# BARSANTI ELEMENTARY SCHOOL

# SY 2020-2021

# Student/Parent Handbook


**BARSANTI ELEMENTARY SCHOOL**
**4709 McAuliffe Loop**
**Fort Campbell, Kentucky 42223**
**Phone: (270) 640-1213**


**HOME OF THE BULLDOGS**

**Department of Defense Education Activity (DoDEA)**
**Americas Southeast District**

**"Educate, Engage, and Empower each Student to Succeed in a Dynamic World."**

# Table of Contents


Fort Campbell Community SY 2020-2021 Calendar ..... 11
DoDEA Americas Southeast District Superintendent ..... 13
DoDEA Americas Southeast District Chief of Staff ..... 14
Kentucky Community Superintendent ..... 15
Marshall Elementary School Principal ..... 16
Marshall Elementary School Assistant Principal ..... 17
School Information ..... 18
Chain of Command ..... 19
General Information ..... 20
- Interstate Compact on Educational Opportunity for Military Children ..... 20
- Access to School Facilities ..... 20
- Visitors and Volunteers ..... 20
- School Supplies ..... 21
- School Boards (DoDEA-Americas) and School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) ..... 21
- In-Service/Staff Development/Early Release ..... 21
- Clubs/Extracurricular Activities ..... 22
- Recognition and Awards ..... 22
- Water Bottles ..... 22
- Lost and Found ..... 23

Assessments ..... 23
- System-wide Assessment Program ..... 23

Attendance ..... 23
- Student Attendance ..... 23
- Appointments or Illness ..... 24
- Procedure for Absence Notification ..... 25
- Unexcused Absences ..... 25
- Tardy Policy ..... 25
- Early Pick-Up of Students Policy ..... 25

Campus Safety and Emergency Procedures ..... 26
- Animals and Pets ..... 26
- Civil Disturbances and Acts of Terrorism ..... 27
- Crisis Management Toolkit ..... 27
- Emergency Evacuation ..... 27
- Emergency School Closure ..... 27
- Fire Alarm Pull Switches ..... 28

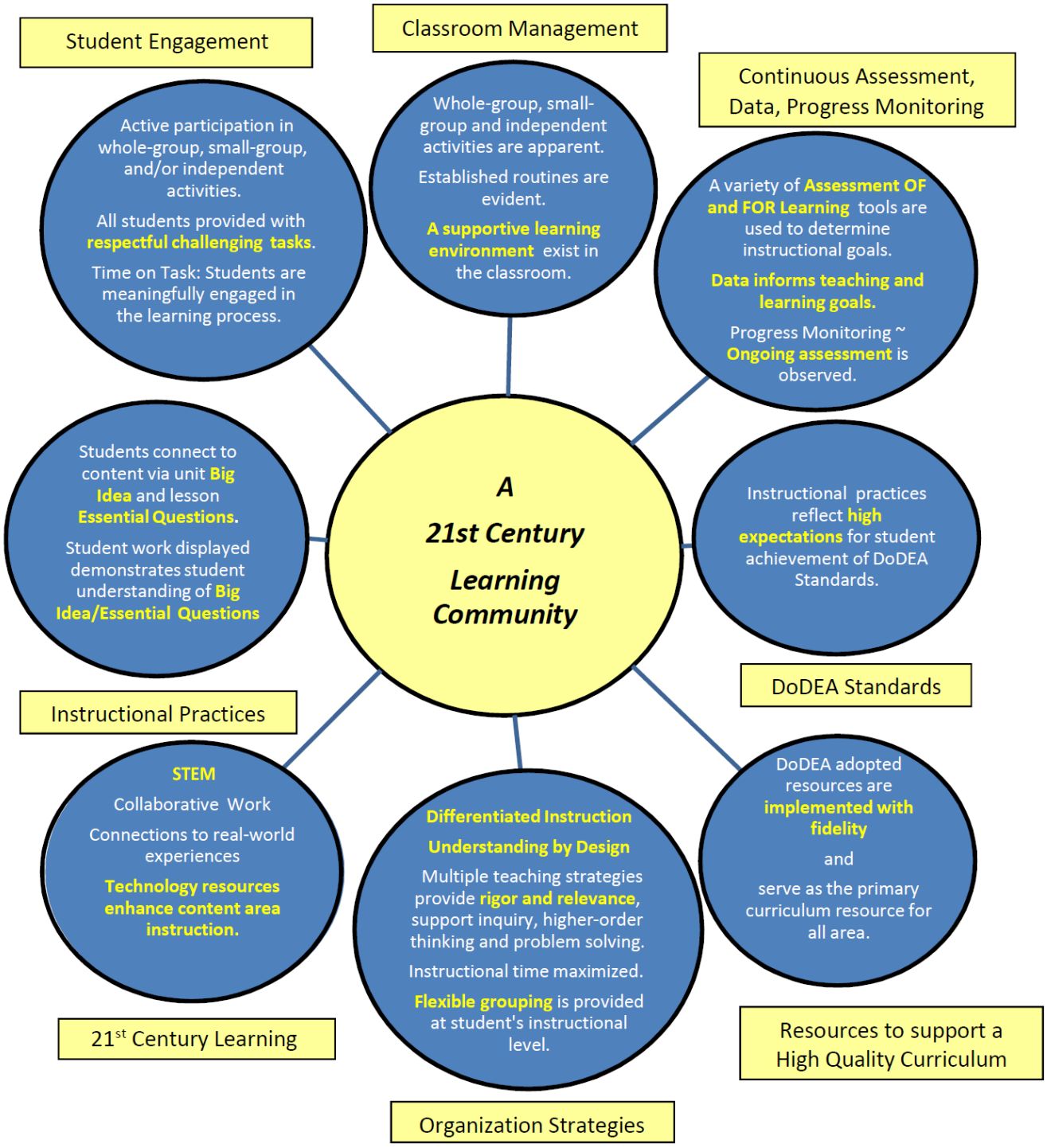
Fire Drill Evacuation Plan ..... 28
Severe Weather ..... 28
Playground Safety ..... 28
Communication ..... 29
Telephone Messages ..... 29
Teachers ..... 29
Students ..... 29
School Newsletter ..... 30
Curriculum and Student Resources ..... 30
Curriculum ..... 30
Accreditation ..... 30
Art Program ..... 31
Music Program ..... 31
Physical Education Program ..... 31
Advanced Academic Programs and Services (AAPS) ..... 32
Read 180 ..... 33
Homebound Instruction ..... 33
Homework ..... 33
Student Resources ..... 34
Information Center (Library) ..... 34
Loan and Care of Books and Materials ..... 34
Discipline, Behavior Management, and Student Conduct ..... 34
Discipline ..... 34
Prohibited Items ..... 35
Corporal Punishment ..... 35
Weapons at School - DoDEA Policy ..... 36
Behavior Management ..... 36
Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct ..... 37
Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct ..... 38
Sexual Harassment ..... 38
School Bus Behavior ..... 39
Searches ..... 39
Video Surveillance ..... 40
Technology ..... 40
Computer Access/Internet Policy/Electronic Devices ..... 40
Role of Social Media ..... 41
Enrollment ..... 41

Student Registration Process ..... 41
Student Immunization Requirements ..... 41
Immunization Exemptions ..... 42
Student Grade-Level Placement ..... 42
Transcripts/Records Policy/Access to Student Records ..... 43
English for Speakers of Other Languages (ESOL)/Language Services ..... 43
Accelerated Withdrawal ..... 44
Home-School Students ..... 44
Parent Involvement ..... 44
Parent Questions and Concerns ..... 45
Change of Classroom Assignment ..... 45
Parent-Teacher Conferences ..... 45
Parent-Teacher Organization (PTO) ..... 46
PTO Objectives ..... 46
School Pictures ..... 46
Report Card and Grading Information ..... 46
Grading and Grading System ..... 46
Progress Reports/Report Cards ..... 48
Reporting Abuse, Neglect, Suicide Risk, and Threats ..... 48
Child Abuse and Neglect ..... 48
Family Advocacy Program ..... 48
Suicide Risk and Threats Towards Others ..... 48
Suicide Risk ..... 49
Threats Towards Others ..... 49
Rights and Responsibilities of All ..... 49
Parental Responsibilities ..... 49
School Responsibilities ..... 50
Student Rights and Responsibilities ..... 50
School Dress Code Policy ..... 51
School Dress Code ..... 51
Accessories ..... 51
Pants ..... 51
Shorts/Skirts/Skorts/Dresses ..... 52
Shirts/Blouses/Tops ..... 52
Footwear ..... 52
Jackets and Bags ..... 52

School Dress Code Enforcement ..... 52
School Trips ..... 53
Guidelines for Chaperones ..... 53
Special Education ..... 53
Special Programs for Children with Disabilities ..... 53
Disability Accommodations and Nondiscrimination ..... 54
Student Arrival and Dismissal Information ..... 54
Student Arrival and Dismissal ..... 54
Arrival ..... 54
Dismissal ..... 55
School Hours ..... 55
Bus ..... 55
Walkers ..... 55
Student Meals ..... 55
Breakfast and Lunch Prices ..... 55
Menus ..... 56
Free or Reduced Meals Program ..... 56
Food and Nutrition Services Meal Account ..... 56
Delinquent Meal Accounts ..... 56
Food Allergies ..... 56
Sack Lunches for Field Trips ..... 56
Outstanding Cafeteria Balances and Charges ..... 57
Lunch from Home ..... 57
Lunchroom Behavior ..... 58
Nutrition Break ..... 58
Student Records and Placement ..... 58
Student Placement and Class Selection ..... 58
Student Records ..... 58
Change in Student Information ..... 58
Court Orders ..... 59
Power of Attorney ..... 59
Withdrawals and Transfers ..... 59
Student Rights and Responsibilities ..... 59
Discrimination-Free Education Programs and Activities ..... 59
Student Responsibilities ..... 60
Scholastic Integrity ..... 60

Freedom of Religious Expression ..... 60
Interscholastic Athletics ..... 61
Search and Seizure ..... 61
Bullying Prevention ..... 62
System Programs and Services ..... 62
School Counseling Services ..... 62
School Psychology Services ..... 62
School Health Services ..... 63
Student Illness ..... 64
Parent Notification ..... 65
Allergies and Chronic-Acute Conditions ..... 65
Medication at School ..... 65
First Aid and Emergency Care ..... 66
Education Student Services ..... 67
Transportation ..... 67
Student Bus Transportation Services ..... 67
Bicycles ..... 69
Bicycle Racks ..... 69
Scooters and Skateboards ..... 69
Skate Shoes ..... 69
Volunteers ..... 69
Copier Usage ..... 70
Appendix A - SY 2020-2021 School Supply List ..... **Error! Bookmark not defined.**
Appendix B - DoDEA Americas Southeast District Discipline Matrix ..... 71
Appendix C - School Bus Discipline Matrix ..... 71
Appendix D - Volunteer Application ..... 71
Appendix E - Student/Parent Handbook Signature Sheet ..... 71

# DoDEA Americas Southeast District is a 21st Century Learning Community



# Fort Campbell Community SY 2020-2021 Calendar

**DoDEA Americas Southeast District: Fort Campbell Calendar for SY2020-21 (07.23.2020)**

## July 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 H | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| | |
|---|---|
| 4 | Independence Day (Observed) |

## August 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 PL | 18 PL | 19 PL | 20 PL | 21 TW | 22 TW |
| 23 | 24 F | 25 ER | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| | |
|---|---|
| 17-18 | Teacher Professional Learning (No School) |
| 19-20 | CCRS Professional Learning (No School) |
| 21-22 | Teacher Work Days (No School) |
| 24 | First Day of School (K-12) |

## September 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 ER | 2 | 3 | 4 | 5 |
| 6 | 7 H | 8 PK/ER | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 ER | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 ER | 23 | 24 | 25 | 26 |
| 27 | 28 PL | 29 ER | 30 | | | |

| | |
|---|---|
| 7 | Labor Day (No School) |
| 8 | First Day of School (Pre-K) |
| 28 | CCRS Q1 Professional Learning (No School) |

## October 2020

| 3 | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 ER | 7 | 8 TC | 9 PL | 10 |
| 11 | 12 H | 13 ER | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 ER | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 QE/ER | 28 | 29 | 30 TW | 31 |

| | |
|---|---|
| 8 | Parent/Teacher Conferences (No School) |
| 9 | Professional Learning (No School) |
| 12 | Columbus Day (No School) |
| 27 | End of 1st Quarter (43 days) |
| 30 | Report Card Prep Day (No School) |

