will decide if the child should go directly to the School Nurse. For more information about DoDEA’s Physical Education Program, go to <https://www.dodea.edu/Curriculum/PE/index.cfm>

Gifted Education Program (CCRS-GE)

The National Association for Gifted Children (NAGC), Council for Exceptional Children and The Association for the Gifted developed six NAGC Pre-K- Grade 12 Gifted Programming Standards. The DoDEA College and Career Ready Standards for Gifted Education (CCRS-GE) are based on those standards. The six standards increase the focus on diversity and collaboration – principles which guide high-quality programs and services. The six standards use student outcomes for goals, rather than teacher practices, and they are grounded in theory, research, and practice paradigms, thus providing an important base for working towards meeting the needs of gifted learners at all stages of development.

NAGC's six standards focus on student outcomes in learning and development, assessment, curriculum planning and instruction, learning environments, programming, and professional development. All of the six standards are aligned with evidence-based practices effective in working with gifted students and are sensitive to the dual goals of equity and excellence. The 2014- 2015 State of the States in Gifted Education reported that 31 states use NAGC's Pre-K- Grade 12 Gifted Programming Standards to aid in the accountability process as well as guide state programming standards, evaluation tools, and reporting. Pierce Terrace Elementary School follows the DoDEA Advanced Academic Programs and Services

(AAPS) – Elementary model, which includes four levels of service, inclusive of all students and responsive to their advanced learning needs. AAPS embodies the CCRS-GE, put into regular practice at our school.

For more information about DoDEA’s Gifted Education Program, go to <https://www.dodea.edu/Curriculum/giftedEduc/Gifted-Education-Learning-at-Home.cfm>

LLI

Leveled Literacy Intervention (LLI) is a reading intervention program designed to meet the needs of struggling readers in grades K-3.

Read 180

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades 4-8.

English for Speakers of Other Languages (ESOL)/Language Services

Policy Reference: [DoDEA Regulation 2440.1 - English as a Second Language Programs, March 2007](#)

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

SPECIAL PROGRAMS FOR CHILDREN WITH DISABILITIES

Child Find

Child Find is an ongoing process used by the Department of Defense (DoD) to identify children and youth from birth through age 21 (inclusive) who may be eligible to receive special education and related services because they have developmental delays or disabilities. Department of Defense Education Activity (DoDEA) is responsible for locating, identifying, assessing, and evaluating (with parental consent) students ages 3-21, inclusive who may have a disability to ensure they receive needed special education and related services.

All schools within DoDEA conduct an awareness campaign as part of Child Find to inform the public that every child with a disability is entitled to a free, appropriate, public education designed to meet the child’s individual needs. If you have a concern about your child, contact your child’s school or the pediatric clinic in your military community to request complete information about Child Find and

schedule a screening, if needed.

Education Student Services

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

Special Education Services

Policy Reference: [DoD Manual 1342.12 – Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents, June 2015](#)

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

Disability Services

Policy Reference: [DoDEA Administration Instruction 2500.14 - 2500.14 - Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities. April 2012](#)

Policy Reference: [DoDEA Regulation 2500.10 – Special Education Dispute Management System, August 2001](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

Counseling

Policy Reference: [DoDEA Regulation 2946.1 - School Counseling Services, July 2009](#)

Policy Reference: [DoDEA Manual 2946.2 – DoDEA School Counseling Services, January 2006](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life skills) required for students to progress through school as competent and confident learners.

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

School Psychology

Policy Reference: [DoDEA Regulation 2946.03 - School Psychological Services, May 2010](#)

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

Please contact your school psychologist for additional information regarding the DoDEA School Psychology Program.

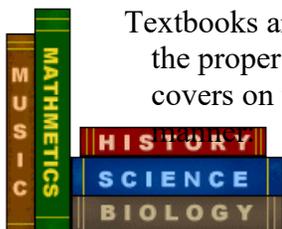
BOOKS, MATERIALS AND TECHNOLOGY

Books on Loan

Textbooks and or workbooks are furnished without charge. Sponsors are responsible for payment in case of loss or damage to textbooks, musical instruments, workbooks, library books, science equipment, audio-visual equipment, computer equipment, or other school property.

Parents may request to borrow books. The request **MUST** first go through an administrator for approval. Once the request is approved, supply personnel will prepare the proper documents for the parent’s signature. This document will note the book(s) being checked out from the school. They return date will depend on the request and the books on loan. If the book(s) is/are lost or damaged, parents will be responsible for replacing the book.

Care of Books and Materials



Textbooks and educational supplies are issued to students for their use. Students are responsible for the proper care and return of these materials. Parents are encouraged to help by placing book covers on the books. Payment for lost or damaged books will be required in the following

New	100% of cost	Good	75% of cost	Fair	50% of cost
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Any student who willfully cuts, defaces, or otherwise damages any property, real or personal, may be suspended from school. Sponsors will be liable for all school damages. Report lost or damaged materials to the supply office within one week of occurrence. Payment is made at the front office by check or money order, made payable to Treasurer of the United States, **NOT** to the school.

Information Center (Library)

The purpose of the Information Center is to support the entire school curriculum and to reflect the philosophy, goals, and objectives of the school. The Information Center provides support in intellectual and physical access to information as well as providing students opportunities to expand their world by using various media and technology resources.

Internet Rights and Responsibilities for Students, Staff & Volunteers

We are pleased to offer students access to the school-wide computer network for the Internet.

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards. We believe that the Internet provides invaluable resources to our students.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

Students, staff, and volunteers need to have training and an understanding of Internet use and responsibility before utilizing the Internet. Use of the Internet is a privilege, not a right. Visiting inappropriate sites, or downloading inappropriate files, will result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at school is government property.

In accordance with DoDEA Administrative Instruction 600.1 “Computer Access and Internet Policy” the parents of all students in grades K-12 are required to sign the Student Network Use Agreement whenever a student registers for school. The agreement covers the use of the school LAN, Internet, and electronic mail (email). The signed agreements are maintained at the school in each student’s file. Students at SCHOOL using the Internet will be under the supervision of an Internet trained teacher/information specialist, or

volunteer whenever accessing the Internet. The information specialist or teacher determines permission for students to print Internet information.

SCHOOL SUPPLIES

Schools are responsible for procuring certain supplies. School supplies are available through military exchanges as well as commercial vendors. Parents may wish to purchase supplies after teachers have sent requests for any additional supplies home at the beginning of the school year. Copies of the proposed list of supplies are available in the school office or at any of the base exchanges. The School Supply List also appears in Appendix A.

BEFORE AND AFTER SCHOOL CARE

The student school day begins at 7:55 AM. for CCP (Charles Cotesworth Pinckney) and at 8:00 AM for PT (Pierce Terrace). Doors open at 7:25 AM for CCP and at 7:15 AM for PT.

1. Students will enter the school through the entrance.
2. Students will go into the Cafeteria and sit by classroom teacher's name or the students will eat breakfast.
3. Students will be guided by their teacher to the classroom.
4. Students who arrive to the school at or after **7:50 AM for CCP and 8:00 AM for PT** will need to enter the school through the main office. Once the students have started, staff and students will be in the classroom.

NOTE: Parents needing access to the school and/or school staff will need to enter through the main entrance to sign in and get a visitor pass.

Access to School Facilities

Schools shall allow equal access to school facilities being used for student sponsored noncurriculum related activities, if a school allows any such group access to its facilities.

PARKING AND STUDENT DROP-OFF / PICK UP POLICY

For safety reasons, students walking or arriving by car to school should be supervised by the parent to assure their student enters the school on time and safely. Students are not supervised prior to the start of school nor after school is dismissed. Parents are responsible for seeking alternate arrangements for their children before and after school. The school will not be responsible for students' care before or after school.

Parking is permitted in designated areas only. It is important to note and follow traffic patterns at all time.

Drop-Off and Pick-Up Procedures:

- Never drop-off students while stopped in the middle of passing traffic lanes.
- Pay attention to the teachers and the soldiers performing crosswalk guard duty, and follow their commands.
- Drive forward all the way to the end of loading/unloading zone or to the car parked in front of you.

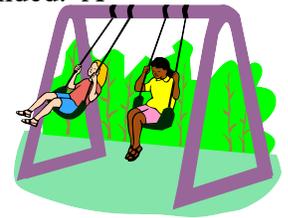
- Make sure your children have their things prepared in advance for unloading. This will help us to speed up the process.
- As soon as you are parked and are between LOADING/UNLOADING ZONE signs, quickly load/unload students.
- Do not block the pedestrian crosswalk.
- Load/unload the students on the passenger side of the vehicle.
- Ensure that you have a Kiss & Ride Car tag for daily pick-up and/or emergency pick-up (i.e., rainy day pick-up, reunification, etc.). Contact the main office of your child's school for more information.

PLAYGROUND

Use of Equipment

Parents should be aware that not all playground equipment is appropriate for all children who may use the playground. Parents and supervisors should look for posted signs indicating the appropriate age of the users and direct children to equipment appropriate for their age. Toddlers and preschool-age children require more attentive supervision than older children; however, one should not rely on supervision alone to prevent injuries.

Because all playgrounds present some challenge and because children can be expected to use equipment in unintended and unanticipated ways, adult supervision is highly recommended. A playground should allow children to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age related abilities and should be ones that children can perceive and choose to undertake. Toddlers, preschool- and school-age children differ dramatically, not only in physical size and ability, but also in their intellectual and social skills.



Our playgrounds are closed to the public when school is in session. The playground equipment is appropriate for children attending the school. We also ask that all children be supervised at all times. Safety shall always be the prime consideration when children are playing. Any situation or activity that poses a hazard will be stopped. Children are expected to use our playground equipment for the purpose it was intended. Consequences of breaking the playground rules may lead to restriction of playground activities or stronger disciplinary action if the behavior is severe or persistent.

1. Children should play in a safe and friendly manner. Children may not throw objects (sticks, rocks, dirt, etc.), call others names, argue, or play in a manner that is too rough. "Play fighting" typically results in real fighting and is prohibited. The school will not support "hitting back". When two children fight at school, both will be considered wrong. Adults are present in all school situations and should be used as a means of intervention before a fight occurs.

2. Children should play only in designated areas and obtain permission from the playground supervisor in order to leave for any reason.

3. Walk to the playground on the sidewalk in an orderly, quiet manner. This is necessary because you will pass classrooms that are in session. Use only "whisper" voices until you get to the playground. Students must use the sidewalks around our building for safety purposes and to save our grass. We want

to keep our school campus looking great!

CLASSROOM ENVIRONMENT

Animal or Pets

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes in session), the animal or pet owner must first have written approval from the Principal. Animals that could cause injury or harm to any person, WILL NOT be brought to school.

The pet owner will provide a copy of the Veterinarian certificate for the Principal and School Nurse prior to bringing the animal or pet into the school. A copy of this certificate must be kept in the classroom at all times and a copy retained by the School Nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If your child has any animal allergies, please notify our School Nurse in the school Health Office.

Water Bottles

Students are allowed to use personal water containers (plastic only, please) in classrooms and other instructional areas as appropriate. Staff and administrators have the right and responsibility to check the contents of all water containers. Water bottles should be clearly marked with the student's name and teacher.

No food or drinks will be allowed in the hallways, playgrounds, or stage area

CLUBS / EXTRACURRICULAR ACTIVITIES

All after school clubs and activities (i.e. art, music, math, sports, etc.) will normally meet only on days that the school follows a full day schedule, NOT on early release days. There is no extra-curricular activity bus for students who participate in these activities. Parents whose child frequently rides a bus must make transportation and/or other arrangements for the student to be picked up from school following the activity. Notification of these activities will be published in the parent newsletter along with the day and time of the activity. In addition, due to unforeseen training, meetings, or teacher absences, an activity may be canceled without advanced notice. The sponsoring teacher will endeavor to notify students and parents of the canceled activity if time permits. If the activity is canceled at the last minute, students will be notified through the school intercom system at the end of the instructional day.

Sponsors of clubs and extracurricular activities determine academic and behavioral (disciplinary) requirements that students must meet to participate in school sponsored extracurricular activities or to hold a leadership position in a curriculum-related club, team or student organization.

DISCIPLINE AND BEHAVIOR MANAGEMENT

Student Discipline

Policy Reference: [DoDEA Regulation 2051.1 - Disciplinary Rules and Procedures, March 2012](#)

Policy Reference: [DoDEA Administrative Instruction 2051.02 – Student Rights and Responsibilities, April 2012](#)

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion as a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence; or the possession, use, or sale of drugs).

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

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

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

The principal may suspend a student based on the seriousness and frequency of the problem. If a student is placed in “In-School Suspension” where space permits, the teacher will provide ample assignments so that the child is able to remain engaged in learning throughout the day. No child should be academically penalized because he/she was placed in “In-School Suspension”.

If it is necessary to detain a student after school for disciplinary purposes, contact with the parents will be made so that they may arrange transportation and know the whereabouts of their child. Therefore, the teacher will either phone the parents or send home a slip which explains the date(s) and time(s) that the student will be expected to stay. The parents must sign this slip in order for the student to stay.

Each teacher enforces a classroom discipline plan. The steps of action are:

- Teacher counsels student
- Teacher and student conference and/or peer mediation*
- Teacher calls the parent*
- Student is referred to the counselor
- Teacher and counselor meet to develop behavior interventions; e.g., a behavior plan, 504, SST*
- Teacher and counselor meet with parents to discuss implementation plan*
- Administration, teacher & counselor meet with parent and student*

*Conferences, detentions, suspensions, or referrals are possible at any time depending on the disruptive behavior.

Prohibited Items

Some items prohibited at school include, but list is not all inclusive:

- Toys; e.g., Pokemon, Digimon, Yugi-OH, electronic pets and other related toys, other cards and games
- beepers, cell phones or other portable communication devices
- cassette recorders, radios, walkmans, CD players, iPods or MP3 players
- skateboards, scooters, roller blades, roller skates, wheelies or skate shoes
- stink bombs
- chewing gum or betel nut
- cigarette lighters and matches
- tobacco products; e.g., cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff
- firecrackers
- weapons and/or ammo (real or pretend)
- laser light pointers

Search and Seizure

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis.

The school affords students and parents adequate prior notice of its general search policy through the

issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student's personal belongings, including bags and the interior of student vehicles on school property; and in a student's desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search. A targeted search of a student's person shall only be conducted under exigent circumstances. When possible, a targeted search of the student's person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

Policy Reference: [DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019](#)

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone

participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019 (DoDEA AI 1443.02, and for cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended.

The right to be free from other related abusive misconduct includes physical and/or emotional misconduct that does not qualify as sexual assault or sexual harassment, but that is still intended to make a student feel pressured, uncomfortable, physically threatened, in pain, embarrassed, or offended. It also includes the right to be free from an adult, or another student, trying to exploit their position of authority or influence over a student to force or manipulate them into an inappropriate personal and/or sexual relationship, even if the student does not think it is harmful. DoDEA does not recognize sexual or romantic interactions between any student and a DoDEA employee or volunteer to ever be consensual, even if the student is of the lawful age of consent.

Students who are experiencing sexual assault, sexual harassment, PSB-CY, or other related abusive misconduct should report it in accordance with Sections 4 and 5 of DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019.

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to someone they know, a student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA’s “Sexual Harassment Awareness and Prevention” webpage to learn more at www.dodea.edu/sexualHarassment.

Weapons at School – DoDEA Policy

DoDEA HAS ZERO TOLERANCE FOR WEAPONS INFRACOCTIONS

***Inherently Dangerous items: Deadly Weapons**

Weapons in this category include firearms, knives (over 2” blade), explosives, realistic replica guns, nunchucks, ninja knives, large chains and/or other dangerous weapons of no reasonable use to the pupil at school or at a school activity.

***Dangerous/Potentially Dangerous items**

This category includes items not inherently dangerous, used inappropriately to injure or with intent to injure others or instill fear at school or at a school activity including but not limited to unrealistic replica guns, laser pens, small firecrackers, small pocketknives (less than 3” blades), or other inappropriate items.