## November 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 ER | 4 | 5 | 6 RC | 7 |
| 8 | 9 | 10 PL | 11 H | 12 | 13 | 14 |
| 15 | 16 | 17 ER | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 ER | 25 H | 26 H | 27 H | 28 |
| 29 | 30 | | | | | |

| | |
|---|---|
| 6 | 1st Quarter Report Cards Go Home |
| 10 | CCRS Q2 Professional Learning (No School) |
| 11 | Veteran's Day (No School) |
| 25-27 | Thanksgiving Breaks (No School) |

## December 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 ER | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 PK/ER | 9 AW/PK | 10 | 11 | 12 |
| 13 | 14 | 15 ER | 16 | 17 | 18 | 19 |
| 20 | 21 H | 22 H | 23 H | 24 H | 25 H | 26 |
| 27 | 28 H | 29 H | 30 H | 31 H | | |

| | |
|---|---|
| 8 | Pre-K Report Card Prep (No Pre-K) |
| 9 | Pre-K Report Cards Go Home<br>Accelerated Withdrawal (1st Semester) |
| 21-31 | Winter Break |
| 25 | Christmas Day (No School) |

## January 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 H | 2 |
| 3 | 4 | 5 ER | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 ER | 13 | 14 | 15 TC | 16 |
| 17 | 18 H | 19 ER | 20 QE | 21 | 22 TW | 23 |
| 24 31 | 25 | 26 ER | 27 | 28 | 29 RC | 30 |

| | |
|---|---|
| 1 | New Year's Day (No School) |
| 15 | Parent Teacher Conferences<br>Grades PK-6 (No School)<br>Grades 7-12 (In Session) |
| 18 | Martin Luther King, Jr's Birthday (No School) |
| 20 | End of 2nd Quarter (45 days) |
| 22 | Report Card Prep Day (No School) |
| 29 | 2nd Quarter Report Cards Go Home |

## February 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 ER | 3 | 4 PL | 6 | 6 |
| 7 | 8 | 9 ER | 10 | 11 | 12 | 13 |
| 14 | 15 H | 16 ER | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 ER | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| | |
|---|---|
| 4 | CCRS Q3 Professional Learning (No School) |
| 15 | President's Day (No School) |

## March 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 ER | 3 | 4 | 5 | 6 |
| 7 | 8 H | 9 H | 10 H | 11 H | 12 H | 13 |
| 14 | 15 | 16 PK/ER | 17 PK | 18 | 19 | 20 |
| 21 | 22 | 23 ER | 24 | 25 | 26 PL | 27 |
| 28 | 29 | 30 ER | 31 | | | |

| | |
|---|---|
| 8-12 | Spring Break (No School) |
| 16 | Pre-K Report Card Prep Day (No Pre-K) |
| 17 | Pre-K Report Cards Go Home |
| 26 | Professional Learning (No School) |

## April 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 QE | 6 ER | 7 | 8 | 9 TW | 10 |
| 11 | 12 PL | 13 ER | 14 | 15 | 16 | 17 |
| 18 | 19 RC | 20 ER | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 ER | 28 | 29 | 30 | |

| | |
|---|---|
| 5 | End of 3rd Quarter (44 days) |
| 9 | Report Card Prep Day (No School) |
| 12 | CCRS Q4 Professional Learning (No School) |
| 19 | 3rd Quarter Report Cards Go Home |

## May 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 2 | 3 | 4 ER | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 ER | 12 AW | 13 | 14 | 15 |
| 16 | 17 | 18 ER | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 ER | 26 | 27 | 28 GR | 29 |
| 30 | 31 H | | | | | |

| | |
|---|---|
| 12 | Accelerated Withdrawal (2nd Semester) |
| 28 | Fort Campbell High School Graduation (APSU) |
| 31 | Memorial Day (No School) |

## June 2021

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 ER | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 ER/PK | 9 YE | 10 TW | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 RC | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | |
|---|---|
| 8 | Last Day of School for Pre-K |
| 9 | End of 4th Quarter/Last Day of School (44 days) |
| 10 | Report Card Prep Day (No School) |
| 18 | 4th Quarter Report Cards Go Home |

## Standard Calendar 2020-2021

| | |
|---|---|
| F | First Day of School |
| ER | Early Release for Students |
| QE | Quarter Ends |
| YE | Last Day for Classes |
| PK | 3-4 Year Old Program Date |
| RC | Report Card Date |
| AW | Accelerated Withdrawal |
| PL | Prof. Learning Day/No School |
| TW | Teacher Work Day/No School |
| H | Holiday |
| TC | Conferences/No School |
| GR | High School Graduation |

## Quarter Duration

| Quarter | End Date | Duration |
|---|---|---|
| 1 | October 29 | 43 |
| 2 | January 28 | 44 |
| 3 | April 8 | 44 |
| 4 | June 11 | 44 |

## Make Up Days

Make up days, if needed, will be:

- 10-14 June

## Report Card Dates

| | |
|---|---|
| Quarter 1 | November 6 |
| Quarter 2 | January 29 |
| Quarter 3 | April 19 |
| Quarter 4 | June 18 |

## School Contacts

| School | Phone |
|---|---|
| Barkley | 270-640-1205 |
| Barsanti | 270-640-1213 |
| Lucas | 270-640-1208 |
| Marshall | 270-640-1214 |
| Mahaffey | 270-640-1215 |
| FCHS | 270-640-1219 |
| Community Office | 270-439-1927 |

dodea americas

SOUTHEAST DISTRICT

**DoDEA Mission:** Educate, Engage, and Empower Each Student to Succeed in a Dynamic World.

**DoDEA Vision:** To Be Among the World's Leaders in Education, Enriching the Lives of Military-Connected Students, and the Communities in Which They Live.

**AMERCAS SOUTHEAST DISTRICT SUPERINTENDENT'S OFFICE**
**900 Santa Fe Rd, Fort Benning, GA 31905**

**Phone: (706) 545-7276 Fax: (706) 545-8227**

# Dr. Christy L. Huddleston

DoDEA Americas Southeast District Superintendent

Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012 continues as the DoDEA Americas Southeast District Superintendent now that the Restructuring for Student Achievement (RSA) changes have been implemented.

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. 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. Greg Bull

DoDEA Americas Southeast District Chief of Staff

On May 3rd, 2019, Mr. Gregory Bull was named Chief of Staff for the DoDEA Americas Southeast District located at Fort Benning, Georgia.

Mr. Bull 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 Pierce Terrace School Teacher of the Year in 2007. Mr. Bull has had a vast administrative experiences to include being the assistant principal at Andre Lucas Elementary at Fort Campbell in Kentucky, acting principal at Wassom Middle School, assistant principal at Fort Campbell High School in Kentucky, principal at Kaiserslautern Middle School and Spangdahlem Middle School in Germany, and principal at SHAPE High School in Belgium.

In 2012, Mr. Bull led Kaiserslautern Middle School through a successful school accreditation. In July 2014, at Spangdahlem Middle School, he led the school in becoming a Green Ribbon Awardee in 2018. Additionally, Mr. Bull was a secondary school principal of the year nominee in the school year 2017.

Mr. Bull received a Bachelor of Arts degree from Coker College in Hartsville, South Carolina. 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.

Mr. Bull and his wife Searcy of 14 years have three children: Ana (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. Joshua Adams

Kentucky Community Superintendent

Mr. Joshua Adams oversees ten DoDEA schools located on Fort Knox and Fort Campbell, serving more than 5,100 students. His focus in this role is to provide leadership and support in teacher collaboration to advance student achievement, inspire and motivate teaching and district staff, and support the DoDEA mission.

Mr. Adams began his educational career in Oregon in 2000. During his tenure in Oregon, he served as a middle school assistant principal and elementary principal, as well as serving as the district human resources director. He began his DoDEA career in 2010 in Germany. Mr. Adams served as principal at Landstuhl Elementary/Middle School and Ramstein Middle School until 2016. In 2016, he was selected as a community superintendent for the Europe East District in Kaiserslautern, Germany. As a community superintendent, he served schools across Germany with a primary focus on school communities in Baumholder, Wiesbaden, and the Kaiserslautern Military Community.

Mr. Adams's education includes a bachelor's degree in Political Science from Portland State University in Portland, Oregon, a Juris Doctorate from the University of Oregon, in Eugene, Oregon, and two graduate certifications in Educational Administration from the University of Oregon.

Mr. Adams and his wife of 27 years have five children. All five of his children have attended DoDEA schools and the four oldest graduated from DoDEA schools.

# Mr. Hugh McKinnon

Barsanti Elementary School Principal

As a DoDEA school administrator for more than a decade, Mr. McKinnon has served as a school principal at every level of the organization to include high school, middle school, and elementary school. His passion for education and helping students inspired him to become an educational leader so that he would be able to help students throughout the schools in which he worked. Although he truly enjoys being a principal, he reflects positively on his time in the classroom where he taught almost every elementary grade as a regular classroom teacher and elementary ESL specialist.

During his career in DoDEA, Mr. McKinnon had the unique experience of assisting in the establishment of DDESS schools on the island of Guam in 1997. In addition to his time at Fort Campbell and Guam, Mr. McKinnon spent two years teaching in Iceland with DoDDS Europe. He believes that his experiences have given him a great perspective on life and the world and he draws on this regularly to find innovative ways to help every student be successful.

When Mr. McKinnon was asked how he felt about becoming the principal of Barsanti Elementary School, he said, “I could not be more pleased to be returning to the elementary school level where my career began. It just feels like home to me and I am looking forward to making it feel that way for the students and stakeholders too. Go Bulldogs!”

# Mr. Robert Battey

Barsanti Elementary School Assistant Principal

Mr. Robert Battey joined the Barsanti Elementary School faculty in October 2019. After his high school graduation, Mr. Battey began pursuing a career in education while working as a middle school custodian. Upon graduation, he taught grades second and fourth grade for several years in the Plainfield, Illinois School District. In 2012, Mr. Battey was appointed assistant principal in the same district. Eventually, he moved to Yorkville School District to become a principal.

Mr. Battey's is father is a veteran of the Army having served at Fort Bragg, N.C. during the Vietnam Conflict Era. His grandfather served in the Army during World War I. As his life has progressed, Mr. Battey has had the desire to serve his country as his family has before him. DoDEA is a natural fit as it allows Mr. Battey to continue to positively influence education while serving our military families.

Mr. Battey's education includes a Bachelor of Science Degree in Elementary Education from Illinois State University in 2005. He earned a Master's Degree in Education Administration in 2009 from Governor's State University.

# School Information

Barsanti Elementary School
7409 McAuliffe Loop
Fort Campbell, Kentucky 42223

Phone: 270-640-1213
Fax: 270-431-0519
https://www.dodea.edu/BarsantiES/

**Vision Statement**
Preparing Today's Learners for Tomorrow's World!

**Mission Statement**
Educate, Engage, and Empower Each Student to Succeed in a Dynamic World.

**School Improvement Goals**
Goal 1: All students will improve skills in number and operations and relationships as measured by local and standardized assessments.

Goal 2: All students will increase comprehension by improving reading strategy skills as measured by local and standardized assessments.

**School Mascot**
Bulldog

**Points of Pride**

- Staff with a Commitment to Project Based Learning
- Staff highly committed to the education of military connected children

# 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 Road
Fort Benning, GA 31905 Phone: 706-545-7276
Fax: 706-545-8227

**Kentucky Community Superintendent**
84 Texas Avenue
Fort Campbell, KY 42223
Phone: 270-439-1927

**Barsanti Elementary School Principal**
7409 McAuliffe Loop
Fort Campbell, Kentucky 42223
Phone: 270-640-1213
Fax: 270-431-0519

**Barsanti Elementary School Assistant Principal**
7409 McAuliffe Loop
Fort Campbell, Kentucky 42223
Phone: 270-640-1213
Fax: 270-431-0519

## Interstate Compact on Educational Opportunity for Military Children

**Policy Reference:** DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017

The Department of Defense (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 this interstate compact, which provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of 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 work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

## Access to School Facilities

**Policy Reference:** DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012

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

## Visitors and Volunteers

**For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school.** A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. Per our regulations, all visitors to the school are required to present a government issued photo identification card at the front office and sign-in to the school.

Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction. If you know in advance that you will be visiting your child's classroom, we encourage you to notify your child's teacher ahead of time so they are prepared for your visit. We do not allow students to bring friends or other non-registered students to school due to liability and space restrictions. In addition, parents may not bring younger siblings, other children, or babies with them when

they visit or volunteer in a classroom. This can be a serious distraction from the learning environment for all students.

**ALL** visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school.

## School Supplies

**Reference:** SY 2020-2021 School Supply List, School Handbook, Appendix A

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 SY 2020-2021 School Supply List also appears in Appendix A of this handbook.

## School Boards (DoDEA-Americas) and School Advisory Committees (DoDEA-Europe & DoDEA-Pacific)

**Policy Reference:** DoD Instruction 1342.15, "Educational Advisory Committees and Councils," December 7, 2012

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

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

## In-Service/Staff Development/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. Parents are always welcome and invited to attend these staff development/in-service training sessions. These dates are noted on the school calendar as soon as planned and throughout the year in our school newsletters. 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.

## Clubs/Extracurricular Activities

All after school clubs and activities (i.e. jump rope, 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.

## Recognition and Awards

DoDEA recognizes that rewarding outstanding student achievement and performance is an integral part of the education process and that providing incentives and awards enhances student self-esteem and promotes the goals and mission of DoDEA.

A school awards program may include recognition in a number of areas, e.g., achievement or performance in academics, athletics, school activities, attendance, citizenship, leadership, service, or any other activity deemed worthwhile by the school.

The provision of awards and incentives is the responsibility of the local school. The history, traditions, and current needs of each school should determine the number and nature of the awards given to students. Schools should establish, in writing, the criteria and process for selecting recipients for each award given. The award program should be reviewed at least every two (2) years by the principal in conjunction with parents/sponsors, teachers, and students. The final authority in determining the number, type, and recipients of school awards is the principal.

Grade Level Teams determine recognition and awards to be represented throughout the school year. Each team's list of awards is reviewed by the school principal.

## 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.

## 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. Students may check the lost and found area in the office for lunch boxes, articles of clothing, and other items.

# Assessments

## System-wide Assessment Program

**Policy Reference:** DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate Do DEA alternate assessment, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

1. 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.

# Attendance

## Student Attendance

**Policy Reference:** DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, amended, August 12, 2013

In accordance with the policy stated in DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, amended, August 12, 2013, school attendance is mandatory. All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction and that they successfully meet academic standards and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, student, classroom teacher, school personnel and, in some cases, the Command. Students with excessive school absences (or tardiness) shall be monitored by the Student Support Team to assist in the completion of all required work and successful mastery of course objectives.

DoDEA's attendance policy provides specific guidance on attendance and identifies support services for students at-risk for not fulfilling the grade or course requirements.

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

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

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

*A maximum of 10 academic days per school year will be excused utilizing a parent/guardian note. Any parent/guardian notes submitted to excuse absences beyond 10 academic days in a school year will be considered unexcused absences.

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

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

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

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

## Appointments or Illness

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

## Procedure for Absence Notification

When possible, parents are asked to call the front office when they know their child will be absent. The sponsor must provide the front office with a written explanation of each absence when the child returns to school. The sponsor's note, by itself, does not constitute an excused absence.
Parents will be informed of unexcused absences. Students will be required to make up all missed school assignments. Parents are strongly encouraged to work closely with their child's teachers to ensure all class assignments are completed in a timely manner.

## Unexcused Absences

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.

## Tardy Policy

Students arriving at school after the instructional day begins are considered tardy. Students arriving to school late are signed in through the front office. Parents should come in to the office to sign in their child; or a signed note is requested from parents. The time and reason for being absent from school is noted for accountability. A signed appointment slip from the dentist or doctor may be used in lieu of a note from parents. A student will be issued a late slip before going to his/her classroom.

Students who are tardy due to government transportation are excused and will not need to obtain a late slip from the office. A tardy not properly reported by the parent or guardian is unexcused unless circumstances warrant otherwise. The classroom teacher will report students who are frequently tardy to the administration. Parents may be contacted if it is noted that a student has numerous unexcused tardies.

Students with more than 5 unexcused tardies and/or early dismissals and students with more than 7 unexcused absences will be referred to the Student Support Team (SST) and then to the Command if the problem is not resolved.

## Early Pick-Up of Students Policy

During the school day, students will be released only to a parent or to the person named as the emergency contact on the registration form. The only exceptions will be: (1) a signed note is received from the sponsor designating another adult to pick up the student or (2) a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached. Students being dismissed early from school are signed out through the front office. The time and reason for being absent from school is noted for accountability.

All telephone calls for changes in going home must be received prior to 2:45 p.m. on regular school days and by 1:45 on the early release day in order to contact the teacher. Please do not pick-up your child early (at the end of the day) unless you have a medical appointment or emergency.

**How Parents Can Help:**

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks or other scheduled school breaks.
- When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).

Make it a habit to contact their child's teachers/principals to arrange to pick up missed school work, either in advance if the absence is known, or the same day their child is absent.

# Campus Safety and Emergency Procedures

School security is a national concern. Throughout the United States, youth crime and violence threaten to undermine the safety of our students' learning environment. Since the Department of Defense Education Activity Americas (DoDEA Americas) represents a cross-section of Americana, all partners in our community education process must understand and support the principles underlying a safe and secure learning environment as applied to creating a safe school. The underlying principles all relate to student rights to a safe and secure learning environment free from the threat or fear of physical violence; free from drugs, alcohol, weapons and other prohibited items; free from hazing, bullying or intimidation; and free from gang or criminal activity.

The Department of Defense Education Activity (DoDEA) follows guidance for the Department of Defense and also issues instructions and policies concerning our schools. DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures", April 4, 2008, amended, March 23, 2012, outlines student conduct expectations and disciplinary consequences that may be invoked when the conduct of a student poses an immediate threat to his/her safety or the safety of others in the school. These student conduct expectations apply to student conduct that is related to a school activity while on school property; while en route between school and home, to include school buses; during lunch period; during or while going to or coming from all school- sponsored events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities.

Violence, threats of violence, prohibited items, gang or criminal behavior, and bullying or intimidation will not be tolerated. Perpetrating a bomb threat or complicity in the act is grounds for expulsion.

Additionally, local military regulations and laws may authorize criminal prosecution for such actions. Therefore, it is incumbent upon all community education partners - students, parents, military leaders, administrators, faculty, and staff - to understand the serious nature of actions violating the principle student freedoms and the scope of authority over infractions as outlined in The DoDEA Disciplinary Rules and Procedures. The administration at each school is responsible for the management of student behavior.

## Animals and 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 is 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.

## 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:

1. The school administrator will be notified immediately.
2. A school administrator will notify the Military 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 Regulation 4700.1, Enclosure 3.

## Crisis Management Toolkit

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

## Emergency Evacuation

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

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. We do realize that parents with multiple children in our schools will receive multiple notifications. We apologize for this. However, this system will not allow for modifications.

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. We will reference prior parent communication which conveys what release procedure should be used for your child during early release situations. Please have these discussions with your child.

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 it is deemed unsafe for a child to walk/ride their bike home during this time, the student will remain at school and all efforts will be made to contact parents. 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 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 Police/Fire Department and parents will be notified immediately. Pulling of the switches will not be tolerated and disciplinary action will be taken.

## 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.

## Severe Weather

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 regularly broadcast on local TV channels and/or local radio stations.

## Playground Safety

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.

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!

# Communication

## Telephone Messages

### Teachers

To avoid disrupting instructional time, only emergency messages from parents will be delivered to teachers in classrooms. All other messages from parents 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 your message, please call by 10:00 am 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 student’s teacher via email. The school office cannot

guarantee delivery of phone messages to students received after 1:00 pm. Please provide your child with transportation/pick-up instructions prior to start of school.

## School Newsletter

School newsletters are published throughout the school year. The school office will email the newsletter to all parents whose correct email address is on file in the school office. The school newsletter is emailed in a PDF format. Your computer will need to have the Adobe Acrobat Reader installed in order to view the newsletter. You can obtain this program (if you do not already have it installed on your system) on the Internet for free. If you are unable to or have difficulty opening the newsletter, the office will print a copy for you. The purpose of our school newsletter is to inform our parents, teachers and general military support of upcoming events and activities taking place in our educational system. Please keep an accurate email address on file in the school office.

# Curriculum and Student Resources

## Curriculum

### 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.

**Art Program**

The DoDEA Art Program has four primary goals:

- **Create Works of Art** - Refers to the creating of art work, art vocabulary, skills development and learning about the elements and principles of design.
- **Demonstrate Aesthetic Perception -** Focus upon acute awareness, well- developed observation, appreciation and taste, sense of beauty, intuitiveness, insight and comprehension.
- **Develop Knowledge of Art Heritage -** Delineates the expected outcomes of learning about cultures, individual artists, art masterpieces and art careers.
- **Utilize Critical Judgment of the Visual Art -** Refers to the recognition of difference, evaluation, and analysis, comparison, appraisal, discrimination and wisdom in artistic choices.

These goals, through which the learning outcomes of the art program are determined, are aligned with the DoDEA K-12 Visual Arts Standards and the National Standards for Visual Arts Education.

**Music Program**

The DoDEA Music Education Program has four major goals:

- **Participate in Various Forms of Musical Expression -** The experiences of singing, playing, listening, moving to, and creating music lead to an understanding of musical concepts.
- **Demonstrate an Understanding of Musical Concepts -** To translate or articulate the unique language of music, one should be able to use the vocabulary and notation of music.
- **Display an Awareness of the Interrelationship between Music and Society -** Music is a vital part of any society's heritage. Hearing and performing a variety of diverse music helps one to understand the role music has played and continues to play in the lives of all people.
- **Display an Understanding and Appreciation of Music as an Art Form -** Music evokes intellectual, aesthetic, emotional, and physical responses. One learns to be sensitive to the power and beauty of music alone and in its interaction with other art forms.

These goals, through which the learning outcomes of the music program are determined, are aligned with the DoDEA K-12 Music Education Standards and the National Standards for Music Education.

**Physical Education Program**

The DoDEA Physical Education Program ensures all K through 5 students are provided the opportunity to participate in a structured physical education program. The DoDEA Physical Education Program for kindergarten through fifth grade has three (3) major goals:

- **Personal and Social Development Skills -** Students apply responsible personal and social development skills in the Physical Education setting. They learn to perform activities safely, follow the rules of the class and game, as well as display behaviors that are age appropriate and supportive.
- **Motor Skills and Movement Patterns -** Competency in motor skills and movement patterns is needed to perform a variety of physical activities. The ability to apply movement skills in sequence from simple to more complex will help build a foundation for the other skills to be learned and will assist the student to be successful in future physical activities.

- **Physical Activity and Fitness -** A physically active lifestyle is essential to maintaining a health-enhancing level of physical fitness. Students participate regularly in activities that develop cardio-respiratory endurance, muscular strength and endurance, and aerobic capacity. These activities enhance and support the acquisition of lifetime skills.

**We ask students that the following guidelines be followed:**

- Wear proper physical education attire, shoes included.
- Have a pair of athletic shoes to be used only for PE.
- 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 one of the PE teachers, who will decide if the child should go directly to the School Nurse. The PE teacher will inform the class room teacher.

**Advanced Academic Programs and Services (AAPS)**

The Department of Defense Education Activity (DoDEA) has changed the name of the Elementary Gifted Education Program. The goal of the Advanced Academic Program and Services focus on three key shifts, which encompass the direction of best practices in the field of gifted education:

- Shared, collaborative responsibility for advanced learning.
- An inclusive Levels of Services (LoS) approach with a continuum of direct and indirect services.
- Emphasis on developing potential, identifying and meeting students' advanced learning and affective needs, and matching them to services, beginning in kindergarten.

Students should have their needs met by ALL teachers, not just the gifted resource teachers. Therefore, all teachers should have awareness of traits and behaviors of advanced learners and collaborate with the gifted resource teacher to differentiate for the students in their classrooms. Since our students have their own unique strengths and abilities all day, every day, we need to provide advanced academic challenges via direct and indirect services. Students' needs can then be met by their classroom teachers when the gifted resource teacher is not working directly with the students. In this manner, we are working toward a more inclusive approach whereas all students can be challenged at different levels of service, with greater frequency and intensity of services for students who need increased rigor.

Lastly, research indicates that meeting the needs of students and challenging them appropriately is more important than the "gifted" label. We are moving away from the terms "eligible/ineligible" and focusing on meeting the needs of young students, students of other cultures, students who may also have a disability, and students who speak a different language. We are providing a LoS continuum model in order to challenge all students based on their current needs, which may change throughout their school career.

The LoS Model allows gifted resource teachers to work with ALL students at all levels. Therefore, as a new total school program, the new gifted education program title will be changed to Advanced Academic Programs

and Services, and the gifted resource teachers' title will be changed to **Advanced Academic Programs and Services - Resource Teacher**.

**Read 180**

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades 3-8.

**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 week. If you find your child in this situation, contact the schools' principal or the guidance 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.