NOTE: If the school year ends before the length of the suspension/expulsion, students are eligible for re- admittance to school without serving the full length of the expulsion, unless the act occurs during the last 6 weeks of the semester, in which case, the suspension can extend to the end of the next semester.

When firearms are involved, the principal must recommend a full calendar year expulsion.

Threats Towards Others

When a DoDEA student makes an explicit or implicit threat, or if the student’s behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

1. A threat that involves stalking of any person on a school bus, on school property, or at a school- sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

The Southeast District is committed to providing families, students, and schools with high quality supports that enable all students to achieve the highest social, emotional and academic outcomes. Safety and security, through the use of behavioral supports, is our highest priority for all children.

DODEA Regulation 2051.1 outlines policy and procedures for disciplinary action for all students enrolled in DODEA schools. This matrix offers a list of suggested consequences for behavior infractions. Corrective student actions will be administered with consideration of the whole child and will be on a case by case bases.

**this matrix applies to 6th grade students when a part of an elementary school*

**Minor Offenses:
Administrative Table of Consequences for Pre-K thru grade 5**

Minor Infractions	Expectations and Interventions
Disrespect Failure to respond appropriately to authority	<ul style="list-style-type: none"> • Clearly define and post all expectations • Practice procedures for routines • State expectations • Provide a structured choice • Use a variety of consequences • Involve a problem-solving team • Establish a team to identify students requiring specialized plans
Horseplay- friendly touching, chasing	
Classroom Disruption- interruption to the classroom/learning environment	
Failure to follow cafeteria rules	
Defiance and non-compliance - Failure to respond to adult requests and/or directives	

Major Infractions

Administrative Table of Consequences for Grades Pre-K thru Grade 5

Unacceptable Actions		
Action/ Behavior	Pre-K- 2nd	3rd-5th*
<p><u>Alcohol Possession</u> Possession/use/evidence of Intoxication</p> <p>** possible 11 day suspension with expulsion hearing if sale and distribution</p>		<p>1st Offense 1-3- Day Suspension Refer to Counselor</p> <p>2nd Offense 3-5 Day Suspension Disciplinary Hearing Behavior Intervention Plan</p> <p>3rd Offense 5-10 Day Suspension Expulsion Hearing</p>
<p><u>Assault (Physical)</u> of a staff or student - inflicting harm to others.</p>		<p>1st Offense 1-3 Day Suspension Refer to Counselor</p> <p>2nd Offense 3-5 Day Suspension Behavior Intervention Plan</p> <p>3rd Offense 5-10 Day Suspension</p> <p>4th Offense Expulsion Hearing</p>
<p><u>Assault (Sexual)</u> 3rd-5th* grade-Indecent behavior of a sexual nature (to include sexual acts, exposure, or touching private parts)</p> <p>6th grade- Indecent behavior of a sexual nature (to include groping, fondling and consensual sexual acts)</p>	<p>1st Offense Conference with counselor and parents</p> <p>2nd Offense Conference with administrator and parents</p> <p>3rd Offense Complete classwork in alternate location Establish Behavior Intervention Plan</p> <p>4th Offense Behavior Plan to include diminishing disruptive behavior and refer to Family Behavioral Health</p>	<p>1st Offense 1-3 Day Suspension Refer to Counselor</p> <p>2nd Offense 3-5 Day Suspension Behavior Intervention Plan</p> <p>3rd Offense 5- 10 Day Suspension Referral to Behavioral Health</p> <p>4th Offense ** Over 10-Day suspension Expulsion hearing//Military Police notice// Anger management Referral</p>
<p><u>Bus Behavior Infractions</u> (See consequences for Bus Infractions)</p>		

<p><u>Bullying</u> Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p>2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p>***Continual Offences Teacher, Parent and Student Conference. Follow the same progression</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p>2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p>3rd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 3-Day Detention Suspension in serious case.</p>
<p><u>Computer Misuse</u> (Personal email/entry into chat rooms/giving out password or using another person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.</p>		<p>1st Offense 5- Day loss of technology Teacher contact parents 2-day lunch detention</p> <p>2nd Offense 10- Day loss of technology Teacher contact parents 3 day lunch detention</p> <p>3rd Offense 10- Day loss of technology. Admin contacts parent 3 day lunch detention</p> <p>4th Offense 1 Semester loss of technology. Parent admin conference</p> <p>5th Offense 1 Year loss of technology. Parent admin conference</p>
<p><u>Disruptive Behavior</u> Any action of behavior, verbal or physical, that significantly interrupts the learning environment</p>	<p>1st Offense Conference with counselor</p> <p>2nd Offense Conference with administrator</p> <p>3rd Offense Complete classwork in alternate location</p> <p>4th Offense Complete classwork in alternate location Conference with parents</p> <p>5th Offense</p>	

	Behavior Plan to include diminishing disruptive behavior	
<u>Drug Possession/ Sale/ paraphernalia/suspicion of use</u>		1st Offense **Over 10-Day suspension Expulsion hearing Military Police notice Drug Dog sweep is possible
<u>Extortion</u>		1st Offense 1-Day lunch detention Restitution 2nd Offense 2- Day lunch detention Restitution 3rd Offense 3- Day lunch detention Restitution Conference with parents 4th Offense 1- Day suspension Restitution
<u>False Fire Alarm / Bomb Threat</u> making a false bomb or terrorist threat or pulling a false fire alarm		1st Offense 3-5 Day suspension Refer to SST 2nd Offense 5-10 Day suspension 3rd Offense Expulsion hearing
<u>Fight (minor)</u> Contributing to / spreading rumor, instigating a fight. Failure to report a physical altercation.		1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 3-Day lunch detention 2nd Offense 5- Day lunch detention 3rd Offense 1- Day suspension 4th Offense 2- Day suspension Refer to SST 5th Offense 1- Day suspension
<u>Fighting (mutual combat)</u> hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc.		1st Offense 1- Day suspension 2nd Offense 3- Day suspension Refer to SST 3rd Offense 5- Day suspension 4th Offense 7- Day suspension Expulsion hearing 5th Offense Expulsion hearing

<p><u>Forgery of signatures or initials</u></p>		<p>1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 2-Day detention 2nd Offense 3-Day lunch detention 3rd Offense 5- Day lunch detention 4th Offense 1- Day suspension Refer to SST</p>
<p><u>Gambling</u></p>		<p>1st Offense Administration counseling Or administration assigns peer mediation if available 2-Day detention 2nd Offense 2-Day detention 3rd Offense 3-Day detention 4th Offense 5-Day detention 5th Offense Behavior improvement training and make up missing assignments Refer to SST</p>
<p><u>Gang Behavior</u> Serious/legitimate (threats/hostile behavior made with hand signals, symbols, colors, language, etc.)</p>		
<p><u>Harassment (Sexual) sexual/sexually offensive behavior</u> (lewd and obscene actions to include unwanted, inappropriate touching, propositions, sexual slurs, degrading sexual description, threats, verbal abuse, and other minor sexually inappropriate actions.</p>		<p>1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 3-Day detention 2nd Offense 5-Day detention 3rd Offense 1- Day suspension 4th Offense 3- Day suspension Refer to SST 5th Offense 5- Day suspension</p>
<p><u>Hitting</u> Pushing, slapping, grabbing, and scuffling</p>	<p>1st Offense If behavior happens in the classroom- Student / administrator call parent. Peer mediation is used if available.</p>	

<p>Other(to be determined at the discretion of administration)</p>	<p>If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/administrator call parent and peer mediation is used if available. 2nd Offense Student/administrator call parent 2- Day lunch detention Peer mediation if available 3rd Offense Student/administrator call parent Attendance in pertinent counseling Refer to SST 3-Day lunch detention 4th Offense Student/administrator call parent Counselor, teacher and administrator develop individual behavior plan. 5-Day lunch detention 5th Offense Student/administrator call parent Counselor, administrator and parent reexamine behavior plan 1-Day suspension</p>	
<p><u>Insubordination (minor)</u> Adamant refusal to comply with staffs directive.</p>	<p>1st Offense If behavior happens in the classroom-warning, peer mediation student./ administrator call parent 2nd Offense Student/Administrator call parent 3rd Offense Student/Administrator call parent 4th Offense Student/Administrator call parent Counselor/ teacher develop Individual Behavior Plan</p>	<p>1st Offense Administration Counseling or administration assigns peer mediation if available 1-Day lunch detention 2nd Offense 3-Day lunch detention 3rd Offense 5-Day lunch detention Behavior plan developed 4th Offense 1-Day suspension Behavior improvement training and make up missing assignments Refer to SST</p>
<p><u>Leaving/Skipping Campus without permission</u></p>		<p>1st Offense Administration counseling Or administration assigns peer mediation if available 2- Day lunch detention 2nd Offense 5-Day lunch detention 3rd Offense 1- Day suspension 4th Offense 1- Day suspension Refer to SST</p>