## Student Resources

### 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.

### Loan and Care of Books and Materials

Textbooks, workbooks, and/or educational supplies 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. The 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.

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.

# Discipline, Behavior Management, and Student Conduct

## Discipline

**Policy Reference:** DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2008, amended, March 23, 2012

**Policy Reference:** DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012

**Policy Reference:** Memorandum, "Americas Southeast District Suggested Matrix of Consequences for grades Pre-K through Grade 5," School Handbook, Appendix B

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 of DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012. Student behavioral management 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, 2008, amended, March 23, 2012, 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 following a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence, or the possession, use, or sale of drugs). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

## Prohibited Items

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

- toys; e.g., Pokemon, Digimon, Yugi-OH, electronic pets related toys, other cards and games
- beepers, cell phones, or other portable communication devices
- cassette recorders, radios, 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, E-cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff
- firecrackers
- weapons and/or ammo (real or pretend)
- laser light pointers

## 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.

## Weapons at School - DoDEA Policy

**DoDEA HAS ZERO TOLERANCE FOR WEAPONS INFRACTIONS**

***Inherently Dangerous items: Deadly Weapons**
Weapons in this category include firearms, knives (over 2" blade), explosives, realistic replica guns, nun-chucks, 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 by 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.

## Behavior Management

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

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

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

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

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.

DoDEA Americas Southeast District Elementary schools operate with four basic rules:

- Be in the right place at the right time
- Treat people, school property and the environment with respect
- Fulfill the responsibilities of a student
- Behave in a manner that reflects favorably upon your family, school, and country

Each teacher has and 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 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," April 4, 2008, amended, March 23, 2012

**Policy Reference:** DoDEA Regulation 2051.02, "Student Rights and Responsibilities," April 17, 2012

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 employees, volunteers, and 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 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", April 4, 2008, amended, March 23, 2012.

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.

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

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.

**Sexual Harassment**

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: https://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.

## School Bus Behavior

**Policy Reference:** DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2008, amended, March 23, 2012

**Policy Reference:** School Bus Discipline Matrix, School Handbook, Appendix C

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, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2008, amended, March 23, 2012.

## Searches

The school has the authority to conduct random and periodic searches of school property and seize contraband items belong to students, and to search student possessions and person when there is reasonable suspicion that the student has engaged in misconduct or is in possession of items prohibited as listed above.

## Video Surveillance

Video surveillance equipment is present at the school and may be present on the school buses. Students may be disciplined based on evidence gathered through surveillance equipment.

## Technology

### Computer Access/Internet Policy/Electronic Devices

**Policy Reference:** DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010

Each student, together with the student's parent or guardian (if applicable), shall acknowledge and sign DoDEA Form 6600.1-F2, "DoDEA Computer and Internet Access Agreement for Students," before he or she is assigned a user account. In accordance with Enclosure 4 of DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

- Students shall use DoDEA 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 will not use DoDEA's IT resources to:
    - Deliberately disrupt network use by others. Therefore, students will not send "chain letters" or "broadcast" messages to individuals or to lists of individuals.
    - Gain, or attempt to gain, unauthorized access to other computer systems.
    - Attempt to harm or destroy data of another user, the internet, or any other network. This includes creating or knowingly transmitting a computer virus or worm, or attempting unauthorized access to files, computers, or networks (i.e., "hacking").
    - Attempt to disable any IT security or auditing system.
    - Pursue private commercial business activities, including those conducted on Internet sites (online buying and selling sites).
    - Create, access, download, view, store, copy, send, or knowingly receive material that is illegal or offensive to others, such as hate speech or any material that ridicules others based on race, creed, religion, color, sex disability, national origin, or sexual orientation.
    - Create, access, download, view, store, copy, send, or knowingly receive material that is obscene, pornographic, or sexually suggestive.
    - Participate in illegal or prohibited activities, such as those related to gambling, illegal weapons, or terrorist activities.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

The signed agreement is to be retained in the administrative office at the 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.

**Role of Social Media**
Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

# Enrollment

## Student Registration Process

**Policy Reference:** DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with 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 information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on post residence

Contact the registrar for more information on enrollment or to update your child's information.

## Student Immunization Requirements

**Policy Reference:** DoDEA Regulation 2942.01, "School Health Services," September 2, 2016

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

Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, "School Health Services," September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. Acceptable forms of official proof of immunization status may include, but are not limited to:

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

It is the responsibility of the sponsor/parent/guardian to provide their child's most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be

administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have IO calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

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

## 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," October 7, 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

DoDEA health forms can be found at:
https://www.dodea.edu/StudentServices/Health/healthForms

## Student Grade-Level Placement

**Policy Reference:** DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010

**Policy Reference:** DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017

Kindergarten and Grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, 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. Placement in grades 2-8 is predicated upon completion of the preceding year. Students entering a DoDEA 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 1-8.

In accordance with DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student's grade level (i.e. in kindergarten through grade 12) in the sending state's LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state's LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student's age.

All DoDEA students, including students with disabilities, English language learners (ELLs), and students with accommodation plans, should be afforded the opportunity to participate in the standard DoDEA secondary curriculum, as appropriate, based upon their individual circumstances.

## Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the DoDEA Student Records Center located at https://www.dodea.edu/StudentServices/transcripts for further instruction based on your situation or discuss with the counseling department at your child's school.

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

**Policy Reference:** DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007

An English Language Learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007, DoDEA's ESOL Program is an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student's age, grade level, academic needs, and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

## Accelerated Withdrawal

**Policy Reference:** DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, amended, August 12, 2013

**Policy Reference:** DoDEA Administrative Instruction 2000.01, "High School Graduation Requirements," September 5, 2014

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 2, Section 11, of DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, amended, August 12, 2013. Accelerated withdrawal will only be considered if the parent/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. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

## Home-School Students

**Policy Reference:** DoDEA Administrative Instruction 1375.01, "Home-School Students," April 10, 2018, amended, October 15, 2018

DoDEA recognizes that home schooling is a sponsor's right and may be a legitimate alternative form of education for the sponsor's dependent(s). Home-school students who are eligible to enroll in DoDEA-Americas schools are eligible to utilize DoDEA auxiliary services without being required to either enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students using or receiving auxiliary services must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA School who use or receive the same auxiliary services.

# Parent 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).
- Join the faculty on the first Wednesday of the month for our School Improvement Leadership Team meetings.
- 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 Questions and 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, 270-439-1927

These procedures follow the correct chain-of-command/line of authority from teacher to principal to 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.

## 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.

## Parent-Teacher Conferences

All DoDEA schools 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 also 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.

Conferences to discuss concerns, questions, and student progress may be scheduled at any time during the school year. Parents are encouraged to contact their child's teacher as soon as questions arise. Requests for conferences may also be left at the school office for delivery to the teacher. DoDEA encourages all communication to take place through official school email accounts.

# Parent-Teacher Organization (PTO)

The Parent-Teacher Organization (PTO), an organization of parents and teachers, works for a better school environment by providing both financial and volunteer support for our school programs. The PTO 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 Organization consists of the following positions: President, Vice President, Secretary, and Treasurer. In addition, there are several committee coordinator positions that vary by the school PTO 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 PTO.

## PTO Objectives

The PTO 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. Contact the school for membership information.

## School Pictures

The PTO 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.

# Report Card and Grading Information

## Grading and Grading System

**Policy Reference:** DoDEA Regulation 1377.01, "Student Progress Reports," September 4, 2018

At the beginning of each course or grade level, every DoDEA teacher shall make available information regarding grading policy and course requirements to parents and students. This information will be provided

to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

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

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

To create an account and access the EGB System, please visit the DoDEA EGB system website at https://dodea.gradespeed.net/gs/ for instructions.

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

| Grade | Percentage | Description |
|---|---|---|
| A-, A, A+ | 90-100% | Excellent: Outstanding level of performance |
| B-, B, B+ | 80-89% | Good: High level of performance |
| C-, C, C+ | 70-79% | Average: Acceptable level of performance |
| D-, D, D+ | 60- 69% | Poor: Minimal level of performance |
| F | 59% and below | 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. |

## Progress Reports/Report Cards

**Policy Reference:** DoDEA Regulation 1377.01, "Student Progress Reports," September 4, 2018

In accordance with the policies and procedures in DoDEA Regulation 1377.01, "Student Progress Reports," September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least twenty (20) instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence.

# Reporting Abuse, Neglect, Suicide Risk, and Threats

## Child Abuse and Neglect

**Policy Reference:** DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018

In accordance with the policy in DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018, all DoDEA personnel will participate in the identification and reporting of incidents of child abuse and neglect. School personnel shall report all suspected or alleged child abuse to the local FAP office, child welfare service agency (if available), and their immediate supervisor within 24 hours. All employees shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

## Family Advocacy Program

**Policy Reference:** DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 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 DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018, 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.

## Suicide Risk and Threats Towards Others

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

## Suicide Risk

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

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

## 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.

# Rights and Responsibilities of All

## Parental Responsibilities

- See that your child is punctual and regularly attends school.
- Develop, maintain, and model for your child a respect for lawful procedures and the rights of others.
- Maintain continuous communication with the school and your child's teachers.
- Monitor your child's academic progress.
- Maintain open communication with your child about proper school attitudes and behavior.

- Investigate concerns your child brings home for better understanding and proper resolution of these concerns.
- Respect the ideas and feelings of school personnel and students.
- Promote and encourage appropriate grooming and attire.
- Provide your child with a lunch daily.

## School Responsibilities

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

## Student Rights and Responsibilities

- Students have a right to receive a quality education. Students have a responsibility to listen to instructions, to work in a cooperative manner, and to follow classroom guidelines set by the teachers.
- Students have the right to be informed of the educational progress and deficiencies, to receive regular teacher evaluation, and to have assignments and tests evaluated and returned.
- Students share with the school staff the responsibility of developing a climate within the school that is conducive to productive learning.
- Students have a right to hear and be heard. Students have a responsibility to be attentive, by not interrupting or disrupting the class and respect the rights of others to learn.
- Students have a right to be treated with courtesy and respect. Students have a responsibility to respect others by not teasing or annoying other people, by showing respect and courtesy toward others.
- Students have a right to be safe. Students have a responsibility not to threaten or harm anyone else in school.
- Students have a right to privacy, personal property, and personal space.
- Students and parents must be responsible for class attendance.
- Students are responsible for maintaining property, properly caring for textbooks and other equipment issued by the school, obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.
- Students have a responsibility to respect the privacy of others, their personal property, and personal space.
- Students have a right to be proud of their ancestry, cultural background, religious beliefs, and gender.
- Students have a responsibility to be understanding and respectful of the ancestry, cultural background, religious beliefs, and gender identity of others.
- All students have the right to fair and equal opportunities in all activities.

# School Dress Code

## School Dress Code Policy

**Policy Reference:** DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012

The purpose of the dress code is to ensure the safety of students, minimize disruptions and distractions that can be caused by inappropriate attire, and promote a united and orderly learning environment; while ensuring that students are permitted their right to freedom of speech.

Clothing, jewelry, and accessories that promote illegal activity, or that are decorated with lewd, vulgar or obscene illustrations or language are not allowed. Clothing suggestive of: illegal drugs, drug paraphernalia, tobacco products, alcohol, sex, violence, hate speech, gang symbols, gang affiliation, obscenities, or lewd, vulgar or obscene language are specifically prohibited. The School Principal may exercise broad discretion in determining what is considered to be offensive. The School Principal also reserves the right to deem what is appropriate and/or offensive at after school functions.

Students are encouraged to take pride in their dress and conduct. All students are expected to dress neatly. Clothing should be appropriate, comfortable and not embarrassing or distracting to others. Students must observe and maintain healthy personal hygiene. Grooming is discouraged during class time. Students shall be required to dress appropriately in accordance with the following requirements to maintain social standards appropriate to a proper learning atmosphere.

The following are minimal expectations for dress:

### Accessories

- Hats, scarves (worn as head coverings), bandanas, caps, rakes, picks, combs, or sunglasses may not be worn inside the school unless for religious or medical purposes previously coordinated with the School Principal.
- Dangerous jewelry such as dog collars, fish hooks, wallet chains, belt chains, spike jewelry or chains larger than 1/4 inch diameter are not allowed.

### Pants

Pants must conform to the following:

- Leggings and spandex may only be worn under shorts, skirts, skorts, or dresses, long tunics, long shirts, and not alone. Tunics and long shirts should be mid-thigh length if worn with leggings.
- Pajamas, sweat pants, athletic shorts and pants, flannel pants and lounging pants are not allowed.
- Sagging pants or visible underwear are not allowed.
- Pants that drop below the waist are not permitted.
- Jeans/pants will not have rips, tears, holes, or frayed areas.

**Shorts/Skirts/Skorts/Dresses**

- Must clearly be mid-thigh length.
- Be composed of nontransparent material at least to length of student's mid-thigh.

**Shirts/Blouses/Tops**

All shirts must meet the following criteria:

- All blouses and dresses must cover the tops of the shoulder; undergarments should not be visible.
- Sleeveless tops are authorized as long as the top of the shoulder is covered.
- Muscle shirts, tank tops, sheer or see-through tops, off-the-shoulder tops, spaghetti straps and shirts with cut out sleeves are not permitted.
- Low cut shirts revealing cleavage are not permitted.
- The back, tops of shoulders, and mid-section of the body are to be covered at all times.
- Shirt hems should be no shorter than hip/pockets.

**Footwear**

- Footwear must be worn at all times. Shoes may be sandals or backless shoes, dress or athletic.
- House shoes and flip-flops are not permitted.
- Any other footwear deemed unsafe will not be allowed during the school day; such as shoes with wheels or cleats.

**Jackets and Bags**

- Light jackets (jean jackets, letterman jackets, and school sport/club jackets), pullovers, and sweatshirts with and without hoods may be worn. Hoods must be down at all times. Heavy winter coats/outerwear must remain in the students' cubbie or designated area throughout the day.
- Coats, book bags, backpacks, gym bags, athletic bags, purses, etc. are to be stored in the students' cubbie or designated area during school hours.

## School Dress Code Enforcement

The school administration shall have the right to evaluate any clothing, hair style, or piercings to determine its acceptability within the guidelines of the dress code. Administrators shall also have the right to make an interpretation on the decency and appropriateness of any garment. The administration recognizes the inconvenience involved for parents to bring corrective clothing to school during the day; however this may be required if the student is unable to or chooses not to correct the infraction with alternate clothing.

- It is the responsibility of the **student** to be knowledgeable of and comply with the dress code.
- It is the responsibility of the **parent** to ensure that the dress code is observed.
- It is the duty of the **teacher** to ensure that the dress code is enforced fairly and consistently.
- It is the final decision of the **administration** to deem what meets or does not meet dress code.

# School 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 business days for processing of all volunteer request forms.

# Special Education

## Special Programs for Children with Disabilities

**Policy Reference:** Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015

**Policy Reference:** Department of Defense Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education

Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015.

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact the school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

## Disability Accommodations and Nondiscrimination

**Policy Reference:** DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, amended, April 23, 2012

**Policy Reference:** DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019

Apart from special education, 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 DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, amended, April 23, 2012, students with disabilities shall be provided a free and appropriate education and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact the school for specific details.

# Student Arrival and Dismissal Information

## Student Arrival and Dismissal

**Arrival:** There are only four approved ways for students to arrive to school and these are walking, riding the bus, SAS transportation, and car-rider drop-off. Parking in the school parking lot and walking students to class is not an approved means of routine arrival and is to be avoided between 8:00 and 8:30 AM.

**Dismissal:** There are only four approved ways for students to depart from school and these are walking, riding the bus, SAS transportation, or car-rider pick-up. Parking in the school parking lot and walking into get students is not an approved dismissal process. The school parking lot will be closed for parking or departure from 3:00 - 3:30 PM each school day. Only the car-rider lanes will be open during this 30 minute timeframe.

All students who are picked up by car must have a car-rider number assigned by the front office and must use the car-rider pick-up lanes. Car-rider numbers can be obtained in the front office anytime between 7:30 AM and 3:30 PM on school days. Except in the rare case of an extreme emergency, students will not be dismissed from the office to parents for pick up after 2:30 PM (1:30 PM on Tuesdays). Any such dismissal will have to be approved in advance by an administrator.

Before or after school care should be arranged by the parent with child care providers or a day care center.

**School Hours:**

| | | | | | |
|---|---|---|---|---|---|
| M, W, Th, F | Pre-K (AM) | 8:30 am - 11:00 am | Tuesday | Pre-K (AM) | 8:30 am - 11:00 am |
| | Pre-K (PM) | 12:15 pm - 3:15 pm | | Pre-K (PM) | 12:15 pm - 2:00 pm |
| | K- 5th | 8:30 am - 3:15 pm | | K - 5th | 8:30 am - 2:00 pm |

Students may enter the building at 8:10 am or 8:00 am for breakfast.

For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day.
Students arriving before the designated time may be sent home. 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.

**Bus:** Typically students that live 1.5 miles from the school are offered bus transportation. They should ride their assigned bus or be transported by a parent/guardian.

**Walkers:** Due to the heavy traffic on Screaming Eagle Blvd., we will not allow students to cross this busy road without an adult chaperone.

# Student Meals

We serve nutritious USDA compliant breakfast and lunch meals in our school cafeteria.

## Breakfast and Lunch Prices

**Breakfast:**
Free Breakfast: NO CHARGE
Reduced Breakfast: $0.30
Full Price Breakfast: $1.85
Adult Breakfast: $2.50

**Lunch:**
Free Lunch: NO CHARGE
Reduced Lunch: $0.40
Full Price Lunch: $2.55
Adult Lunch: $3.50
Special Holiday Meal: $5.00

## Menus

Menus are distributed to students once a month and are published on the school website at https://www.dodea.edu/MarshallES/meals.

## Free or Reduced Meals Program

Families are encouraged to complete an application for free or reduced priced meals. A new application is required for each school year. Only one application is required per family.

Apply for Free and Reduced Meals online at https://www.lunchapplication.com/.

## Food and Nutrition Services Meal Account

For each student, the Food and Nutrition Services Office creates a meal account. Parents have the responsibility to ensure adequate funds are available in the meal accounts at all times to avoid negative balances. Cash meal account payments are taken daily in the cafeteria between the hours of 8:45 am - 10:45 am. Checks are no longer accepted as payment for meal accounts. In the event your child brings the cash payment to school, please place it in an envelope with your child's first and last name and teacher's name on the envelope. Credit/Debit card payments to meal accounts can be made by registering for an account at the K12 Payment Center website at https://www.k12paymentcenter.com/. The K12 Payment Center also provides access to a 45-day history of what students are purchasing for breakfast and lunch. For more information, parents may also contact the FCS Food Service office at 270-640-1233. No student will be deprived of a meal at school regardless of lunch account balance, however, we encourage families to keep lunch account balances current.

## Delinquent Meal Accounts

Reminder notices are run every Tuesday and given to the teachers for distribution to the students. When an account reaches seven charged meals, a courtesy letter is mailed to the sponsor for prompt action. The letter will contain a date by which the account must be brought into a positive balance. If the request for payment goes unheeded a Wage Garnishment by DD Form 139 will automatically be processed through the Military Pay Center. At that time an additional $25.00 processing fee is added to what is owed on the account.

***Note: No student will be deprived of a meal at school regardless of lunch account balance. However, we encourage families to keep lunch account balances current.***

## Food Allergies

Students who have documented food allergies must provide a doctor's statement indicating the nature of the food allergy and what substitutions are to be provided.

## Sack Lunches for Field Trips

Please, be advised that sack lunches are available from the cafeteria for field trips. Student meal accounts may be used for payment. Any unused portion of a meal account will be refunded upon transfer at any time during the school year.

## Outstanding Cafeteria 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.

## Lunch from Home

Please insure 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 reservations with the cafeteria cashier.

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.

## Nutrition Break

Many teachers schedule a nutrition break during the day. Parents may send fruit, cheese/crackers, 100% juice, and other nutritious snacks with their children for this break. Donuts, candy, chips, soda, etc., are not considered to be nutritious and therefore, is not allowed as a snack or at lunch.

# Student Records and Placement

## 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.

## 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

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

## Court Orders

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 duty that takes the Sponsor away from the Fort Campbell area 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.

## 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.

# Student Rights and Responsibilities

## 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.

## Student Responsibilities

**Policy Reference:** DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012

Students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

## Scholastic Integrity

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

## Freedom of Religious Expression

**Policy Reference:** DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012

According to Enclosure 3 of DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012, students may 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.

## Interscholastic Athletics

**Policy Reference:** DoDEA Administrative Instruction 1443.01, Volume 1. "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

## 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.

## Bullying 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.

# System Programs and Services

## School Counseling Services

**Policy Reference:** DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009
**Policy Reference:** DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006

DoDEA school counselors provide comprehensive counseling programs to all students in grades K- 12 in accordance with DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009, 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 lifelong 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 are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development - skills students need to be competent and confident learners.

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

## School Psychology Services

**Policy Reference:** DoDEA Regulation 2946.03, "School Psychological Services," May 21, 2010

**Policy Reference:** DoDEA Manual 2946.4, "School Psychological Services," June 1, 2004

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.03, "School Psychological Services," May 21, 2010. 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 the school psychologist for additional information regarding the DoDEA School Psychology Program.

## School Health Services

**Policy Reference:** DoDEA Regulation 2942.01, "School Health Services," September 2, 2016

**Policy Reference:** DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003

**EMERGENCY CONTACTS AND PHONE NUMBERS MUST BE UP TO DATE IN CASE YOUR CHILD BECOMES ILL DURING THE SCHOOL DAY.**

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse's responsibilities include:

- Support student learning by addressing the students' physical, mental, emotional, social health and development.
- Deliver comprehensive health services, provide health consultation and/or care, identify and intervene with actual and potential health problems based on the nursing process.
- Coordinate with local military medical treatment facility on immunization compliance and records.
- Provide leadership in promoting health and safety to students and staff in individual and group settings using clinical judgment to direct care and improve outcomes.
- Develop Individualized Healthcare Plans and Emergency Action Plans as needed.
- Provide liaison services between the school, home, community agencies and health personnel.
- Advocate for student health needs with school educational teams that develop Individualized Educational Programs (IEP) and Section 504 Accommodation Plans.
- Respond to professional responsibilities:

- Maintain DoDEA recertification requirements.
- Maintain current registered nurse state licensure and cardiopulmonary resuscitation certification.
- Participate in professional growth activities incorporate new learning into practice through current professional literature review, and research activities to implement evidence based practice to achieve the highest quality school nursing services.

**Student Illness**

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child's benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

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.

*** The school nurse is not in a position to diagnosis your child's health concerns, to prescribe medication, or to offer a prognosis. Please allow your family's primary care physician to make all decisions regarding the health of your child.***

**Parent Notification**

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

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

**Allergies and Chronic-Acute Conditions**

**Policy Reference:** DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003

**Policy Reference:** DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, amended, April 23, 2012

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 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. 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. 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 to food, drug, insects, etc., that your child may have;
- Providing the school nurse with medication/doctor's orders/emergency care plan/parent permission form;
- Teaching children at home about their food allergies and the importance of not sharing any food with others in school or elsewhere; and
- Notifying the classroom teacher about your child's allergens and checking with the classroom teacher prior to bringing in any food for classroom celebrations.

**Medication at School**

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 Consent Form. 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. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency 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 must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency 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 8, 2003

School personnel will administer first aid as efficiently as possible to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or nonmilitary facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

**It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.**

Contact the school nurse for additional information regarding the DoDEA School Health Services Program.

## 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 conductive 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.

# Transportation

## Student Bus Transportation Services

**Policy Reference:** DoDEA Administrative Instruction 4500.02, "Student Transportation Services," August 13, 2018

**Policy Reference:** School Bus Discipline Matrix, School Handbook, Appendix C

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.

Student transportation is the responsibility of the Student Transportation Office with support from the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools. 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 the Military Police may be notified.

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.

Parents, sponsor, guardians and students are reminded that bus transportation to and from school is a privilege, which can be revoked administratively when students violate the expected standards of conduct and discipline while riding the bus.

Students should follow the same basic guidelines as listed under “Behavior Standards for School Bus Students” below:

On and Around School Buses Students Will:

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

On or Around School Buses Students Will Not:

- Fight, push, shove, or trip other passengers
- Use or possess unacceptable items identified in the school "Code of Conduct."
- Push while boarding, on, or exiting the bus.
- Get on or off the bus while the bus is in motion.
- Make excessive noise, or play electronic equipment without earplugs.
- Put objects out of bus windows or hang out of windows.
- Engage in horseplay.
- Obstruct aisles, steps, or seats.
- Engage in public displays of affection.
- Eat, drink, or litter on the bus
- Use profane or abusive language or make obscene gestures.
- Spit or bite.
- Harass, bully, or interfere with other students.
- Disrespect, distract or interfere with bus driver.
- Damage private property.
- Sit in the bus driver's seat, or touch bus operating devises or equipment.
- Open or try to open bus door.
- Throw or shoot objects inside or out of bus.
- Tamper with bus controls or emergency equipment.
- Violate any other school rule, law or military installation regulation

When a student violates these rules which have been provided for student safety and well-being, school administrator, or transportation officials can suspend student’s bus privileges (see Appendix C). It then becomes the sponsor’s responsibility to provide transportation to and from school for the student during the period of suspension. All questions concerning student transportation should be addressed to the transportation office.