<p><u>Lying</u> regarding official school matters</p>		<p>1st Offense Parent contacted & 1- Day lunch detention 2nd Offense Parent contacted & 3- Day lunch detention 3rd Offense 5- Day lunch detention 4th Offense 1- Day suspension</p>
<p><u>Nuisance Items/ Electronic Devices</u> Devices such as toys, Walkman, CD player, PSP, i-pod, MP3 player, pager, phones, recorders, DVD player, etc.) Students may have in book bag, but NOT for use during school day, Cell phones must be turned off during the day. Students must use telephone in the office.</p>		<p>1st Offense Administration counseling Or administration assigns peer mediation (if available) 1-Day lunch detention 2nd Offense 2-Day lunch detention Parent pick up item 3rd Offense 3-Day lunch detention Parent pick up item</p>
<p><u>Prohibited Items</u> laser pens/pointers and other items that pose a danger to others(non-weapons)</p>		<p>Item confiscated Parent picks up item</p>
<p><u>Possession of stolen items (Knowingly) over \$20</u></p>		<p>1st Offense 1- Day suspension Refer to SST Restitution Notification of military police 2nd Offense 2- Day suspension Restitution Notification of military police 3rd Offense 3- Day suspension Restitution Notification of military police 4th Offense 5- Day suspension Restitution Notification of military police 5th Offense Expulsion hearing Notification of military police</p>
<p><u>Smoking /possession of tobacco products</u></p>		<p>1st Offense Administration counseling or administration assigns peer mediation if available 2nd Offense 5-Day detention 3rd Offense</p>

		<p>1-Day suspension 4th Offense 2-Day suspension Refer to SST 5th Offense 3-Day suspension</p>
<p>Teasing Name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves (Others to be determined at the discretion of the Administrator)</p>	<p>1st Offense If behavior happens in the classroom-warning, peer mediation student./ administrator call parent</p> <p>(If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available)</p> <p>2nd Offense Student/Administrator call parent</p>	
<p>Teasing (Cont)</p>	<p>Peer mediation is used if available / 1-lunch detention</p> <p>3rd Offense Student/Administrator call parent /2-Days lunch detention. Attendance in pertinent counseling Refer to SST</p> <p>4th Offense Student/Administrator call parent Counselor/ teacher develop Individual Behavior Plan 2-Day lunch detention</p> <p>5th Offense Student/Administrator call parent Counselor, administrator/ parent re-examine behavior plan 3-Day lunch detention.</p>	
<p>Theft Items over \$20 Attempting to steal or wrongfully appropriate or receive stolen school, government, or private property.</p>		<p>1st Offense 3- Day lunch detention Refer to SST Restitution</p> <p>2nd Offense 1- Day suspension Restitution Notification of military police Behavior Plan developed</p> <p>3rd Offense 3-Day suspension Restitution Notification of military police</p> <p>4th Offense</p>

		5-Day suspension Restitution Notification of military police
<u>Theft</u> Items under \$20 Will have lesser consequences		1st Offense 3- Day lunch detention Restitution Parents notified Counseling referral 2nd Offense 5 - Day lunch detention Restitution Parents notified Counseling referral 3rd Offense 2 - Day school suspension Restitution/ Parents notified Counseling referral
<u>Unauthorized Area</u> Presence in: (examples) Opposite gender restrooms, posted areas		1st Offense Administration counseling or administration assigns peer mediation if available 1-Day detention 2nd Offense 2-Day detention 3rd Offense 5-Day detention 4th Offense 1- Day suspension 5th Offense Behavior improvement training and make up missing assignments Refer to SST
<u>Use, possession and sale of drugs</u> include illegal drugs, misuse of legal substances like nonprescription drugs, medicine prescribed for another person, sniffing glue, inhalants	1st Offense Student/administrator call parent 11- Days suspension pending expulsion hearing Military Police Notified	1st Offense 11- Days suspension pending expulsion hearing, Military Police notified
<u>Vandalism (minor incident)</u>		1st Offense 1- Day suspension 2nd Offense 3-Day suspension Refer to SST 3rd Offense 4-Day suspension 4th Offense 7-10 Day suspension 5th Offense Expulsion hearing

<p><u>Vandalism</u> Destruction of Government or Personal Property Vandalism (Cont)</p> <p>to-include graffiti, defacing property (personal or government) exceeding \$50 in value.</p>		<p>1st Offense 1-3 Day suspension Refer to SST</p> <p>2nd Offense 3-5 Day suspension *1</p> <p>3rd Offense 4-7 Day suspension</p> <p>4th Offense Expulsion hearing</p>
<p><u>Weapons</u> carried, presented, or used with the intent of threatening or harming any individuals, or that are capable of causing death or serious bodily injury, ammunition, knives, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, fighting chain, heavy studded or chain belt, or objects designed to project a missile, pepper spray or any other similar propellant-no reasonable use to pupil at school or school activity</p>	<p>1st Offense 11- Days suspension pending expulsion hearing Military Police Notified</p>	<p>1st Offense Student/administrative call parent 11-days suspension pending expulsion hearing, Military Police notified.</p>
<p><u>Weapons/firearms</u> possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket</p>	<p>1st Offense One calendar year expulsion</p>	<p>1st Offense Expulsion one calendar year Expulsion hearing Military Police Notified</p>

School Bus Behavior

Policy Reference: [DoDEA Regulation 2051.1 - Disciplinary Rules and Procedures, March 2012](#)

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

SCHOOL BUS DISCIPLINE MATRIX

(DoDEA Regulation 2051.1, E.8.A3)

LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5.14)

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Fighting, pushing, shoving, or tripping Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus) | <ul style="list-style-type: none"> Engaged in horseplay Getting on or off bus while bus is in motion Not properly seated Putting objects out of bus windows or hanging out of window | <ul style="list-style-type: none"> Making excessive noise or playing electronic equipment without using earphones Obstructing aisles, steps, or seats Pushing while boarding or leaving the bus |
|---|--|--|

UNSAFE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th and Subsequent Offenses
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Failure to remain properly clothed Public displays of affection - Eating, drinking, or littering on bus*** | <ul style="list-style-type: none"> Using abusive/profane language and/or gestures Spitting or biting Harassing or interfering with other students | <ul style="list-style-type: none"> Failure to comply with bus driver's or monitor's instruction Disrespect, distraction, or interference with driver |
|--|--|--|

INAPPROPRIATE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Damaging private property (requires payment of damages) Throwing or shooting objects inside or outside of bus | <ul style="list-style-type: none"> Sitting in driver's seat or tampering with bus controls | <ul style="list-style-type: none"> Opening or trying to open bus door |
|--|---|--|

DESTRUCTIVE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11)

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Tampering with bus controls or emergency equipment | <ul style="list-style-type: none"> Violate any other school rule, law, or military installation guide | |
|--|--|--|

PROHIBITED BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

E3.2. School Bus Discipline. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 that are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline

generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See DoDEA Reg 2051.1 enclosures 6 and 9) Recommended referral forms and notification letters can be found in DoDEA Regulation 2051.1, E8, A4 – A8.