## Bicycles

Some students who live close to the school arrive and depart the school on bicycles. These students should wear helmets (due to post regulations) and safety equipment as needed. Take precautions, obey traffic rules and use extra care crossing streets when riding bikes to and from school. Students are to walk their bicycles on the sidewalk and not on the grass.

### 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.

## 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.

## Skate Shoes

Skate shoes are strictly prohibited anywhere on campus. While these shoes, with retractable wheels ("wheelies"), may be a lot of fun, they present a serious safety concern at school. Students should not wear these types of shoes to school at any time, for any reason. Failure to follow this policy will result in a phone call to the parents requesting another pair of shoes, and/or the wheels being removed and kept in the main office for pickup.

# Volunteers

**Policy Reference:** DoDEA Operational Guidance for Volunteers, October 2018

Volunteers are always needed and are a part of the total school program. They assist in the classrooms, office, special subject and resource rooms, and educational support areas. If a parent is volunteering in a classroom, we ask that you please make alternative arrangements for siblings. They are not allowed in the room during the instructional day. We encourage active participation by parents in their child's education and while, younger children are precious, they may be distracting to students in the classroom. We appreciate your understanding and thank you for your support.

In order to ensure the safety of all students, DoDEA policy requires that all volunteers complete an application and background check. Temporary school volunteers must not have unsupervised access to students and must be under the direct-line-of-sight supervision of a DoDEA employee at all times. A specified volunteer may have unsupervised access to students once they receive a favorable background check. The military police department is the point of contact for background checks. An outside licensed agency may provide the background check, however it must be mailed from the agency directly to the school principal. The application may be found in Appendix D.

## 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.

# Appendix A - SY 2020-2021 School Supply List

**Pre-K**

| Item | Description | Item | Description |
|---|---|---|---|
| Glue | 1 bottle | Composition notebook | 1 package |
| Glue sticks | 1 package | Backpack (large) | (**NO** wheels or spikes) |
| Crayons | 1 pack of large jumbo | Change of clothes | |
| Dry erase markers | 1 package | | |

**Kindergarten**

| Item | Description | Item | Description |
|---|---|---|---|
| Crayola crayons | 4 packages 24 pack standard | Ziploc bags | 2 boxes (gallon size) |
| Glue bottles | 2 | Notebook dividers | 1 package |
| Binder | 1 (One inch 3 ring) | Watercolors | 1 set |
| Pencils | 24 Ticonderoga Pencils (Yellow) | Scissors | 1 (rounded point) |
| Washable markers | 2 packages | Backpack | (NO wheels or spikes) |
| Glue sticks | 1 package | Composition notebook | 1 (primary with black space for picture preferred) |
| Dry erase markers | 2 packages Expo brand | Baby wipes | 1 package |

**First Grade**

| Item | Description | Item | Description |
|---|---|---|---|
| Scissors | 1 pair (preferably Fiskars) | Backpack | NO wheels (spikes) |
| Crayons | 4 boxes, regular 24ct. Crayola brand | Vinyl folders | 3 w/pockets & prongs |
| Pencils | 2 pkgs, 20-24 count, regular size #2 (All Sharpened) | Primary notebook | 3 (this notebook has a blank space for a picture at the top of every page and has lines below for writing) |
| Glue Sticks | 12 glue sticks | Pencil top erasers | 50 |
| Plastic regular pencil box | 1 with attached lid | Dry erase markers | 1 pkg. (8 Colors) wide, low odor |
| Colored Pencils | 2 packs of 12 count | Over the ear headphones | A set of headphones that will hook up to a computer. They are wired headphones. |

| | |
|---|---|
| Washable Markers | 1 pack of 10 or 12 Count classic colors, thick size, 1 pack of thin markers |

**Second Grade**

| Item | Description | Item | Description |
|---|---|---|---|
| #2 Pencils | 2 packages | Gym shoes | 1 pair |
| Erasers | 4 packages (wedge-pencil top) | 1 inch ring binder | 1 |
| Glue stick | 12 | Washable colored markers | 8-12 |
| Glue, white | 2 bottles | Round end scissors | 1 |
| Backpack | 1 (no rollers, please) | Expo dry erase markers | 2 packs wide-tipped (8 total markers) |
| Composition notebooks | 4 (bound) | Highlighters | 8 wide-tipped (various colors) |
| Plastic folders | 2 (3 prong pocket folder) | Plastic pocket folders | 2 |

**Third Grade**

| Item | Description | Item | Description |
|---|---|---|---|
| Pencils | 2 (24) packs (Ticonderoga) | Composition notebooks | 3 |
| Pens | 1 pack | Ruler | 1 |
| Glue sticks | 8 | Scissors | 1 pair |
| Dry erase markers | 2 packs | Washable markers | 1 pack |
| Glue | 1 bottle | Loose leaf paper | 2 packs (wide ruled) |
| Pencil top erasers | 5 packs | Colored pencils | 1 pack |
| Folders | 2 | Crayons | 2 packs |
| Highlighters | 1 pack | Pencil Box | 1 |

**Fourth Grade**

| Item | Description | Item | Description |
|---|---|---|---|
| Pencil bag | 1 (zippered) | Crayons | 24 package (optional) |
| Pencils | 48 or more #2; Ticonderoga brand | Notebooks | 2 spiral |
| Folders | 1 yellow, 1 red, 1 green, and 1 blue (vinyl) with pockets | Composition books | 3 |
| Backpack | NO wheels | Scissors | 1 pair |
| Colored pencils | 1 (12) pack | Markers | 10 pack, washable |
| Glue Sticks | 4 | Ruler | 12 inch |

**Fifth Grade**

| Item | Description | Item | Description |
|---|---|---|---|
| Backpack | 1 No Wheels | Folder | 1 plastic |
| Binder | 1 (1 ½ inch-no zipper) | Scissors | 1, pointed tip |
| Colored pencils | 2 (24 pack, thin size) | Composition books | 5 (1 each of red, green, and blue, 2 black) |
| Dividers | 1 Package plastic with pockets (5 count) | Lysol/Clorox wipes | 2 containers |
| Expo dry erase Markers | 4 pack; no neon | Pencil Bag | Zippered |
| Glue sticks | 2 | Eraser Caps | 2 Package |
| Highlighters | 1 Package | Markers | 1 Package |
| Pencils | 48 #2 (No Dixon; Ticonderoga or America's Best preferred) | Notebook paper | 2 Packs; loose Leaf |
| Sheet protectors | Pack of 10 | Index cards | 1 package |

DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
AMERICAS SOUTHEAST DISTRICT
5701 SANTA FE ROAD
FORT BENNING, GEORGIA 31905-2724

Americas Southeast District Suggested Matrix of Consequences for grades
Pre-K through Grade 5*

The Southeast District is committed to providing families, students, and schools with high quality supports that enable all students to achieve the highest outcomes socially, emotionally and academically. Through the use of behavioral supports for all children safety and security are our highest priority.

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

***this matrix will be used for 6th grade when 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 | • **Clearly define and post all expectations**<br>• **Practice procedures for routines**<br>• **State expectations**<br>• **Provide a structured choice**<br>• **Use a variety of consequences**<br>• **Involve a problem-solving team**<br>• **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 | |
| | |
| | |

# Southeast District Discipline Matrix Elementary Schools

## Major Infractions
## Administrative Table of Consequences for PreK – 2nd Grade

| Action/ Behavior | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th Offense |
|---|---|---|---|---|---|
| **Bullying**<br>**Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person** | Student/administrator call parent.<br><br>Attendance in pertinent counseling.<br><br>1-Day lunch detention. | Student/administrator call parent.<br><br>Counselor, teacher and administrator develop individual Behavior Plan.<br><br>2-Day lunch Detention<br><br>***Continual Offences Teacher, Parent- Student Conference and follow the same progression | | | |
| **Disruptive Behavior**<br>**Any action of behavior, verbal or physical , that significantly interrupts the learning environment** | Conference with counselor | Conference with admin | Complete classwork in alternate location | Complete classwork in alternate location<br><br>Conference with parents | Behavior Plan to include diminishing disruptive behavior |
| **Extortion** | 1-Day lunch detention<br><br>Restitution | 2- Day lunch detention<br><br>Restitution | 3- Day lunch detention<br><br>Restitution<br>Conference with parents | 1-Day suspension<br>Restitution | |

# Southeast District Discipline Matrix Elementary Schools

| | | | | | |
|---|---|---|---|---|---|
| **<u>Hitting</u>**<br>**Pushing, slapping, grabbing, and scuffling**<br>**Other (to be determined at the discretion of administration)** | Student/administrator call parent.<br><br>Peer mediation is used if available.<br><br>* If at recess-student sits out.<br><br>Behavior reported to classroom teacher for counseling.<br><br>Student/administrator call to parent and peer mediation is used if available. | Student/administrator call parent<br><br>2- Day loss of recess<br><br>Peer mediation if available | Student/administrator call parent<br><br>Attendance in pertinent counseling<br>Refer to SST<br>3-Day lunch detention | Student/administrator call parent<br><br>Counselor, teacher and administrator develop individual behavior plan.<br>5-Day lunch detention | Student/Administrator call parent<br><br>Counselor, administrator and parent re-examine behavior plan,<br>1-day suspension |
| **<u>Teasing</u>**<br>**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)** | If behavior happens in the classroom-warning, peer mediation student./ administrator call parent<br><br>If a recess-student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available | Student/Administrator call parent<br><br>Peer mediation is used if available<br><br>1-day loss of recess | Student/Administrator call parent<br><br>2- Day loss of recess.<br><br>Attendance in pertinent counseling<br><br>Refer to SST | Student/Administrator<br>call parent<br><br>Counselor/ teacher develop Individual Behavior Plan<br><br>2-Day lunch detention | Student/Administrator<br>call parent<br><br>Counselor, administrator/ parent re-examine behavior plan<br><br>3-Day lunch detention. |
| **<u>Use, possession and sale of drugs</u> include illegal drugs, misuse of legal substances like nonprescription drugs, medicine** | Administrator call to parent<br><br>11- Days suspension pending expulsion hearing | | | | |

# Southeast District Discipline Matrix Elementary Schools

| | | | | | |
|---|---|---|---|---|---|
| **prescribed for another person, sniffing glue, inhalants** | Military Police Notified | | | | |
| **<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** | Administrator call to parent<br><br>11- Days suspension pending expulsion hearing<br><br>Military Police Notified | | | | |
| **<u>Weapons/firearms</u> possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket** | One calendar year expulsion | | | | |
| **<u>Bus Infractions</u> See consequences for bus infractions** | | | | | |

# Southeast District Discipline Matrix Elementary Schools

## Major Infractions
## Administrative Table of Consequences for 3rd – 5th Grade

| Action/ Behavior | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th Offense |
|---|---|---|---|---|---|
| **Alcohol Possession** **Possession/use/evidence of Intoxication** **** possible 11-day suspension with expulsion hearing if sale and distribution** | 1-3- Day Suspension<br><br>Refer to Counselor | 3-5 Day Suspension<br><br>Disciplinary Hearing<br><br>Behavior Intervention Plan | 5-10 Day Suspension<br><br>Expulsion Hearing | | |
| **Assault (Physical) of a staff or student - inflicting harm to others** | 1-3 Day Suspension<br><br>Refer to Counselor | 3-5 Day Suspension<br><br>Behavior Intervention Plan | 5-10 Day Suspension | Expulsion Hearing | |
| **Assault (Sexual)** **3rd-5th grade- Indecent behavior of a sexual nature to include sexual acts, exposure, or touching private parts.** **6th grade- (To include groping, fondling and consensual sexual acts)** | 1-3 Day Suspension<br><br>Refer to Counselor | 3-5 Day Suspension<br><br>Behavior Intervention Plan | 5- 10 Day Suspension<br><br>Referral to Behavioral Health | ** Over 10-Day suspension<br><br>Expulsion hearing//Military Police notice//<br><br>Anger management referral | |
| **Bus Behavior Infractions** **(See consequences for Bus Infractions)** | | | | | |
| **Computer Misuse** **(Personal email/entry into chat rooms/giving out password or using another** | 5- Day loss of technology<br><br>Teacher contact parents | 10- Day loss of technology<br><br>Teacher contact parents | 10- Day loss of technology<br><br>Admin contacts parent | 1 Semester loss of technology<br><br>Parent admin conference | 1 Year loss of technology<br><br>Parent admin conference |

# Southeast District Discipline Matrix Elementary Schools

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|---|---|---|---|---|---|
| **person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.** | 2-day lunch detention | 3 day lunch detention | 3 day lunch detention | | |
| **<u>Disruptive Behavior</u>** **Any action of behavior, verbal or physical , that significantly interrupts the learning environment** | Conference with counselor and contact parents | Conference with admin/contact parents | **Detention/Parent Shadowing Student** | | |
| **<u>Drug Possession/ Sale/ paraphernalia/suspicion of use</u>** | **Over 10-Day suspension<br><br>Expulsion hearing<br><br>Military Police notice<br><br>Drug Dog sweep is possible | | | | |
| **<u>Extortion</u>** | 1-Day lunch detention<br><br>Restitution | 2- Day lunch detention<br><br>Restitution | | | |
| **<u>False Fire Alarm / Bomb Threat</u>** **making a false bomb or terrorist threat or pulling a false fire alarm** | 3-5 Day suspension<br><br>Refer to SST | 5-10 Day suspension | Expulsion Hearing | | |
| **<u>Fight (minor)</u>** **Contributing to / spreading rumor, instigating a fight. Failure to report a physical altercation.** | Administration counseling & contact parents or administration assigns peer mediation if available | 5- Day lunch detention | 1- Day suspension | 2- Day Suspension<br><br>Refer to SST | 3-Day Suspension |

# Southeast District Discipline Matrix Elementary Schools

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|---|---|---|---|---|---|
| | 3-Day lunch detention | | | | |
| **<u>Fighting (mutual combat)</u>** **hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc.** | 1- Day suspension | 3- Day suspension<br><br>Refer to SST | 5- Day suspension | 7- Day suspension<br><br>Expulsion hearing | Expulsion hearing |
| **<u>Forgery of signatures or initials</u>** | Administration counseling & contact parents or administration assigns peer mediation if available<br><br>2-Day detention | 3-Day lunch detention | 5- Day lunch detention | 1-Day suspension<br><br>Refer to SST | |
| **<u>Gambling</u>** | Administration counseling Or administration assigns peer mediation if available<br><br>2-Day detention | 2-Day detention | 3-Day detention | 5-Day detention | Behavior improvement training and make up missing assignments<br><br>Refer to SST |
| **<u>Gang Behavior</u>** **serious/legitimate (threats/hostile behavior made with hand signals, symbols, colors, language, etc.)** | | | | | |
| **<u>Harassment (Sexual)</u>** **sexual/sexually offensive behavior (lewd and obscene actions to include unwanted, inappropriate touching, propositions,** | Administration counseling & contact parents or administration assigns peer mediation if available | 5-Day detention | 1- Day suspension | 3- Day suspension<br><br>Refer to SST | 5- Day suspension |

# Southeast District Discipline Matrix Elementary Schools

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|---|---|---|---|---|---|
| **sexual slurs, degrading sexual description, threats, verbal abuse, and other minor sexually inappropriate actions.** | 3-Day detention | | | | |
| **<u>Hitting</u>**<br>**Pushing, slapping, grabbing, and scuffling**<br>**Other (to be determined at the discretion of administration)** | Student/administrator call parent.<br><br>Peer mediation is used if available.<br><br>* If at recess-student sits out.<br><br>Behavior reported to classroom teacher for counseling.<br><br>Student/administrator call to parent and peer mediation is used if available. | Student/administrator call parent<br><br>2- Day loss of recess<br><br>Peer mediation if available | Student/administrator call parent<br><br>Attendance in pertinent counseling<br><br>Refer to SST<br>3-Day lunch detention | Student/administrator call parent<br><br>Counselor, teacher and administrator develop individual behavior plan.<br><br>5-Day lunch detention | Student/administrator call parent<br><br>Counselor, administrator and parent reexamine behavior plan<br><br>1-Day suspension |
| **<u>Insubordination (minor)</u>**<br>**Adamant refusal to comply with staffs directive.** | Administration Counseling or administration assigns peer mediation if available<br><br>1-Day lunch detention | 3-Day lunch detention | 5-Day lunch detention<br><br>Behavior plan developed | 1-Day suspension<br><br>Behavior improvement training and make up missing assignments<br><br>Refer to SST | |
| **<u>Leaving/Skipping Campus without permission</u>** | Administration counseling Or administration assigns peer mediation if available<br><br>2- Day lunch detention | 5-Day lunch detention | 1- Day suspension | Day suspension<br><br>Refer to SST | |

# Southeast District Discipline Matrix Elementary Schools

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|---|---|---|---|---|---|
| **<u>Lying</u> regarding official school matters** | Parent contacted<br><br>1- Day lunch detention | Parent contacted<br><br>3- Day lunch detention | 5- Day lunch detention | 1- Day suspension | |
| **<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.** | Administration counseling Or administration assigns peer mediation if available<br><br>1-Day lunch detention | 2-Day lunch detention<br><br>Parent pick up item | 3-Day lunch detention<br><br>Parent pick up item | | |
| **<u>Prohibited Items</u> laser pens/pointers and other items that pose a danger to others(non-weapons)** | Item confiscated<br><br>Parent picks up item | | | | |
| **<u>Possession of stolen items (Knowingly) over $20</u>** | 1- Day suspension<br><br>Refer to SST<br><br>Restitution<br><br>Notification of military police | 2- Day suspension<br><br>Restitution<br><br>Notification of military police | 3- Day suspension<br><br>Restitution<br><br>Notification of military police | 5- Day suspension<br><br>Restitution<br><br>Notification of military police | Expulsion hearing<br><br>Notification of military police |
| **<u>Smoking/Possession of Tobacco Products</u>** | Administration counseling or administration assigns peer mediation if available | 5-Day detention | 1-Day suspension | 2-Day suspension<br><br>Refer to SST | 3-Day suspension |

# Southeast District Discipline Matrix Elementary Schools

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|---|---|---|---|---|---|
| **<u>Teasing</u>**<br>**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)** | If behavior happens in the classroom- warning, peer mediation student./ administrator call parent<br><br>If at recess- student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available | Student/Administrator call parent<br><br>Peer mediation is used if available<br><br>1-day loss of recess | | | |
| **<u>Theft</u>**<br>**Items over $20 Attempting to steal or wrongfully appropriate or receive stolen school, government, or private property.** | 3- Day lunch detention<br><br>Refer to SST<br><br>Restitution | 1-Day suspension<br><br>Restitution<br><br>Notification of military police<br><br>Behavior Plan developed | 3-Day suspension<br><br>Restitution<br><br>Notification of military police | 5-Day suspension<br><br>Restitution<br><br>Notification of military police | |
| **<u>Theft</u>**<br>**Items under $20 Will have lesser consequences** | 3 - Day lunch detention /Restitution/<br><br>Parents notified<br><br>Counseling referral | 5 - Day lunch detention<br><br>Restitution<br><br>Parents notified<br><br>Counseling referral | 2 - Day school suspension<br><br>Restitution/ Parents notified<br><br>Counseling referral | | |
| **<u>Unauthorized Area</u>**<br>**Presence in: (examples) Opposite gender restrooms, posted areas** | Administration counseling or administration assigns peer mediation if available<br><br>1-Day detention | 2-Day detention | 5-Day detention | 1- Day suspension | Behavior improvement training and make up missing assignments<br><br>Refer to SST |
| **<u>Use, possession and sale of drugs</u> include illegal drugs, misuse of** | Administrator call to parent<br><br>11- Days | | | | |

# Southeast District Discipline Matrix Elementary Schools

| | | | | | |
|---|---|---|---|---|---|
| **legal substances like nonprescription drugs, medicine prescribed for another person, sniffing glue, inhalants** | suspension pending expulsion hearing<br><br>Military Police Notified | | | | |
| **<u>Vandalism ( minor incident)</u>** | 1- Day suspension | 3-Day suspension<br><br>Refer to SST | 4-Day suspension | 7-10 Day suspension | Expulsion hearing |
| **<u>Vandalism</u> Destruction of Government or Personal Property Vandalism (Cont) to-include graffiti, defacing property (personal or government) exceeding $50 in value.** | 1-3 Day suspension<br><br>Refer to SST | 3-5 Day suspension | 4-7 Day suspension | Expulsion hearing | |
| **<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** | Administrator call to parent<br><br>11- Days suspension pending expulsion hearing<br><br>Military Police Notified | | | | |

# Southeast District Discipline Matrix Elementary Schools

| | | | | | |
|---|---|---|---|---|---|
| **Weapons/firearms possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket** | **1st Offense**<br>Expulsion one calendar year<br><br>Expulsion hearing<br><br>Military Police Notified | | | | |

# Appendix C - School Bus Discipline Matrix

SCHOOL BUS DISCIPLINE MATRIX
(DoDEA Regulation 2051.1, E.8.A3)

**LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5,14)**

- 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)
- 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
- 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**

| | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th 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)**

- Failure to remain properly clothed
- Public displays of affection
- Eating, drinking, or littering on bus***
- Using abusive/profane language and/or gestures
- Spitting or biting
- Harassing or interfering with other students
- Failure to comply with bus driver's or monitor's instruction
- Disrespect, distraction, or interference with driver

**INAPPROPRIATE BEHAVIOR CONSEQUENCES**

| | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th 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 BEHAIVIOR (E3.5.11, E3.5.8, E3.5.17)**

- Damaging private property (requires payment of damages)
- Throwing or shooting objects inside or outside of bus
- Sitting in driver's seat or tampering with bus controls
- Opening or trying to open bus door

**DESTRUCTIVE BEHAVIOR CONSEQUENCES**

| | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th 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))**

- Tampering with bus controls or emergency equipment
- Violate any other school rule, law, or military installation guide

**PROHIBITED BEHAVIOR CONSEQUENCES**

| | 1st Offense | 2nd Offense | 3rd Offense | 4th Offense | 5th 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-ff. 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.*

# Instructions for Barsanti ES Volunteer Application

**Volunteers have three forms to complete to be registered volunteers.**

- DA Form 4162 - Volunteer Registration that can be pulled from VMIS, so there is no need to fill it out when registered on VMIS. After printing it out from your VMIS profile, sign, date, and submit to the school office.
- DD Form 2793 - Please fill out form and submit to the school office
  - Fill in Part I and check with your organization to fill out Part II or Part III
  - In anticipated days of week and hours, write "Varies" unless you have a set schedule
- DoDEA Form 4700.3-F1 - Please fill out the form and turn it in to the school office.

**How to Register and Apply for a Position in the Volunteer Management Information System (VMIS)**

**To Register:**

1. Log onto www.myarmyonesource.com
2. Register
   a. Log In- click on the Register button on the top right. On next page, scroll down to bottom to click on the yellow "Join Now" button.
   b. Fill out the information requested, including creating a User Name and Password.
   c. Fill out the information for your volunteer service record. You will use only the last 4 number of YOUR Social Security Number in this program for identification. Everything that has an asterisk* must be filled in.
3. Once registered and logged in, click on Volunteer Tools at the top right of the screen.

**To Apply for Volunteer Positions:**

1. In the Volunteer Opportunities Tab, drop down to "Fort Campbell" in the Community filter, drop down to "Schools (DoD)" in the Organization Group filter, drop down to "Schools (DoD): Barsanti Elementary School" for school volunteers, or "Schools (DoD): Barsanti Elementary School PTO" for PTO volunteers, in the Organization filter, then click on "Search".
2. Click on the position title (in blue) to see the details of the position and apply for it. Click "Apply" at the top right side of the position description.
3. It will then show your volunteer profile. Fill in any missing information and click Submit at the bottom of the application. You have now completed applying for the position.
4. Wait for the Organization Point of Contact (OPOC) to approve your application. (At the bottom of the position description, you can find the OPOC name and contact information.)
5. Once approved, you can begin logging in your hours. You have until the 15th of the following month to log in each month's hours.