****Students may drink water and eat snacks on any daily commute bus that travels one-way in excess of one hour between the first pick-up and drop-off. However, littering on the bus is still prohibited, and students are required to take their litter off the school bus. Any student who litters on the bus shall be disciplined in accordance with DoDEA Regulation 2051.*

CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitude of a student. Corporal punishment is not practiced or condoned in DoDEA schools. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

1. In –School Suspension (where available): It is designed to keep students in the learning environment; therefore it will be our first choice when possible. It will depend on the availability of a supervised space within the school.
2. Shadow Suspension: When appropriate, the principal may choose to assign a “shadow” suspension where a parent spends the suspension time attending school with the student for the entire day. This involves accompanying the student to each class, and allows the student not to miss valuable instructional time. It also allows the parent to work collaboratively with the classroom teacher by assisting the child during lessons.
3. Home Suspension: This is the traditional form of suspension where the student is sent home in the care of his/her sponsors should they be unwilling or unable to participate in the In-School Suspension. A home suspension is an unexcused absence. During the time the student is suspended, he/she may not be present at school or attend any school-sponsored activities. Student work may be made up and graded.

BULLY PREVENTION

In the wake of school violence throughout the world, it is important to analyze the causes of violence and implement preventive measures to assure that every student and adult will feel secure in the school environment. District Schools implement a system-wide bully prevention program as a part of the Safe Schools and Character Education program.

Bullying has been defined as a means to have power over another and it takes many forms: physical, verbal, and indirect such as gossip and isolation. Bullying leaves long-lasting scars for its victims. Bullies have a higher incidence of antisocial behavior, domestic violence and crime as adults. Society pays a heavy toll for tolerating bullying behavior and bullies.



In the DoDEA Americas Southeast District Schools and community, bullying will not go unchallenged and will not be tolerated. All students, staff members, parents and the community play vital roles to insure our children are not bullied, do not act as bullies, and will not allow others to bully. Our schools have a moral obligation to provide our students and the school community with the proper information, prevention strategies, and defenses to create a safe, accepting and caring environment for all.

EMERGENCY PROCEDURES

Policy Reference: [DoDEA Administrative Instruction 6055.01, "DoDEA Safety Program," November 17, 2017](#)

Civil Disturbances and Acts of Terrorism

These are politically driven acts of violence. The chances of a civil disturbance or terrorist act occurring in or around the school are very low. Should a civil disturbance or act of terrorism occur at the school, the following actions will be taken:

- The school administrator will be notified immediately.
- A school administrator will notify the Security Police or designated base Command Post.
- The school will follow all procedures and instructions of the Command Post. Administrators will coordinate the implementation of the DoD Force Protection Condition (FPCON) System measures with local security officials or base commanders to ensure the measures are appropriate with the measures contained in the base FPCON plan. A list of the FPCON conditions is listed in DoDEA Reg. 4700.1, Enclosure 3.

Emergency Evacuation

In accordance with our antiterrorism/force protection plan, the school will be evacuated unless otherwise determined by the command and our district office. In cases where the school has to evacuate the premises due to any safety concerns, the students and staff will evacuate to designated locations away from the threat. If we have to leave the school area and/or send students home we will make every effort to contact each sponsor.

During the time of any evacuation, all students will remain with their teachers. If information is received from our district office or from the Command Post to send students home, the school will then release the student(s) to the parent/guardian provided proper identification has been presented. We appreciate your cooperation during times such as these. Again, it is imperative that the school has updated contact information in case of any type of emergency. Please contact the school office to ensure all contact numbers are updated and current.

Emergency School Closure

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

The **AtHoc** System allows for each school to contact all of their parents and/or staff with one phone message through an automatic dialing system. At the District level it allows a message to be sent to all parents and/or staff in the same method. This allows greater security and sharing of information with parents and staff. There is a POC at each location that has the necessary codes to access the system.

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

Fire Drill Evacuation Plan

Fire drills are conducted once each week during the first four weeks of school, and once each month thereafter. A fire evacuation plan is posted in each classroom. All students receive specific instruction and participate in the scheduled fire evacuation drills.

Fire Alarm Pull Switches

If a student intentionally pulls a fire alarm switch, they are subject to a probable suspension from school. The student will be reported to the military Fire Department and parents will be notified immediately. Pulling of the switches will not be tolerated and disciplinary action will be taken.



Severe Weather

There are times when weather situations could result in school being closed. For example, the tornado season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions.

School will be dismissed when the Commander deems it a necessity. Updated information is forwarded through AtHoc and broadcast on local TV channels and/or local radio stations.

GROOMING AND DRESS

Student Dress Code

Policy Reference: [DoDEA Administrative Instruction 2051.02 – Student Rights and Responsibilities, April 2012](#)

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

The following are minimal expectations for dress:

Accessories

No student shall wear sunglasses indoors unless proper medical certification is presented. Sunglasses not medically required may be confiscated. Jewelry should be kept to a minimum. For safety reasons it is strongly recommended that long dangling earrings not be worn to school.

Clothing

The following guidelines apply: Attire advertising drugs, alcohol, sex, signifying gang involvement or affiliation are prohibited. Attire should neither be excessively loose or tight-fitting. Shorts, skirts, skorts and dresses must reach the end of the wearer's finger tips when arms are straightened loosely along sides or no higher than mid-thigh. Cropped/halter tops (no bare midriffs), sheer and spaghetti-strap clothing that reveal an excess amount of bare skin is prohibited. Tank tops and other revealing types of athletic shirts should not be worn. Clothes should be neat and clean.

Facemasks

Face coverings required while in school when social distancing cannot be achieved and when directed by school officials.

Footwear

Shoes must be worn at all times. Only closed toe shoes should be worn. Zories, flip flops, slippers, and steel-toed shoes are not allowed for safety reasons. Sandals may be worn provided they are safe and will not pose a hazard for the student. The heel on footwear should be no more than a half-inch high. Students should plan to wear tennis shoes or other athletic footwear when possible on Physical Education days. We strongly recommend that tennis shoes/athletic footwear be worn at all times.

Hair

Hairstyles must not impair sight or prevent adults from seeing the student's eyes. In addition, hairstyles may not be outrageous or excessive. Administrators will make final determination regarding any staff referrals due to hairstyles being disruptive or excessive.

Hats and Headwear

No hats or head coverings are permitted in the building or classrooms. This includes headwear such as bandannas. Hats are permissible on the playground. Students should hand carry hats for wear during recess to the cafeteria. Exceptions are to be approved by the principal or the designee.

HEALTH SERVICES

School Health Services

Policy Reference: [DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

Please contact your school nurse for additional information regarding the DoDEA School Health Services Program.

The school nurse shall take the following measures:

1. Ensure appropriate care of students concerning necessary medical attention;
2. Contact sponsors and/or family members concerning a student’s medical concern; and
3. Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.

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

Allergies and Chronic-Acute Conditions

Policy Reference: [DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child’s welfare in accordance with the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003.

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

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

Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

First Aid and Emergency Care

Policy Reference: [DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

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

Emergency Notification Procedures

Policy Reference: [DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

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

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

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

Student Illness

While the education of your child is important, there are certain medical illnesses that require for your child to either be sent home or remain home from school. These are as follows:

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash *WITH* Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.
Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services [website](#) for further instruction based on your situation or discuss with an administrator at your student's school.

Parent Notification

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

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

Suicide Risk

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment are communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For any additional assistance in this process, please contact the District school psychologist ISS.

If a parent or legal guardian disagrees with school recommendations for evaluation of a student's dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at <https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

LOST AND FOUND

All articles found at school are to be turned to the office, or the classroom teacher. Items, such as jewelry or money, must be turned into the school office to be claimed. Unclaimed articles will be donated to charity, after a reasonable amount of time as determined by administration. Students may check the lost and found area in the office for lunch boxes, articles of clothing, and other items.



LUNCH PROGRAM

We serve a nutritious USDA compliant hot lunch in our school cafeteria.

Free and Reduced Lunch: Parents interested in applying for free or reduced lunches may pick up an application in the school office. Families are required to reapply each year.

Until students are approved for free or reduced lunches they must either pay full price for lunches or bring a lunch from home.

Please notify the Child Nutrition Program if you have a child beginning school this year whose sibling was in the Free/Reduced Lunch Program last year. Free/Reduced Lunch Applications for those children who were in the system last year must be renewed each year within the first thirty (30) operating days of the school year.

Menus

Menus are distributed to students once a month and are published on the school website.