FOR OFFICIAL USE ONLY

## VOLUNTEER AGREEMENT FOR

☐ APPROPRIATED FUND ACTIVITIES ☐ NONAPPROPRIATED FUND INSTRUMENTALITIES

### PRIVACY ACT STATEMENT

**AUTHORITY**: 10 U.S.C. 1588, Authority to accept certain voluntary services; 5 U.S.C. 3111, Acceptance of volunteer service; and DoDI 1100.21, Voluntary Services in the Department of Defense.
**PRINCIPAL PURPOSES(S)**: To acknowledge and document Volunteer Agreement for Appropriated Fund Activities or Nonappropriated Fund Instrumentalities before a statutory individual is allowed to provide volunteer services.
**ROUTINE USES**: There are no specific routine uses anticipated for this information; however, it may be subject to a number of proper and necessary routine uses that are identified in each of the following systems of records notices: (1) A0608b DFSC, Personal Affairs: Army Community Service Assistance Files (at http://dpcld.defense.gov/Privacy/SORNsIndex/DoD-wide-SORN-Article-View/Article/570084/a0608b-cfsc/); (2) NM01754-2, DON Family Support Program Volunteers (at http://dpcld.defense.gov/Privacy/SORNsIndex/DoD-wide-SORN-Article-View/Article/570427/nm01754-2/); and (3) F036 AFDPC, Family Services Volunteer and Request Record (at http://dpcld.defense.gov/Privacy/SORNsIndex/DOD-wide-SORN-Article-View/Article/569815/f036-af-dp-c/).
**DISCLOSURE**: Voluntary; however, lack of a signed Volunteer Agreement will limit Government support and eliminate certain benefits to individuals donating voluntary services to Appropriated Fund Activities and Nonappropriated Fund Instrumentalities.

### PART 1 - GENERAL INFORMATION

| 1. NAME OF VOLUNTEER *(Last, First, Middle Initial)* | 2. NAME OF PARENT/GUARDIAN *(If volunteer is under age 18) (Last, First Middle Initial)* | 3. VOLUNTEER IS *(Select one)* ☐ AGE 18 OR OVER ☐ UNDER AGE 18 |
|---|---|---|
| | | |

| 4. TELEPHONE NUMBER *(Include Area Code)* | 5. E-MAIL ADDRESS |
|---|---|
| | |

### PART II - VOLUNTEER ASSIGNMENT *(to be completed by Accepting Official)*

| 6. INSTALLATION/COMPONENT ACTIVITY | 7. ORGANIZATION/UNIT WHERE SERVICE OCCURS | 8. PROGRAM WHERE SERVICE OCCURS | 9. ANTICIPATED DAYS OF WEEK | 10. ANTICIPATED HOURS |
|---|---|---|---|---|
| | | | | |

**11. DESCRIPTION OF VOLUNTEER SERVICES**

### PART III - VOLUNTEER CERTIFICATION

**12. CERTIFICATION**
I expressly agree that my services (or those of my minor child) are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services, tort claims, the Privacy Act, criminal conflicts of interest, and defense of certain suits arising out of legal malpractice. I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers, to participate in any training required to perform assigned voluntary duties, and to follow all installation, unit and organization rules and procedures applicable to the voluntary services I (or my minor child) will be providing.

| a. SIGNATURE OF VOLUNTEER | b. SIGNATURE OF PARENT/GUARDIAN *(if volunteer is under age 18)* | c. DATE SIGNED *(YYYYMMDD)* |
|---|---|---|
| | | |

| 13.a. NAME OF ACCEPTING OFFICIAL *(Last, First, Middle Initial)* | b. SIGNATURE | c. DATE SIGNED *(YYYYMMDD)* |
|---|---|---|
| | | |

### PART IV - TO BE COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR AND SIGNED BY VOLUNTEER

| 14. AMOUNT OF VOLUNTEER TIME DONATED | a. YEARS. *(2,087 hours = 1 year)* | b. WEEKS | c. DAYS | d. HOURS | 15. SERVICE END DATE *(YYYYMMDD)* |
|---|---|---|---|---|---|
| | | | | | |

| 16.a. VOLUNTEER SIGNATURE | b. PARENT/GUARDIAN SIGNATURE *(If volunteer is under age 18)* | 17.a. NAME OF SUPERVISOR *(Last, First, Middle Initial)* | b. SUPERVISOR'S SIGNATURE | c. DATE SIGNED *(YYYYMMDD)* |
|---|---|---|---|---|
| | | | | |

**VOLUNTEER AGREEMENT FOR APPROPRIATED FUND ACTIVITIES or NONAPPROPRIATED INSTRUMENTALITIES INSTRUCTIONS FOR COMPLETING DD FORM 2793**

DD Form 2793, Volunteer Agreement for Appropriated Fund Activities and Nonappropriated Fund Instrumentalities, is available online at, http://www.esd.whs.mil/Portals/54/Documents/DD/forms/dd/dd2793.pdf. A Volunteer Agreement must be completed and signed by both Volunteer (or Parent/Guardian of volunteer under the legal age of majority) and Government Accepting Official (Installation Volunteer Coordinator or similar) before volunteer begins voluntary service. The accepting official will furnish the volunteer a copy of DD Form 2793, and retain the original in accordance with *DoD Instruction (DODI) 1100.21, Voluntary Services in the DoD* and the Military Departments' Records Disposition Issuances.

VOLUNTEER AGREEMENT FOR APPROPRIATED FUND ACTIVITIES or NONAPPROPRIATED INSTRUMENTALITIES. To be completed by Government official applicable to the volunteer's assignment.

**PART I - GENERAL INFORMATION** *(to be completed by Volunteer or Parent/Guardian as specified)*

**1. NAME OF VOLUNTEER.** *(Last, First, Middle Initial)*

**2. NAME OF PARENT/GUARDIAN.** *(if volunteer is under legal age of majority) (Last, First, Middle Initial)* Parent/guardian signature is required only if volunteer is under the legal age of majority.

**3. VOLUNTEER IS: *AGE 18 OR* OVER OR UNDER AGE 18.** Check applicable box to indicate whether volunteer is an adult or minor child *(under the legal age of majority)*.

**4. TELEPHONE NUMBER.** *(Include Area Code)* List number where volunteer prefers to be contacted.

**5. E-MAIL ADDRESS.** List address where volunteer prefers to be contacted.

**PART II - VOLUNTEER ASSIGNMENT** *(to be completed by Accepting Official)*

**6. INSTALLATION/COMPONENT ACTIVITY.** List the installation/component activity where voluntary service will be performed or that assumes primary responsibility for the volunteer program.

**7. ORGANIZATION or UNIT WHERE SERVICE OCCURS.**

**8. PROGRAM WHERE SERVICE OCCURS.** List organization or unit program or location where voluntary services will be performed.

**9. ANTICIPATED DAYS OF WEEK.** List anticipated day(s) volunteer will be donating services.

**10. ANTICIPATED HOURS.** List anticipated times or number of volunteer hours to be provided per specified time period.

**11. DESCRIPTION OF VOLUNTEER SERVICES.** Briefly describe assigned voluntary service duties.

**PART III - VOLUNTEER CERTIFICATION**

**12. CERTIFICATION.** Certification must be signed and dated by both Volunteer and Government Official accepting volunteers providing voluntary services. Accepting Official must check either Appropriated Fund Activity or **Non-appropriated** Fund Instrumentality at the top of DD Form 2793.

- **a. SIGNATURE OF VOLUNTEER.**
- **b. SIGNATURE OF PARENT/GUARDIAN.** *(if Volunteer is under legal age of majority).*
- **c. DATE SIGNED *(YYYYMMDD).*** List date signed by Volunteer.

**13. NAME OF ACCEPTING OFFICIAL.**

- **a. *(Last, First, Middle Initial).***
- **b. SIGNATURE.** Signature of Accepting Official.
- **c. DATE SIGNED *(YYYYMMDD).*** List date signed by Accepting Official.

**PART IV - COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR AND SIGNED BY VOLUNTEER**

**14. AMOUNT OF VOLUNTEER TIME DONATED.**

- **a. YEARS.** *(2,087 hours = 1 year)*
- **b. WEEKS.**
- **c. DAYS.** This may apply to volunteers designated as Special Government Employees. Consult Ethics Counselor for details.
- **d. HOURS.** Total number of voluntary service hours donated.

**15. SERVICE END DATE (YYYYMMDD).** Volunteer Supervisor lists final day of voluntary service.

**16. VOLUNTEER SIGNATURE.**

- **a. Volunteer's signature verifies voluntary service time donated.**
- **b. PARENT/GUARDIAN SIGNATURE.** *(if Volunteer is under legal age of majority).*

**17. NAME OF SUPERVISOR.**

- **a. *(Last, First, Middle Initial)* of Volunteer Supervisor.**
- **b. SUPERVISOR SIGNATURE.** Signature of Volunteer Supervisor or Accepting Official verifies total amount of voluntary service time donated.
- **c. DATE SIGNED *(YYYYMMDD).*** Date signed by Volunteer Supervisor or Accepting Official.

## SCHOOL VOLUNTEER APPLICATION

### PRIVACY ACT STATEMENT

**AUTHORITY:** Section 113 of title 10 (Secretary of Defense), section 13041 of title 42 USC 13041 (Crime Control Act of 1990), and section 552a of title 5 (Privacy Act) of the United States Code, and E.O 9397 (SSN) authorize the collection of this information.
**PRINCIPAL PURPOSE:** To obtain information to determine applicant suitability for acceptance as a DoDEA volunteer.
**ROUTINE USE:** Disclosures of the Social Security Number and other personal information within the Department of Defense are authorized upon a demonstrated "need to know" to perform an official duty, including, but not limited tp: (1) DoD attorneys rendering advice and assistance, and (2) DoD law enforcement or security activities concerning a law enforcement or security investigation. Other routine disclosures of relevant and necessary information are authorized to agencies outside of the DoD by DoDEA and DoD Privacy Act Systems Notices, and by government-wide systems notices which may be found at http://www.defenselink.mil/privacy/notices/osd/.
**DISCLOSURE:** VOLUNTARY. Failure to disclose the information may delay or render an individual unable to participate in the volunteer program

Instruction: Provide complete information. Only completed applications can be considered.

| | |
|---|---|
| NAME: | SSN: |
| SPONSOR'S NAME: | SSN: |
| MAILING ADDRESS: | HOUSE ADDRESS: |
| Home telephone: (Area code first) | Duty telephone: (Area code first) |
| Facsimile number: (Area code first) | E mail Address: |

List the school (s) where you are applying as a volunteer:

1. Barsanti Elementary School
2.
3.

Check all services for which you are interested in volunteering:

| | |
|---|---|
| ☐ Classroom Activities | ☐ Field Trips (Over night) |
| ☐ Lunchroom Monitor | ☐ Extracurricular Activities |
| ☐ Bus Monitor | ☐ Athletic Coaching |
| ☐ Playground Supervision | ☐ Chaperone for Student Field Trips |
| ☐ Library Media Center | ☐ Tutoring |
| ☐ Field Trips (Day) | |
| ☐ Other (Please specify all others) | |

Complete the following questionnaire. If you answer yes, provide information requested in the space provided. If additional space is needed to answer a question, use a blank piece of paper with your name and SSN noted at the top of the page.

DoDEA Form 4700.3-F1, May 2006

| Question | YES | NO |
|---|---|---|
| 1. Do you have a child/children in the school(s) where you wish to volunteer? | | |
| What Grade level(s)? | | |
| 2. Do you have experience as a school volunteer? | | |
| Describe your past experiences. | | |
| 3. Have you ever been removed from a school volunteer position? | | |
| Describe the circumstances. | | |
| 4. Can you provide a character reference? | | |
| Give the name and telephone number. | | |
| 5. Have you ever been arrested for, charged with, or convicted of a crime involving a child? | | |
| If "Yes," state the disposition of the arrest charge. | | |
| 6. Have you ever been asked to resign from a job because of, or been decertified for a sexual offense? | | |
| Describe the circumstances. | | |

## Pre-Selection Agreement

If selected for a school volunteer position, I agree to immediately notify the Principal of the school of any subsequent adverse information regarding myself that would indicate poor judgment, unreliability, or untrustworthiness in working with children.

## Certification that My Answers Are True

My statements on this form, and any attachments to it, are true, and correct to the best of my knowledge and belief and are made in good faith. I understand that a knowing and willful false statement on this form may result in denial of selection for or termination of volunteer services, and possible law enforcement referral as appropriate.

Signature _____ Date _____

DoDEA Form 4700.3-F1, (Back) May 2006

# Appendix E - Student/Parent Handbook Signature Sheet

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

One Sheet can be used per family – listing multiple students on this same signature page.

| | |
|---|---|
| _____ | _____ |
| Parent Name (Print) | Parent Signature |
| _____ | _____ |
| Student Name (Print) | Student Signature |
| _____ | _____ |
| Student Name (Print) | Student Signature |
| _____ | _____ |
| Student Name (Print) | Student Signature |
| _____ | _____ |
| Student Name (Print) | Student Signature |
| _____ | _____ |
| Student Name (Print) | Student Signature |