Outstanding Lunchroom Balances and Charges

A new procedure for handling outstanding lunchroom charges has been adopted by the District to insure that sponsors are informed of the status of their child's lunch account as well as to enable the District to collect these balances in a timely manner. The procedure follows:

Low balance letters will be sent out once a week when full price students reach a balance of \$7.00 and below, and reduced price students reach a balance of \$2.00 and below.

If a student charges 2 meals, an attempt to contact the sponsor will be made by telephone. If the sponsor cannot be contacted after three attempts, a letter will be mailed requesting that the outstanding charges be paid. If the balance is not paid within ten (10) working days, the assistance of the superintendent and the sponsor's military commander may be sought.

Parents may call for an account balance at any time. Money may be sent with the student in an envelope marked with the student's name and teacher, or parents may come to the cafeteria to make payments. Please do NOT come to make a payment during serving hours.

To better monitor your child's balance, please inform the cashier/manager if you do not want your child to purchase ala carte items with money in their account. Milk sold separately is considered ala carte. If the child does not bring a drink and doesn't have money in his/her account, a cup is given for water from the drinking fountain.

Student should not borrow money or lunch from another student. They should not use another student's PIN number or charge lunch on another student's account.

Computerized Lunch System

Our Lunch Program is a computerized system providing each student with an I.D. number and account to use when paying or prepaying for meals. Advance payment into this account may be made weekly, monthly, annually or in other increments desired by the parent. Parents/guardians are responsible for keeping the student lunch accounts current.

You may restrict your child's use of this prepaid account to lunch only, or you may allow additional ala carte items to be charged in addition to the purchased lunch.

Please indicate your preference to the cashier at the time of prepayment and they will program the computer accordingly. If you send a check with your child, please note on the check "meals only" or "meals and ala carte" as well as the student's I.D. number.

If you write a check make sure your current contact information is printed on the check to include phone number and correct military unit.

Money may be added to the account Monday through Friday, 8:30 AM – 10:20 AM. While pre-payment is preferred, it is not mandatory, and students may pay cash on a daily basis.

Parents/guardians making payments for more than one student in the family should indicate the names of the students and teachers. Please write separate checks for each school, made payable to "Dependents School Lunch Fund." Personal checks submitted for payment that have insufficient funds will be charged a \$25.00 service charge per check and will be collected through MWR Headquarters.

Parents may also use the website www.k12paymentcenter.com to add money to a child's lunch account and track what the child is purchasing in the school cafeteria. Please note that there is a 5% charge to use this service. Visit the website at for more information.

**Please note that meal prices are subject to change.

Ft. Jackson Schools Meal Prices**



Updated July 19, 2019	Breakfast	Lunch
Students	\$1.85	\$3.00
Adults/Teachers	\$2.75	\$3.75

Lunch from Home

Please ensure that the lunch:

- Contains a variety of nutritious foods.
- Does not require the use of the microwave or refrigerator.
- Does not contain carbonated drinks.
- Is not packed in an unsafe food container.

We discourage bringing fast food from local restaurants into school cafeterias.

Parties and Parent's Lunch at School

All children eat at school whether they buy or bring their lunch. If you wish to eat lunch with your child on special occasions, please make arrangements with your child's teacher. NOTE: There is a limit on the number of visitors who can join a student due to capacity requirements. Please contact the main office for details if you would like more than 2 persons to eat lunch with a student at one time.

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in “birthday treats” to share. Contact your child’s classroom teacher for updates.

Lunchroom Behavior

- Use good table manners. Talk softly.
- Be courteous and respectful to everyone.
- Always walk and watch where you are going.
- Objects, including food, are never to be thrown.
- All food/drinks are consumed in the cafeteria.
- Remain seated at your table until dismissed.
- Do not share your food and do not ask for food from other students. Parents pay for/prepare what they want each student to eat for lunch.



IN-SERVICE / STAFF DEVELOPMENT DAYS / EARLY RELEASE

Teaching is a dynamic profession, therefore, teachers need to constantly receive in-service training to ensure that they are current and on the cutting edge of what is happening in the field of education. DoDEA incorporates in-service and staff development days throughout the school year. These days are over and above the 180 instructional days in the school calendar. Training may be scheduled for a full day or on Early Release days. This time will give the teachers a block of time to meet and work on school improvement goals and other staff development training. At various times throughout the year, additional staff development/in-service days may be scheduled. We will notify parents of these dates as they are announced through our school newsletter.

PARENTAL INVOLVEMENT

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

- Join PTO and participate in meetings and activities.
- Have lunch at school with your child regularly.
- Volunteer in your child’s classroom.
- Establish a daily study time at home (even when there’s no homework).
- Keep informed of school events and activities by reading the School newsletter and your child’s classroom newsletter.
- Communicate frequently with your child’s teacher.
- Prepare for and participate in parent-teacher conferences.
- Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

PARENT/STUDENT/TEACHER COMMUNICATION

Communication between parents, students and teacher is very important. DoDEA encourages face-to-face or telephonic when possible and teachers should avoid using personal email accounts; communication should take place through official school email accounts.

Parental Questions or Concerns

Parents who have questions and/or concerns are requested to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures should apply in order as needed:

- Step 1. The parent discusses the matter with the teacher.
- Step 2. The parent and teacher meet with the principal if the matter is not resolved in step 1.
- Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office, 912-408-3080

These procedures follow the correct chain-of-command/line of authority from teacher to principal to community superintendent and focus on resolution at the lowest level. Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems later on.

School Communication

Ft Jackson schools use a variety of tools to communicate to our families. Each school utilizes a web page and Facebook page to provide timely and important information to our families. Also, each school employs additional communication tools that best meet the needs of their families. Communication tools provided to families will be shared during beginning of the school year events.

PARENT-TEACHER CONFERENCES

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

PARENT-TEACHER ASSOCIATION (PTA)

The PTA, an organization of parents and teachers, works for a better school environment by providing both financial and volunteer support for our school programs. The PTA sponsors a variety of activities such as book fairs, school pictures, monthly birthday celebrations for all children, the sale of school t-shirts and many other events. The Parent-Teacher Association consists of the following positions: President, Vice President, Secretary, and Treasurer. In addition, there are several committee coordinator positions that vary by the school PTA such as volunteer, spirit week, membership and box tops. If you are interested in volunteering, serving on the executive board, or being a committee coordinator, please contact the PTA.

PTA Objectives

The PTA is a non-profit, non-partisan, and non-sectarian organization. It cooperates with the school to support the improvement of education in ways that will not interfere with the education of students or the mission of the school and does not seek to control school policies.

Specific objectives include:

Providing a medium for exchange of information among parents, teachers, and other interested groups.

Encouraging and developing programs and activities, which serve to enhance the quality of student education.

Identifying and promoting opportunities for students to secure the highest advantage in their academic, physical, and social growth.

Encouraging and maintaining a working dialogue between members, the local educational school system, the local government, and the community at-large on matters affecting the general welfare and education of students. Membership is open to all parents and legal guardians of students attending the school as well as school staff.

RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities

Policy Reference: [DoDEA Administrative Instruction 2051.02 – Student Rights and Responsibilities, April 2012](#)

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

Students shall:

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

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. Each school has an official school social media account to be used to communicate with parents and students.

Computer Access/Internet Policy/Electronic Devices

Policy Reference: [DoDEA Administrative Instruction 6600.01 - Computer Access and Internet Policy, February 2010](#)

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

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

The signed agreement is to be retained in the administrative office at the student's school for the duration of the student's enrollment. A copy will be provided to the student and, if applicable, the student's parent or guardian.

FREEDOM OF EXPRESSION

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

Freedom of Religious Expression

Policy Reference: [DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#)

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

permissible speech. The freedom to engage in religious expression in school does not include the right to compel other students to participate in religious practices or discussion.

SCHOOL BOARD

School Boards (DoDEA Americas)

Policy Reference: [DoD Instruction 1342.25, "School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," October 30, 1996](#)

DoDEA school administrators, in partnership with sponsors/family members, students and military leaders, promote communication through the establishment of advisory committees to address issues (school initiatives, procedures and policies) at the local level. This is one way for parents to get involved in their child's education.

Please consult your child's school to learn more about school boards (DoDEA-Americas).

School Boards act in an advisory capacity, providing input to the community superintendent and administrators in the area of fiscal, personnel and educational policies, procedures and programs. The DoDEA community superintendent makes the final decisions on matters affecting the school community.

School board members are expected to attend all open and executive session school board meetings.

SCHOOL PICTURES

The PTA schedules school pictures for all students within the first two months of school. Schedules, picture packages, and additional information are sent home with your child well in advance of school picture day. If you have a problem with your child's photographs, please contact the school office and a contact name and number will be provided to you. The school is not responsible for the quality, misplacement, or services of school pictures.

STUDENT ENROLLMENT

Student Enrollment: Registration Process

Policy Reference: [DoDEA Regulation 1342.13 - Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas, December 2008](#)

Policy Reference: [DoD Instruction 1342.26 - Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\), March 1997](#)

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

The following documents are necessary to complete the registration process:

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

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

Student Enrollment: Immunization Requirements – [Immunization Requirements](#)

At the time of enrollment, documentation of a student's immunizations is required. Acceptable forms of official proof of immunization status may include, but are not limited to:

- Yellow international immunization records,
- State agency-generated immunization certificates,
- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit [here](#).

STUDENTS IN NON-COMPLIANCE AFTER 10 DAYS MAY BE DISENROLLED, UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED

Immunization Exemptions

Policy Reference: [Army Regulation 40-562](#), [BUMEDINST 6230.15B](#), [AFI 48-110_IP](#), [CG COMDTINST M6230.4G](#), "[Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases](#)", 7 October 2013.

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child's health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child's enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child's enrollment at the school.

If an immunization is not administered because of a parent's religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

DoDEA immunization requirements can be found at:

<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

STUDENT PLACEMENT AND CLASS SELECTION

Students are placed in classes based on their learning needs and the number of students already assigned to classes. An administrator is responsible for these decisions. Every attempt is made to maintain well-balanced and equitable groups. NAME REQUESTS FOR TEACHERS ARE NOT ACCEPTED. The school will do its best to match your child's learning style with a matching teaching style. If you wish to discuss your child's placement, please contact the school Principal, not the child's teacher.

CHANGE OF CLASSROOM ASSIGNMENT

On occasion, classroom size may grow beyond an expected or desirable student-teacher ratio. In such cases, an additional class or a multi-age classroom may be formed and a new teacher hired. The new class will be formed by randomly selecting students from existing classes to create the new class. In the event of decreased classroom enrollment, classes may be combined to form one larger class.



STUDENT RECORDS

Parents may review their child's cumulative school records at any time with the assistance of school personnel as long as it does not interrupt instruction. School records may not be removed from the main office.

CHANGE IN STUDENT INFORMATION

It is imperative we maintain accurate, up-to-date information on each student enrolled in our school. We request parents to notify us immediately if there is a change in any of the following information:

- Home address
- Home telephone number
- Work telephone number
- Emergency contact name and/or telephone number
- Rotation date
- Mailing address

- Student health concerns/allergies
- Student's Last Name
- Email Address

COURT ORDERS

We are legally required to maintain current orders or extension to orders in order to enroll or reenroll all students.

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

POWER OF ATTORNEY

If you plan to be TDY, or on any other type of leave while your child(ren) is/are attending school, please be sure to obtain a special power of attorney to be used in case of emergency, and inform the teacher and school office of the name, address, and telephone number of the person taking care of your child. In addition, please notify the School Nurse, so they will know whom to contact in case of emergency. The School Registrar will keep a copy of the power of attorney in your child's cumulative file for emergency situations.

Noncustodial Parent Rights

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

WITHDRAWALS AND TRANSFERS

Upon receiving final notification of your departure from the community, please inform the school office personnel (registrar) at least two weeks prior to your actual departure. This notification is needed to prepare your child's report card and other school records. No progress marks are given in any quarter unless the child has attended school for 20 days during that quarter. In the final quarter, no recommendation for grade placement can be given unless the child attends school for 20 days in that quarter.

Elementary school withdrawal is different than higher grades regarding requirements and is based on the 20-day rule. With ten days prior notification, parents are welcome to pick up student records from the office on the last day of student attendance, after 2:30 p.m. The sponsor/spouse must sign for records, provide a copy of orders, and present an I.D. to receive the child's school records.

It is DoDEA policy that copies of student records are sealed and given to parents to be hand carried to their next school. Official (original) records will be sealed and mailed upon request by the receiving school. Parents who would like a copy of their child's records for their personal files must personally request an extra set of records

to be made when filling out the withdrawal form. We cannot make personal copies without advance notice. It is a requirement to clear all debts (payment for lost or damaged books, library fines, cafeteria charges, etc.) BEFORE the last day of attendance.

STUDY TRIPS

Academics are not restricted to the classroom, but take place in the community as well. Therefore, study trips may be ongoing throughout the school year. A letter from your child's teacher, to include the date, time, and destination of the study trip, will be sent home the week prior to the planned trip. At various times during the school year, classes may take study trips as part of the instructional program. Study trips are considered part of the instructional day. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the school. If a parent does not want to send their child on a study trip, the teacher will make alternate arrangements for the child to attend another class for the period of the study trip or parents may elect to keep their child at home. Parents may attend the study trip with the child in these instances. Chaperones may not bring siblings/infants on a study trip. As an invited chaperone, one's responsibility must be to help supervise all the students in the classroom.

GUIDELINES FOR CHAPERONES

1. All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
2. Other younger/preschool age children in the family will not be allowed to accompany parents on a trip, as they tend to distract parents and students alike.
3. Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
4. **UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.**
5. Chaperones are required to accompany the class to and from the trip. Following the bus in their private vehicle is not close supervision.
6. Chaperones may not transport their student or any other student to and from the study trip. Students are required to ride the bus to and from the study trip. Under no circumstances may a child be checked out from the study trip (with the exception of a bona fide emergency). The child **MUST** return to the school and then he/she may be checked out at that time.
7. Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone. Please allow 5 or more business days for processing of all volunteer request forms.
Security Measures: All chaperones participating are required to complete AT Level I training <https://atlevel1.dtic.mil/at/>. The certificate must be submitted to the main office or teacher.

TELEPHONE MESSAGES

Teachers

To avoid disrupting instructional time, only emergency messages will be delivered to teachers in classrooms. All other messages will be placed in teachers' boxes or sent to the teacher via email, which they may be able to receive during the "Specials" period or at lunch. To ensure the teacher receives the message, please call by 10:00 a.m. to allow the school office ample time to send the message. In addition, the school intercom system will not be used to deliver messages to students or to check your child out of the classroom unless there is an emergency approved by an administrator.

Students

Due to classroom transitions throughout the school day, it is not always possible to relay phone messages to students. To avoid disrupting instructional time, only emergency messages will be delivered directly to classrooms. All other messages will be sent to the homeroom teacher via email. The school office cannot guarantee delivery of phone messages to students received after 1:00 p.m. Please provide your child with transportation/pick-up instructions prior to start of school.

STUDENT TRANSPORTATION



Bicycles

Some students arrive and depart school on bicycles. These students need to wear safety equipment, take precautions, and use extra care crossing streets when riding their bikes to and from school. Students are to walk their bicycles on the sidewalk and not on the grass. Failure to walk their bikes on the school campus will result in the confiscation of their bicycles.

Bicycle Racks

Students must place their bicycles in slots on a school provided bicycle rack. Students are not to leave their bicycles on the ground or park them in front of the exit doors. Students should not take up more than one space for their bicycle. Students are strongly encouraged to lock up their bicycles. The school is not liable for missing or stolen bicycles. Bicycles not parked appropriately may be confiscated for pickup by student or by parent.

Student Transportation Services

Policy Reference: [DoDEA Administrative Instruction 4500.02, "Student Transportation Services," August 13, 2018](#)

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading

zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student's primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student's IEP and/or required by Section 504 guidelines. "Curb-to-curb" only applies to students with disabilities who require such service as documented in the student's IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

Student transportation is the responsibility of the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools and meet one of the following requirements for utilizing transportation: (1) Have an IEP (individual education plan) or 504 plan that includes transportation (2) Live one mile or more from the assigned school. All Pre-Kindergarten, PSCD and Kindergarten students MUST be picked up by a parent/guardian at the child's bus stop location. Bus drivers are not authorized to release these

students if the parent/guardian is not there to pick them up. Students will be brought back to the school office and parents will be notified to come pick them up. Students must be picked up immediately after the sponsor is notified, or Security Forces may be notified.

Video Surveillance

School buses may be equipped with video cameras. Public areas of the school may also have video surveillance as a means to ensure safety of our students.

Scooters and Skateboards

The use of scooters AND skateboards anywhere on campus is prohibited at all times. If a scooter or skateboard comes to school, it will be confiscated for the day and MUST be carried off campus at the end of the day. If a student is caught riding their scooter or skateboard on campus, it will be confiscated and turned into the office.

Parents may be notified. Signs are posted throughout the campus to remind the students of this policy.

Policy Reference: [DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#)

ACCESS TO SCHOOL FACILITIES

Schools shall allow equal access to school facilities being used for student sponsored noncurricular related activities, if a school allows any such group access to its facilities.

If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

VISITORS AND VOLUNTEERS

Policy Reference: [DoDEA Operational Guidance for Volunteers, October 2018](#)

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

Copier Usage

Volunteers are not allowed to use the school copiers unless they have completed training. The office will maintain a list of volunteers who complete this training. If you are a volunteer and would like to have training, please inquire about training in the school office.

ID Cards

Per our regulations, all visitors to the school must present their ID card at the front office and sign in to the school.

Child Abuse and Neglect

Policy Reference: [DoDEA Administration Instruction 1356.01 - Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect, November 2018](#)

In accordance with DoDEA policy in the DoDEA Administration Instruction 1356.01 - Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect, November 2018, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Family Advocacy Program

Policy Reference: [DoDEA Administration Instruction 1356.01 - Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect, November 2018](#)

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee's immediate supervisor.

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

Policy Reference: [DoDEA Administrative Instruction 1443.02 - Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response, February 2019](#)

All DoDEA employees and volunteers hold positions of trust and are responsible for establishing and maintaining professional distance with students. Adult-to-student sexual abuse, sexual harassment, or other inappropriate behavior or conduct demonstrate a lack of professional integrity and a breach of authoritative power of adults who are in positions of trust, and such are unacceptable and shall not be tolerated in DoDEA. Incidents of sexual abuse, sexual harassment, or other inappropriate behavior or conduct shall be reported promptly in accordance with DoDEA requirements. Refer to pages 15-17 in the DoDEA Regulation 1800.02, "Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct," June 15, 2015, Sexual Harassment and Other Inappropriate Sexual Behavior to obtain more information about sexual harassment.

Sexual Harassment

Policy Reference: [DoDEA Administrative Instruction 1443.02 - Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response, February 2019](#)

Policy Reference: [DoDEA Administrative Instruction 2051.02 – Student Rights and Responsibilities, April 2012](#)

DoDEA remains firmly committed to providing all students with a safe, supportive, and nondiscriminatory learning environment. Every child is entitled to feel safe in school and while participating in school-related activities. DoDEA has a responsibility to address all complaints of sexual harassment, which includes addressing its effects and taking steps to prevent further/future behavior. Sexual harassment by or against students will not be tolerated in DoDEA schools.

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one's ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

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

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

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

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

Policy Reference: [DoDEA Administrative Instruction 1443.01, Vol 1- Compliance Requirements and Appeals, February 2019](#)

Policy Reference: [DoDEA Administrative Instruction 1443.01, Vo1 2 - Executive Order 13160 Administration: Discrimination Complaints Processing](#)

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

Discrimination-Free Education Programs and Activities

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019](#)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under "Student Conduct and Discipline"), or impermissible disparate impact based on a student's protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

APPENDIX A: SCHOOL SUPPLY LISTS

<u>Item Description</u>	<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
Book Bag w/o wheels	N/A	N/A	N/A	1	1	1	N/A
2-Inch Binder	N/A	N/A	N/A	N/A	N/A	N/A	1 (clear cover sleeve)
#2 Pencils (Pack) (ticonderoga)	1 (12 ct pck)	2 (12 ct pk)	2 (12 ct pk)	2 (12 ct pk)	2 (12 ct pk) (no mechanical)	2 (12 ct pk)	2 (12 ct pk)
Enclosed Pencil Sharpener (one that stores shavings)	N/A	N/A	N/A	1	N/A	N/A	N/A
Crayons	2 -24 ct packs of Crayola Crayons	2 pk	1 pk	1	1	1	1
Colored Pencils	1 pk	1 pk	1 pk	1 pk	1 pk	1 pk	1 pk
Plastic Folder with Clear Front Cover	N/A	N/A	1-red, 1-blue, 1-green, 1-yellow	N/A	N/A	N/A	N/A
2-Pocket Plastic Folders (3 Prongs)	N/A	2	N/A	6	1 *No Black folders	2	3
2-Pocket Plastic Folders (No Prongs)	N/A	N/A	N/A	10	5 (Green, Red, Yellow, Blue , Orange)	2	7
1.5 Inch 3 Ring Binder	N/A	N/A	N/A	1	N/A	N/A	N/A
Pencil Bag/Box	1	1 (plastic or vinyl)	2	1	1 standard size pencil box	1	1 (no boxes)
Notebook paper	N/A	N/A	2 - wide ruled	N/A	1 - wide ruled	2 - wide ruled	3 - wide ruled
Compostion Notebooks	2 - Primary Composition	2 - Primary Composition	4	6	6	4	4
Sprial Notebooks	N/A	N/A	N/A	N/A	N/A	N/A	6
Index Cards	N/A	N/A	N/A	N/A	N/A	N/A	2 pcks (4x6 lined)
Block Eraser(s)	2	N/A	2	4	2	N/A	N/A
Pencil top eraser (pack)	N/A	N/A	1	N/A	N/A	N/A	N/A
Glue Sticks	2	2	2 - Large	2	2	1	2
Glue Bottle	N/A	N/A	N/A	N/A	1	1	N/A
Scissors	1	1	1 - fiskar round edge scissors	1	1	1	1
Pens (Blue & Black)	N/A	N/A	N/A	4 (Red)	N/A	N/A	1
Washable Markers	N/A	N/A	1	1	1 pk	1	N/A
Protractor	N/A	N/A	N/A	N/A	1	N/A	N/A
Highlighters (Yellow) (Pack)	N/A	N/A	N/A	1	1	1	N/A
Dry Erase Markers (Pack)	1	N/A	1 - thin expo markers (4pk)	2	1	1	8 count (blue, black & red)
Earbuds or headphones	1	1	2	1	1	1	1
Dry Eraser or pair of socks	N/A	N/A	1	1	N/A	N/A	N/A
Container of Clorox Wipes	1	N/A	N/A	N/A	N/A	N/A	N/A
Ziploc Bags (Girls-Gallon Size) (Boys- Quart Size)	1	N/A	1 - 2 Gallon individual	N/A	1	N/A	N/A
Tissue Boxes-Travel Size	1	1	1	1	1	1	1

APPENDIX B: STUDENT HANDBOOK SIGNATURE SHEET

The signatures below signify that parents and students have read and understand the information presented in the Parent/Student Handbook.

The Student/Parent Handbook is available online at:

<http://www.dodea.edu/PierceTerraceES/index.cfm> and
<http://www.dodea.edu/PinckneyES/index.cfm>.

Please return the Student /Parent Acknowledgment form to your child's teacher by
August 28, 2020.

If you would like a hard copy of the handbook please circle Yes or No.

STUDENT/PARENT ACKNOWLEDGEMENT FORM **PLEASE DETACH AND RETURN TO CLASSROOM TEACHER BY AUGUST 31, 2020**

.....

In order to support a positive school experience for my child(ren), we have read and understand the Fort Stewart School System Student-Parent Handbook and have discussed it as a family.

Date: _____

Student Name: _____

Teacher: _____ **Grade:** _____

Student Signature: _____

Sponsor Signature: _____

Please fill out the information above with your oldest child's information. Other children in your family that attend the Fort Jackson Schools can be listed and sign below. Return this form to your oldest child's teacher.

..... Additional Students

Student Name:

Student Signature:

Student Name:

Student Signature: