Excellence in Education for Every Student, Every Day, Everywhere

DoDEA Student Handbook

SY 2019-2020
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DoDEA School Rules, Regulations and Procedures

This section of the handbook provides information that applies throughout DoDEA. It notifies parents/students and stakeholders of specific rules, regulations and procedures governing DoDEA schools. The authorities pertaining to these rules, regulations, and procedures are available on the DoDEA Web site. The most current policies can be found at https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm.

General Information

Interstate Compact on Educational Opportunity for Military Children


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


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. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor’s badge, which is to be displayed conspicuously at all times while on school grounds. 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. 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.

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


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).

Enrollment

Student Registration Process


Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary
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-base residence

Contact the registrar at your child’s school 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](#)


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 10 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


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

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

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

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

DoDEA immunization requirements can be found at: https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm

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

Student Grade-Level Placement

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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.

Grade-level status (grades 9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

In accordance with DoDI 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/students/transcripts.cfm 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](https://www.dodea.edu/students/transcripts.cfm)

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**


The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. 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.

**High School Graduation Information**

**Graduation Requirements**

A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 2014:

1. Minimum 2.0 GPA;
2. Completion of 26.0 units of credit; and
3. Completion of specific course requirements.

An honors diploma is awarded upon completion of the following additional requirements:

1. Completion of all requirements for a standard diploma and additional course requirements;
2. Minimum 3.8 GPA at the end of the second semester of the graduating year; and
3. Earning a passing grade and the requisite exams in a minimum of four Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced-level courses.

**High School Graduation Course Requirements**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Requirements</th>
<th>Standard Diploma</th>
<th>Honors Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>1.0 credit (ELA 9) 1.0 credit (ELA 10) 1.0 credit (ELA 11) 1.0 credit (ELA 12)</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>1.0 credit (World History 9 or 10; or Honors World History 9 or 10, aka Global Studies) 1.0 credit (U. S. History) 0.5 credit (U. S. Government) 0.5 credit (Social Studies elective)</td>
<td>3.0 credits</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.0 credit (Algebra) 1.0 (Geometry) 1.0 credit (Math course code 400 or above) 1.0 credit (Algebra II or identified equivalent course)</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>Science</td>
<td>1.0 credit (Biology) 1.0 credit (Chemistry or Physics)</td>
<td>3.0 credits</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Category</td>
<td>Credits Required</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>2.0 credits</td>
<td>Note: Credits must be in the same WL course.</td>
<td></td>
</tr>
<tr>
<td>Career Technical Education (CTE)</td>
<td>2.0 credits</td>
<td>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5 credits</td>
<td>Note: Credits in CTE courses and equivalent PE fulfilling requirement for 0.5 credits.</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0 credit</td>
<td>Note: AP and/or IB courses may be used to meet DoDEA requirements.</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5 credit</td>
<td>Note: No specific credits mentioned.</td>
<td></td>
</tr>
<tr>
<td>Honors Diploma</td>
<td>0.5 credit</td>
<td>Note: No specific credits mentioned.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th>Minimum Total Credits</th>
<th>26.0 credits</th>
<th>26.0 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>21.0 credits</td>
<td>21.5 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>5.0 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>AP and/or IB Courses and Requisite Exams</td>
<td>-</td>
<td>4 courses</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>2.0 GPA</td>
<td>3.8 GPA</td>
</tr>
</tbody>
</table>

*AP and/or IB courses may be used to meet DoDEA requirements.*
In Bahrain only, an IB diploma is awarded upon completion of the established requirements for the IB diploma. Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

**Transferring Course Credits to a DoDEA School**


DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Enclosure 3, Section 10, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

**Home-school Students**

**Policy Reference:** DoDEA Administrative Instruction 1375.01, “Home-School Students,” 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 a DoDEA-Europe, DoDEA-Pacific, and DoDEA-Americas school 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. Any student, including eligible DoD dependent home-school students, who has not met the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor participate (walk) in a DoDEA commencement ceremony.

**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 Web site (https://dodea.gradespeed.net/gs/Default.aspx) for instructions.

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

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

For purposes of calculating a student’s high school GPA, the following scales shall be used:

<table>
<thead>
<tr>
<th>Unweighted Standard Scale</th>
<th>Weighted Advanced Placement (with AP exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For grades K–3, achievement codes rather than letter grades will be used.
<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americas Region</td>
<td>E</td>
<td>Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>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.</td>
</tr>
<tr>
<td>Europe and Pacific Regions</td>
<td>CD</td>
<td>Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Not Yet Evident: 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.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.</td>
</tr>
</tbody>
</table>

**Progress Reports/Report Cards**

**Policy Reference:** [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](https://www.doe.gov/guidance/student-progression-and-achievement-systems)

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 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.

Achievement codes will be given at the end of the second, third, and fourth marking period for students in grades K-1. Grades will be given at the end of each of the four marking periods for students in grades 2-12. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem.

**Parent-Teacher Conferences**

All DoDEA schools should encourage parents to meet with their child’s teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child’s classes or progress in school. Parent-teacher conferences are 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. Please consult your child’s school for details regarding scheduling. DoDEA encourages all communication to take place through official school email accounts.

**Attendance**

**Student Attendance**

**Policy Reference:** [DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended](#)

In accordance with the policy stated in DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended, school attendance is mandatory. All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction 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.

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

1. Absent up to 25% of the school day = absent one-quarter of the school day
2. Absent between 26%–50% of the school day = absent one-half of the school day
3. Absent 51%–75% of the school day = absent three-quarters of the school day
4. Absent 76%–100% of the school day = absent full day
DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:

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

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

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 DoDEA 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. Align to clearly defined standards and objectives within the content domain being tested,
2. Valid and reliable and controlled for bias, and
3. Be one of several criteria used for making major decisions about student performance/achievement.
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.

**Special Education**

**Special Education Services**

**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" (DoDM 1342.12).

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 your child’s 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, as amended
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 DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended, students with disabilities shall be provided a free and appropriate education 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 your child’s school for specific details.

### 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.

#### 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, which is available at https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm.

**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.

**System Programs and Services**

**School Counseling Services**


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. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

Please contact your 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


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

School Health Services


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:

- Providing leadership in promoting personal and environmental health and safety by managing communicable diseases, monitoring immunizations, providing consultation and health-related education to students and staff to promote school health and academic success;
- Providing quality health care and intervening with actual and potential health problems through health screenings, health assessments and nursing interventions, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Providing case management services to direct care for students with chronic health conditions, to ensure their safety, and to increase their access to the educational program; and
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

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.

**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, as amended

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


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 non-military 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 your school nurse for additional information regarding the DoDEA School Health Services Program.

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

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 Rights and 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 observe religious practice in school, such as celebration of religious holidays, engaging in private prayer, saying grace before meals, and wearing yarmulkes and head scarves, so long as the practice does not violate student standards or cause substantial disruption. Students may engage in independent religious discussion to the same degree that they may engage in other types of permissible speech. The freedom to engage in religious expression in school does not include the right to compel other students to participate in religious practices or discussion.

**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.

**Student Dress Code**

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

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012. Please refer to your school’s Web site or school handbook for specific dress code policy.
Search and Seizure


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.

Student Conduct and Discipline

Discipline


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,” March 23, 2012, as amended, discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion 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.

**School Bus Behavior**


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,” March 23, 2012, as amended.

**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


DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

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

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

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

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

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

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 Form 700, “Use of DoDEA Internet and Use of Information Technology Resources,” 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 who misuse DoDEA IT resources are subject to disciplinary measures.

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

**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.

**Transportation**

**Student Transportation Services**

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

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student’s primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

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

Dahlgren School
Parent and Student Handbook
SY 19-20
Bldg. 193, 6117 Sampson Road
Dahlgren, Virginia 22448
Phone: 540-653-8822
Fax: 540-653-4591
DSN: 249-8822
Dahlgren School

Vision Statement: To engage all students in varied learning opportunities; to foster high levels of achievement; and to prepare them for success in an ever-changing global environment.

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

Continuous School Improvement Goal:
All students at Dahlgren School will improve writing skills across the core curricular areas.
Dear Parents,

Welcome to Dahlgren School where the education of our students are top priority. We are committed to preparing our students with the knowledge and skills necessary to become life-long learners and global citizens in the 21st Century. Every teacher strives to create a risk-free environment for students to engage in collaboration, critical thinking, problem solving, communication and creativity.

Dahlgren School is a Pre-K through 8th grade school. All Elementary School students attend PE and Music twice a week and Art once a week. Our Middle School students attend PE every day in addition to their chosen elective.

One of the unique aspects of Dahlgren school is that all of our students either walk or ride to school with a parent. Additionally, they all have a choice to go home for lunch or bring a lunch from home to eat in our lunch room.

We invite you to become part of our school family by volunteering to attend and participate in special activities or by becoming active in our Parent Teacher Organization (PTO). Your involvement will enhance and enrich the lives of the children we serve.

We hope your time at Dahlgren School is a pleasant and rewarding one for you and your children. If you ever have questions, please contact us at 540-653-8822.

Sincerely,

Glynis Riccio
Lead Administrator
SCHOOL BOARD AND ELECTION INFORMATION

School Board Members:

School Board elections are held annually, with parents or legal guardians of students attending the Dahlgren School serving as the electorate. Each parent has one vote regardless of the number of children attending the Dahlgren School.

As needed, elections are held during June, and every parent of a child attending Dahlgren School is encouraged to come to the school to cast a vote in person on Election Day.

The members of the School Board elect by majority vote at the beginning of each School Board term, one member to serve as Chairperson and one member to serve as Vice Chairperson for 1 year terms of office.

Those parents who may be interested in running for the School Board should contact the Superintendent, School Board Chair, or any school board member.

A “Meet the School Board Night”/Open House will be held in the school auditorium in the month of September to recognize and meet members who have been elected to serve on the School Board. Parents are invited to attend an Open House that same evening to meet the teachers, as well as School Board members.

SCHOOL PERSONNEL

President:
Mr. Richard Bowen

Vice President:
Mrs. McKayla Bowen

Board Member:
Mr. Mark Foster

Board Member:
Mr. Aaron Peters

Mrs. Helen Balilo
Community Superintendent
703-630-7012
Helen.Balilo@dodea.edu

Glynis Riccio
Lead Administrator
540-653-7800
glynisriccio@dodea.edu

Ms. Lolita Gunter
School Liaison Officer
(W) 540-653-2070
(W-IH) 301-743-2183
Lolita.Gunter@navy.mil
## Administrative Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Administrator</td>
<td>Mrs. Glynis Riccio</td>
<td><a href="mailto:Glynis.riccio@dodea.edu">Glynis.riccio@dodea.edu</a></td>
</tr>
<tr>
<td>School Secretary/Registrar</td>
<td>Mrs. Kim Gilley</td>
<td><a href="mailto:Kimberly.gilley@dodea.edu">Kimberly.gilley@dodea.edu</a></td>
</tr>
<tr>
<td>School Support Assistant</td>
<td>Mrs. Aruna Brown</td>
<td><a href="mailto:Aruna.Brown@dodea.edu">Aruna.Brown@dodea.edu</a></td>
</tr>
<tr>
<td>School Health Tech</td>
<td>Mrs. HollyAnn Bond</td>
<td><a href="mailto:HollyAnn.Bond@dodea.edu">HollyAnn.Bond@dodea.edu</a></td>
</tr>
</tbody>
</table>

## Student Support

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td>Ms. Terri Nielsen</td>
<td><a href="mailto:Terri.nielsen@dodea.edu">Terri.nielsen@dodea.edu</a></td>
</tr>
<tr>
<td>Speech/Language Pathologist</td>
<td>Mrs. Susan Marchette</td>
<td><a href="mailto:Susan.Marchette@dodea.edu">Susan.Marchette@dodea.edu</a></td>
</tr>
<tr>
<td>Special Education</td>
<td>Mrs. Bethany Downs</td>
<td><a href="mailto:bethany.dines@dodea.edu">bethany.dines@dodea.edu</a></td>
</tr>
<tr>
<td>Educational Technologist</td>
<td>Mrs. Rose Young</td>
<td><a href="mailto:Rose.young@dodea.edu">Rose.young@dodea.edu</a></td>
</tr>
<tr>
<td>Gifted Education</td>
<td>Mrs. Kathy Walseman</td>
<td><a href="mailto:Kathryn.Walseman@am.dodea.edu">Kathryn.Walseman@am.dodea.edu</a></td>
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## Elementary School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Teacher</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Pre-Kindergarten &amp; Literacy</td>
<td>Mrs. Patricia Phillips</td>
<td><a href="mailto:Patricia.phillips@dodea.edu">Patricia.phillips@dodea.edu</a></td>
</tr>
<tr>
<td>Multiage (1st – 3rd)</td>
<td>Mrs. Betty Burrell</td>
<td><a href="mailto:Betty.burrell@dodea.edu">Betty.burrell@dodea.edu</a></td>
</tr>
<tr>
<td>Math Specialist (3rd – 5th)</td>
<td>Mrs. Beth Hankins</td>
<td><a href="mailto:Beth.hankins@dodea.edu">Beth.hankins@dodea.edu</a></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Mrs. Lindsey Lamoreaux</td>
<td><a href="mailto:Lindsey.lamoureux@dodea.edu">Lindsey.lamoureux@dodea.edu</a></td>
</tr>
<tr>
<td>Multiage (1st – 3rd)</td>
<td>Ms. Jenny Maitner</td>
<td><a href="mailto:jeannette.maitner@dodea.edu">jeannette.maitner@dodea.edu</a></td>
</tr>
<tr>
<td>Fourth/ Fifth Grade</td>
<td>Ms. Gina DeBernard</td>
<td><a href="mailto:gina.deberard@dodea.edu">gina.deberard@dodea.edu</a></td>
</tr>
<tr>
<td>Math Specialist (3rd – 5th)</td>
<td>Mrs. Beth Hankins</td>
<td><a href="mailto:Beth.hankins@dodea.edu">Beth.hankins@dodea.edu</a></td>
</tr>
</tbody>
</table>

## Middle School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/ AVID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math/ Science/ Electives</td>
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</tbody>
</table>
Conferences

A series of days in the fall is set aside for teacher-parent conferences. An additional day is planned in April. There will be early dismissal from school and no lunch program on those days. Parents are requested to visit their children's teachers at specific times during the conference day. We have found this program to be very beneficial to parents, teachers, and children. The first report card will be shared with the parents at this conference. It is advisable to make appointments with the teacher in advance.

The Conference Days are not a substitute for necessary conferences throughout the year between parents and teachers. We do request that parents refrain from calling teachers at home. If you desire
a conference with a teacher or the guidance counselor, call for an appointment. The principal is also available for conferences and will be happy to talk to parents. Please call (540)653-8822 or send an e-mail message for appointments.

Courses Offered For High School Credit

Algebra 1 is for seventh and eighth grade students who have proven their ability and scholarship in mathematics. Students must meet all criteria set forth by the teacher, and have the approval of the algebra teacher to take this class instead of Math 7 or 8.

Virtual School courses in Spanish, French, Chinese, and Geometry are available for seventh and eighth grade students. The language courses are classified and taken as an “elective” at Dahlgren School.

Upon successful completion of all course requirements for classes above, the student will earn full course credit.

Grading Scale

<table>
<thead>
<tr>
<th>DoDEA Grading Scale Grades 4-8</th>
<th>DoDEA Grading Scale Grades K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=90-100</td>
<td>E=Exceeds Expectations</td>
</tr>
<tr>
<td>B=80-89</td>
<td>M=Meets Expectations</td>
</tr>
<tr>
<td>C=70-79</td>
<td>S=Steady Progress Toward Expectations</td>
</tr>
<tr>
<td>D=60-69</td>
<td>L=Limited Progress Toward Expectations</td>
</tr>
<tr>
<td>F=59 and below</td>
<td></td>
</tr>
</tbody>
</table>

Promotion and Retention

Promotion from one grade to another is dependent upon the student’s attendance and ability to master the subject matter, skills and techniques required at that particular grade level. Students who do not satisfactorily meet the minimum standards established by DoDEA for one or more reasons, unless there are extenuating circumstances or other considerations, may be considered for retention. Questions regarding promotion or retention will be resolved by the Student Support Team. This team is composed of the school principal, guidance counselor, classroom teacher, parent and other committee members. The principal, guided by this committee, has authority over this matter and will make the final determination in regard to promotion or retention. Contact the guidance counselor should you have any concerns.
ACCEPTANCE OF GIFTS FROM PARENTS/STUDENTS

Please be aware that guidance from the DODCA General Counsel concerning gift giving to school personnel is as follows: Gifts are not expected and may not be solicited. The following rules apply:

1. Staff members are not allowed to receive cash or gift certificates redeemable for cash
2. All gifts must be valued at less than $20.00
3. Combined value of all gifts from a single donor may not exceed $50.00 per year
4. Timing of the gift must not create an appearance of impropriety.

Accreditation

Dahlgren School is accredited through AdvancED. AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE). AdvancED is dedicated to advancing Excellence in education through accreditation, research, and professional services. http://www.advance-ed.org/

Animals on School Grounds

Pets are not allowed in or on the grounds surrounding the Dahlgren School anytime between 8:00 am and 4:00 pm. If an event or practice is taking place on the playground or Joy Park before or after school the time is extended to also cover that event. This includes animals on a leash.

Attendance

Daily attendance at school is important. Students should not be absent other than for illness or emergency. When a child must be absent from school, it is necessary that the parent call or email (the attendance link is on the school web page) the school office on the day of the absence and provide a reason/type of illness. The parent must also send a note upon the child’s return indicating the dates and reason for the absence. If the absence is due to what has been suspected to be a communicable disease, the child must bring a Medical Certificate permitting return to school. Students who return to school without a note must secure a temporary admission slip from the secretary in the office admitting the child to class until a note from home is provided.

For an anticipated absence, please send a note or e-mail to the office ahead of time. An email to the teacher does not get entered into the official attendance records. Should illness or other unexpected needs require that a child be absent, please notify the school in the morning of the occurrence. We
will attempt to follow up on any absentees whose parents have been unable to notify us. If no one can be reached at home, the active duty sponsor will also be contacted.

School attendance is important and in order to receive the best education, students need to be present. DoDEA has implemented a system-wide attendance policy for students in DoDEA schools throughout the world. This policy is consistent with those found in many public schools throughout the United States. School attendance has been identified as a serious issue for children throughout the country and military children are no exception.

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.

**TARDINESS**

Students arriving after 8:10 a.m., returning late after lunch, or beginning their school day after lunch must report to the office for a tardy slip. A parent is required to accompany the child to the office at the time of their late arrival. Any student arriving at their homeroom without a late slip from the office will be sent to the office to receive one. Students who do not report to the office for a tardy slip after attendance has been submitted will remain marked as “absent”. Unexcused tardiness to homeroom or to classes will be investigated and handled by the individual teacher involved. Examples of “excused tardy” are: medical or dental appointments, vehicle failure, or at the discretion of the principal.

**Vacations**

When it is necessary for students to accompany their parents on a long term of absence, trip or vacation due to military leave availability during the school year, it is required that contact be made with the Principal to meet and discuss the effect of a long term absence on your child’s educational progress. This meeting should take place a minimum of one week prior to the anticipated absence. It is also recommended that assignments be requested before departure and the following procedure be followed:

1. Each case will be handled on an individual basis by the principal. A written note from the parent must be provided to the office with the dates that the child will miss school at least two weeks prior to departure. The teacher will then be notified and if indicated a meeting will be set. When possible work will be sent with the child.

2. The student must submit completed makeup work within a reasonable period of time, as determined by the teacher, after returning to school. This responsibility rests with the student.
3. No absences for “vacation” purposes will be extended unless an agreement is prearranged with the student, parent, teacher and principal. All absences, even if arranged prior to departure, count against perfect attendance.

4. Parents must be aware that the regulations regarding absenteeism counts and notification of Command will still be required. Excessive absences resulting in educational impact may affect the ability of their child being ready for the next grade level.

**Chain of Command**

As in the military, Dahlgren School has a chain of command. Parents who have a question or concern should attempt to resolve it at the most appropriate and immediate level to find a solution.

- Classroom teacher
- Guidance counselor, Mrs. Nielsen (if appropriate)
- Lead Administrator– Mrs. Riccio
- Community Superintendent – Mrs. Balilo
- District Superintendent – Dr. Cuadrado

The suggested procedures follow the line of authority from teacher, to the lead administrator and then, if desired, to the District Superintendent’s Office. All efforts are made to focus on resolution at the lowest and most immediate level. Parents are encouraged to seek immediate resolution of any problem or concern. Prompt action can frequently prevent complications and more serious problems to occur.

**Child Abuse/Neglect Reporting**

The Department of Defense Educational Activity (DoDEA) which provides administrative services and support to the Domestic Dependent Elementary and Secondary Schools (DDESS) has mandated that any and all school personnel report suspected child abuse and neglect (DoDEA Regulation 2050.9). The regulation (2050.9) defines child abuse/neglect as the following:

- Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child’s welfare under circumstances indicating that the child’s welfare is harmed or threatened.
  - For further clarification outside of the DoDEA regulation, “negligent treatment” means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so as to seriously endanger the physical health of the child (42 USC Sec. 13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.
- The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person.
• A “child” is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term “child” means a natural child, adopted child, stepchild, foster child, or ward.
• The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facility (MTF) is authorized.

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

Our ethical and mandated responsibilities in the DDESS system require all staff members to report suspected cases to the appropriate school administrator and to the base Family Advocacy Program* (FAP). The FAP management team, composed of the military installation’s medical, legal, law enforcement and social work staff, is responsible for determining if child abuse/neglect has occurred and provide appropriate services for the child and family.

*Individual military branches and/or installations may have additional reporting requirements, processes, or procedures. These additional responsibilities do not however, relieve a DDESS employee from their duty to report suspected abuse to their appropriate school administrator and their FAP.

**Dahlgren School Grounds**

Between 8:00 a.m. and 4:00 p.m., all school rules are expected to be followed while within this area:

A: Sampson Road: from Dahlgren Road to the Circle. (This includes both sides of the street, up to and including the sidewalks, the first 25 feet of any unpaved lot thereon and the street itself.)

B: Joy Park: from the back of the school building, crossing “School House Road”, the playground equipment and grounds up to the Pavilion.

**Discipline Policy**

Our goal is to help develop and maintain positive self-discipline, whereby each individual Dahlgren School student conducts himself/herself in a manner that respects the rights and property of others while building his/her own self-esteem. The ultimate goal is for all students, while attending Dahlgren School, to display a positive attitude and to exhibit the proper decorum without direct intervention by adults. As we work towards this goal, it is our commitment to administer the policies regarding student discipline with integrity in a calm, fair, and consistent manner.
We very strongly believe in the rights of all students to be able to learn in an environment that is free of distractions from their peers. Thus, it is sometimes necessary to remove a student temporarily or permanently from a class or the school.

**Ground for Disciplinary Actions**

E3.1. General. This enclosure describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this regulation does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct:

- **E3.1.1. While on school property.**
- **E3.1.2. While en route between school and home or any school activity.**
- **E3.1.3. While on vehicles owned by the Government or contracted by DoDEA schools for the transport of students.**
- **E3.1.4. During the lunch period on a school day, whether on or off campus.**
- **E3.1.5. During or while going to or from all school-sponsored or school-supervised 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.**
- **E3.1.6. When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions. For out-of-school actions that involve First Amendment rights, there must be substantial disruption to the school.**

E3.2. School Bus Discipline. 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 a student’s special education program must be processed under the disciplinary procedures for students with disabilities.

E3.3. Additional Guidance at the School/District Level. In addition to this guidance, individual schools; school districts; or directorates may promulgate student policies/manuals that implement the procedures of this Regulation subject to prior coordination in accordance with subparagraph 5.2.8. of this Regulation.

E3.4. Discipline for Minor or First Offenses. A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat of danger to self or others through the use of written or oral reprimands or notice to the sponsor/parent/guardian, time out, teacher/student conferences, suspension of school or extracurricular privileges, and by any other teacher intervention deemed by the teacher or principal to be appropriate. Minor offenses include
any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. Nothing in this paragraph precludes the imposition of more serious disciplinary actions when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence than contemplated by this paragraph. Grade (score) reduction as a disciplinary action is not an appropriate means of discipline.

E3.5. Grounds for Removal. A student may be disciplined, to include removal from school (i.e., suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct:

E3.5.1. Causing, attempting to cause, or threatening to cause, physical injury to another person; or has threatened to use or has used physical force against any person, including physical force that causes serious bodily injury to a person, as defined by section 1365(h)(3) of 18 U.S.C.

E3.5.2. Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity. A minimum 1-year expulsion is required for the possession of firearms.

E3.5.3. Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages.

E3.5.4. Possessing or using tobacco, or any product containing tobacco or nicotine products; including, but not limited to: cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut.

E3.5.5. Possessing, using, distributing, or the attempted possession; use or distribution of any illegal/controlled substance; as defined in enclosure 2. A mandatory expulsion recommendation is required for a second offense.

E3.5.6. Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.

E3.5.7. Robbing or extorting, or attempting robbery or extortion.

E3.5.8. Damaging or vandalizing school, U.S. Government, contractor, or private property.

E3.5.9. Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.

E3.5.10. Committing any lewd, indecent, or obscene act; or engaging in habitual profanity or vulgarity.

E3.5.11. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This provision includes not only horseplay and other forms of disorderly conduct, but also includes: lying to and/or making false statements to school personnel, violation of the school
E3.5.12. Failing to leave the school, the school grounds, the school bus, or otherwise failing to follow the instructions/directions of the principal or staff member in charge after being told to do so; or is otherwise not authorized to be present in such areas (e.g., expelled or removed).

E3.5.13. Gambling in any form.

E3.5.14. Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.

E3.5.15. Bullying (including cyber bullying) another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person).

E3.5.16. Using portable communications devices contrary to school policy (e.g., beepers, cell phones, personal computers, BlackBerrys; other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including: cameras, electronic games, portable radios, compact disc players, iPods, portable DVD players, or similar devices). Such equipment and devices are subject to confiscation by school authorities.

E3.5.17. Engaging in, or attempting to engage in, acts of arson, making a threat to bomb, bum, or destroy in any manner a school building or school property, or intentionally making a false report of a bomb threat or fire (e.g., making a terrorist or bomb threat, pulling a fire alarm, etc.).

E3.5.18. Forging, cheating, or plagiarizing the work of others.

E3.5.19. Possessing or using fireworks or other explosive devices.

E3.5.20. Violating attendance regulations or policies (i.e., truancy).

E3.5.21. Violating the terms and conditions of the DoDEA Student Computer and Internet Access Agreement, or by illegal or unauthorized means gain access to the computers, software telecommunications, and related technologies of others; engage in any willful act that causes physical or financial damage or otherwise disrupts information technology, or use a computer or communications device to communicate threatening, harassing, indecent messages; or download obscene or pornographic materials.

E3.5.22. Violating any law, rule, regulation, or policy of the military installation or the school.

E3.5.23. Failing to report or otherwise be complicit in the above-described acts.

E3.6. Notice to Law Enforcement Authorities. The principal of the school shall notify the Installation Commander, or his or her designee for law enforcement or legal affairs, of any acts that may violate local laws or any situations that may pose a threat to the safety or security of the installation.

E3.7. Confiscation of Property. Authorized school officials may immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by this Regulation, or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the
rightful owner or the student's sponsor as soon as is practicable and safe, or issue a receipt for its retention until such time as it may be returned. Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of disciplinary action.

**Dress Code**

Dahlgren school maintains a dress code to foster a safe, orderly and professional learning environment for our youth and to align with the DoDEA Vision Statement of "Communities Committed to Success for All Students." Proper appearance not only makes a good impression to others but also has shown to have a correlation to positive student behavior and increased student achievement. The students represent the United States, our military and NSWC Dahlgren Naval and their dress should demonstrate that representation appropriately.

Dahlgren School students take pride in being neatly groomed and fashion-conscious. However, they should always be dressed appropriately for the school environment. Students should wear clothing that is appropriate, durable and comfortable. Clothing that is NOT appropriate includes short skirts, tight shorts (also bike shorts or spandex type) and shirts, blouses or tank tops that expose the stomach or exhibit inappropriate language or images. Students are not allowed to wear caps or hats during school hours unless it is part of a school function. Students should wear shoes that are comfortable for walking. Flip flops and house shoes (slippers) are not permitted.

The Dress Code is not structured for activities after the school day. However, the administration always expects clothes to be appropriate and properly worn. The administration reserves the right to prohibit a particular item of clothing or accessory if he or she determines that the item presents a safety concern or that the item is materially and substantively disruptive to the learning environment.

**Grooming and Dress**

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**

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

**Clothing**

The following guidelines apply:

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

Footwear

Shoes must be worn at all times. Only closed toe shoes should be worn. Zories, flip flops, slippers, and steel-toed shoes are not allowed for safety reasons. Sandals may be worn provided they are safe and will not pose a hazard for the student. Students should plan to wear tennis shoes or other athletic footwear when possible on Physical Education days. We strongly recommend that tennis shoes/athletic footwear be worn at all times.

Hair

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

Hats and Headwear

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

Coats, Light Jackets, Raincoats

These items may only be worn to and from school

Emergency Procedures and Closings

We do not run by the closures and time statements for King George County Schools.

In case of snow or hazardous weather conditions, Dahlgren School will, as a general rule, be open when the base is open, and closed when the base is closed. The school may also be closed if personnel cannot safely make it to the base due to the weather conditions immediately outside of the Dahlgren area. There may also be occasions when the school has a delayed opening. "ADHOC" will be used to call, text and
email each family in regard to delayed openings or closures. Please ensure that your email and telephone numbers are up to date in the school office. Home phones and cell phones can be placed in the contact information for this system.

If unsure as to the school’s status, the phone at the school is updated by 7:30 am (540-653-8822). If this is the case, the closure or the time that students are to report will be indicated in the message. If you only receive the regular, taped message, we anticipate that personnel will be able to make it in, and the school will be opening on time at 08:05. You may want to check again, closer to 08:00 in case it is changed after 07:30, due to road conditions outside of the base. Another source to check is the school’s webpage and Facebook page.

If it is announced that the base will close early the school will also dismiss early. Please update your emergency contact information regularly. Arrangements should be made ahead of time for those children living off base to be picked up early and to ensure that younger children whose parents both work have a safe place to go during such school weather closings.

Call the following 24-hour alert telephone number for the status of the base (540)653-3224, as well as Dahlgren School for status of the school: 540-653-8822. When an emergency, winter, tropical or severe storm develops overnight the information is updated by 7:30 am. Emergency information can also be found on the base website and Dahlgren’s Facebook page.

The DoDEA Americas Mid-Atlantic District New York/Virginia is not a part of King George County, Stafford County, Fredericksburg County, or any of the other counties surrounding Dahlgren. Therefore, announcements pertaining to these school systems do not affect Dahlgren School. In addition, announcements from OPM with respect to Washington, DC area Federal Offices DO NOT pertain to Dahlgren School.

Note: In case school is closed temporarily because of an epidemic, snow, or for other necessary cause, the District Superintendent may require such loss of time to be made up within the school term or may extend the school term.

Emergency ADHOC System

Dahlgren School is using the ADHOC message service that delivers automated phone calls, texts, and/or emails to our students and families. This system utilizes contact information in our school’s database. In the event the school must be closed due to inclement weather or there should an unscheduled early release, every child’s sponsor will receive a communication indicating all pertinent information.

Adverse Weather Station Listings:

In the event of Base Closure during the school day, whether for inclement weather or security issues, we will hold students here in the school building, until a parent or another adult designated by the parent can come to pick up the child. If age appropriate according to base policy, parents may contact the
school to give verbal permission for their children to leave and proceed to their home or to a designated alternate location by themselves.

We will use the ADHOC system to notify our parents. We will do our best to notify all commands via phone, text, and e-mail. Please ensure that you update your contact numbers and email address on a regular basis. We will run a test at the beginning of the school year. If you do not receive either a call, test, or an email, please notify the office with your contact information so that it can be updated in the system.

EMERGENCY DRILLS

Fire and other “Emergency” drills will be conducted on a routine basis. Throughout the school year classroom teachers will go over proper procedures with their classes. Students are expected to comply with all emergency procedures and take them seriously. In the event that the school needs to be evacuated due to a Bomb Threat or other condition, students will follow procedures outlined by the classroom teacher. Pre-arranged sites on the base will be designated areas to which the students will be taken as appropriate.

General Guidelines for Students

- Classes begin at 8:10 a.m. Students are not to be on school grounds prior to 8:05 a.m. The building will be opened at 8:00 a.m. for students who have been asked by their teacher or club coordinator to come in early. These students must report directly to those teachers.
- Students are not to loiter on the front stairs of the school or in the front “yard” portion of the grounds.
- Students are not permitted to enter the building to “drop off” back-packs at classrooms or lockers before going out back to the assigned waiting area.
- On wet or cold days please plan your child’s arrival time accordingly as they will not be permitted in the building prior to 8:05 when adequate supervision is available.
- During the lunch period, playground supervision begins at 12:05 p.m. for all students in grades K-8. Students are not to re-enter the building, for any reason, prior to 12:20. Students are not to cut through the school building to reach the back playground, drop off backpacks, or “get something from the lockers”. Students returning from lunch at home should report to the playground or gym during inclement weather.
- All necessary books, papers, homework, and other appropriate school materials should be in the student’s possession when he or she arrives and departs the school.
- Students will be held accountable for any lost, damaged or marred schoolbooks and property.
- Students found cheating, forging signatures or assignments for themselves or others, or submitting plagiarized work will be subject to disciplinary and academic penalties.
- Playground Safety Rules are as follows:
  - No tackle games are allowed. No running through the playground equipment. Keep your hands and feet to yourselves!
  - All playground equipment will be used as it is intended by the age group for which it is designed. There will be no climbing up slides, hanging upside down on bars, or leaping from platforms to exterior portions of the equipment.
  - Throwing snow or snowballs, rocks or any other objects that may cause injury is prohibited.
Fighting or physically violent games are prohibited.

Injuries are to be reported immediately to the staff on duty on the playground.

Cellular phones are allowed but must be kept out of sight and are not to be turned on or used while on school property during the school day. Any violations will result in the device being confiscated by school personnel and held in the office until a parent comes to pick it up. Dahlgren School will not be held liable for loss, theft, or damage to any of these devices.

Chewing gum and candy are not allowed on school grounds. If cough drops are necessary, a prescription from a doctor must be presented with the drops and left with the nurse.

Bicycle/Scooter riders may approach the school only by the paths through Joy Park. Bike/Scooter riders will dismount their bikes/scooters when on school grounds. The sidewalks in front of and beside the school are school grounds. There will be no riding of bicycles or scooters on the sidewalks that pass by the Information Center/Kindergarten arrival areas or the sidewalk that runs from the sidewalk in front of the school past the Chapel Annex. Bikes and scooters must be walked at all crosswalks. Violations of this rule will result in disciplinary action being taken. Loss of the “ride” privilege may result from repeated offenses.

Skateboards and roller blades are not allowed on school grounds at any time. Shoes with “built in” wheels are not authorized on school grounds during school hours.

Do not leave trash, litter or paper of any kind on the school grounds. Trash receptacles are provided.

Students are required to walk quietly in hallways and outside near classroom windows.

Toys are not allowed on school grounds unless approved by the child’s teacher as part of a classroom exercise or demonstration. This includes all electronic games and entertainment mechanisms (i.e. Game consoles, etc.). These items will be confiscated and parents notified to come to the office for removal from the premises. Dahlgren School is not liable if these items are lost, stolen or damaged.

“In school” class parties may only be held for significant occasions, as determined by the teacher and administration, and must be set up with the classroom teacher in advance so as not to impact educational time.

Passing out individual invitations and/or birthday gifts or acknowledgments should be done outside the classroom setting and off of school grounds.

The use or possession of alcohol, tobacco products, illegal or controlled substances or possession of drug paraphernalia is not allowed in the school building or on school grounds at any time. Violations will result in suspension from school and will be reported to Base Security as appropriate.

Gambling, in any form, is against school policy.

Abusive, profane, vulgar language, obscene gestures, and threats or threatening behavior, are expressly forbidden. Violations will be reported to the principal for disciplinary action including suspension.

All parents and visitors must use the front entrance and check in with the office prior to going anywhere else on school grounds including the hours before and after official school hours.

Gifted Services, Speech-Language and/or Special Education Programs

Students transferring into Dahlgren School from local or public schools, even those already identified for Gifted Services, Speech-Language, OR Special Education Services within those schools, will be assessed by DoDEA standards to identify those who qualify for services within the DoDEA System. Please provide all support documentation from the previous school in regard to their placement in order to speed the processing. Students needing gifted services are formally identified and serviced by a teacher who is
certified in gifted education. This instruction takes place in either a special classroom or the regular classroom as deemed appropriate.

Special Education or Speech Language needs are addressed by a certified Special Education or Speech Language Pathologist as needed or identified, throughout the curriculum. Services are administered and addressed in the atmosphere or setting that is most beneficial, but least restrictive to the student receiving the services. The curriculum framework of both programs supports differentiated instruction and both enrichment and accelerative opportunities.

**Health**

**Illness/Injury At School**

Dahlgren has a full time Health Tech on staff. The school Health Tech should be informed about any type of health-related concern your child may have. The school Health Tech renders first aid and provides care for the student who is injured or becomes ill at school. The school Health Tech determines the need for a student to be sent home or referred for medical evaluation. If a student needs to be sent home because of illness or injury, one of the following actions will take place before releasing the student from school:

- A responsible parent or guardian is contacted to take responsibility for the student’s transportation to the appropriate destination.
- The designated emergency person is contacted if the parent or guardian is not available.
- The sponsor’s supervisor is contacted if no one else is available.
- See below for specific requirements to return to school after an illness.

**Medication at School**

The school Health Tech accommodates parent requests for medication (including prescription, non-prescription, and over-the-counter) to be administered during the school day. According to DoDEA Health Service Guide, DS Manual 2942.0, school personnel may administer medications when certain criteria are met.

- In order for school personnel to administer medications during school hours, the Medication Permission form MUST be provided to the school signed by the parent and a physician. The medication will be in the original container and properly labeled by the pharmacy. The label should indicate the name of the student and the physician, the medication dosage, and frequency. The date of the prescription must be a current date.
- The medication will remain at the school for the duration of the prescription. Any changes in the medication, dosage, or frequency will necessitate a new form and a new, labeled container.
Medications for acute illness (such as bacterial infections) are usually prescribed for administration three times a day and may be administered by the parent before school, after school, and before bedtime.

Students are not permitted to self-administer or have over the counter medications with them during the school day (Examples: cough/cold strips, cough drops, Tylenol, hydrocortisone cream, Benadryl).

If you need to give your child medication during the school day:
- Notify the office and nurse and sign in as a visitor
- We will call your student to the clinic/office so you can administer the medication.
- Please do not administer any medication in public areas

Medications not picked up by the last day of school will be destroyed.

Please contact our school Health Tech if you have any questions.

When to Return to School

**Chicken Pox:** May return after all blisters have scabbed over. This usually takes 7-10 days. Student must be cleared by school nurse before returning to class.

**Cough:** Students with frequent/persistent cough may be sent home and should have a medical evaluation. Student may return when cough is only occasional and after 24 hours if antibiotics are prescribed for a respiratory infection.

**Diarrhea:** May return after a minimum of 24 hours or one school day (whichever is greater) of no diarrhea - without the use of medications to stop diarrhea.

**Fevers > 100° F:** May return after being fever free for 24 hours without the use of fever reducers such as Tylenol or Motrin.

**Flu:** May return 5-7 days after onset of symptoms and fever free for 24 hours.

**Head Lice:** May return following appropriate treatment - all members of the family should be treated. (Pregnant women should not receive any treatment without checking with their doctor.) Bedding, articles of clothing, combs, and brushes should be treated to prevent re-infestation. No nits may remain for your child to re-enter school. **He/she must be checked by the school nurse prior to returning to the classroom.**
Impetigo: May return following 24 hours of antibiotics and with a permission note from the doctor. Infected areas must be covered.

Pink Eye: May return following 24 hours of medication and until eyes are clear, white, and free from drainage.

Ringworm: May return following appropriate treatment. Patches of ring-worm on the skin must be covered while at school. This covering should be removed when your child comes home so the area will heal properly.

Strep Throat: May return following 24 hours of antibiotics, with permission note from the doctor, and fever free for 24 hours.

Vomiting: May return after a minimum of 24 hours or one school day (whichever is greater) of no vomiting - without the use of medications to stop vomiting.

**Home and School Partnerships**

Mentor Program

The purpose of the Mentor Program is to create an organized way of providing assistance to students, which in turn will enhance the overall effectiveness of the Dahlgren School. Volunteer mentors will meet with students each week in a one-on-one mentoring sessions and support activities designed to aggressively improve students’ basic skills and ability to succeed. The role of the mentor is three-fold: to tutor, to be a role model, and to provide support to the student.

For information on the Mentor Program enrollment process, contact our guidance counselor.

Dahlgren School PTO

The PTO is here to promote the welfare of the children in our school; to bring home and school into a closer working relationship and to build a strong partnership among all involved in educating the student. Dahlgren School PTO membership is open to Dahlgren School parents and staff.
PTO sponsors a variety of activities for the benefit of the children such as reading programs, school pictures, book fairs, guest speakers, pep rallies, fund raisers for special events, and assemblies. They also help coordinate the school volunteers who are so valuable to our teachers and students.

The PTO is administered by a parent elected board which meets each month. Meetings are open to all parents and teachers. We hope all teachers and parents join the association and support its activities.

**Room Parents**

Room Parents assist the teacher by helping supervise the children during special events and providing leadership when a group of parents is needed. One or more parents will be asked by each teacher to act as a Room Parent and their assistance is appreciated. Room Parents must still sign in at the front office and use the volunteer book.

**Volunteers**

Dahlgren School’s Valuable Volunteers are made up of parents and local area adults who love working with children. Some of them work on the base and take special time to “Mentor”; some are retired and look forward to interacting with the kids in many different areas of the curriculum. They read to and with our kids, flip flashcards, run the book fairs, help in the gardens, and prepare or copy materials for teachers! Some even volunteer from the home!

There are volunteer forms in the office. These forms must be returned to the front office and a background check must be completed. Volunteers and visitors need to sign in at the office and wear a badge identifying the fact that you are a volunteer. Not only do we need to know you are here, but we also want our kids to know that you are here “officially”.

**Lunch Program**

**Students attending Dahlgren School are encouraged to eat a bag lunch from home in the lunchroom. However, students may go home to eat as well.** Dahlgren currently does not have a kitchen to prepare food. In the interim, we have created a lunchroom where students can eat lunch and then participate in recess. This lessens the safety risk and accountability concerns of students walking home for lunch and returning on time for class.

When packing your child’s lunch please pack something you know your child likes and will eat. Lunches should be nutritious. Please refrain from sending in sodas with your child’s lunch. We do not allow children to share or trade food. This is for your child’s safety as we do not know what food allergies all children may have.

In the case of an unexpected emergency where the parents were not originally planning to be away from the home, lunches may be brought to the school office for distribution.
Students are expected to eat their lunch and maintain appropriate school behavior during lunch time. The lunch program is not offered on Early Release days.

**Photo and/or Filming**

On occasion, teachers and/or outside organization will take photos or film programs or activities which may involve the students. Should you prefer that your child not participate and appear on camera please complete a Form 700 at the front office.

**Pre-Kindergarten Program Schedule**

Dahlgren School offers a half-day Pre-Kindergarten program for all students who will be age four by 01 September of the year during which they will begin school.

The program is five days per week. Class begins at 12:30 and students are to be picked up promptly at dismissal time at 3:00. It is very important that you note these arrival and departure times so your child can be properly cared for always.

1. Pre-K children begin actual classroom instruction the week after students in K-8 in order to facilitate teacher/parent visits.

2. If your child attends the CDC Pre-K program, you are responsible for coordinating their pick-up and delivery to the center. If this is a concern, please discuss this with the Pre-K teacher.

3. If your child has a change in his or her after-school plans, or will be picked up by anyone other than the parent; you will need to notify the Pre-kindergarten teacher, and the office with a note, email, or phone call. Persons picking up your child must sign them out in the school office.

**Registration Requirements**

The Sponsor or Parent of all new students will need to provide with the registration packet (Form 600) an original birth certificate/adoption or decree/loco parentis (custody) papers, a copy of orders, a copy of ID verifying DoD status, immunization record, and a copy of their lease or the housing verification form at the time of registration. If any of these documents are not supplied at the time of registration, a provisional enrollment will be made which will give you 30 days in which to supply the required documentation. If the documentation is not supplied by the end of that 30 days, your child will be disenrolled.
DoDEA age entrance eligibility requirements are as follows:

- A child must be 4 years of age on or before September 1st of the school year to be eligible to attend Pre-K
- A child must be 5 years of age on or before September 1st of the school year to be eligible to attend Kindergarten
- A child must be 6 years of age on or before September 1st of the school year to be eligible to attend First Grade

Mid-Year Departure / Transfer or Early Withdrawal

Families that elect to dis-enroll from Dahlgren School prior to the end of the school year must provide in writing a notification providing the reason, the disenrollment date, and when possible, the destination or planned place of next enrollment. This is all information that must be entered in our data tracking system; also, if relocating to another area where schooling is provided by DoDEA, this information permits specific codes based to be entered in the system which enable electronic transfer of grades and other important data from our school to the next.

Early notification is helpful to the teachers by providing them time to prepare student records, grades, and transitional support for your student. The school office must be notified two weeks in advance of the date your child will be withdrawn in order for the child’s teacher to be notified and provided with the proper forms for transfer, ensure grades are recorded, generate transfer data, and to allow the copying of your child’s records for you to carry with you to the next school. This notification should be in writing, or may be sent as an email to the school registrar: kimberly.gilley@am.dodea.edu.

In the instance of transfer immediately prior to the end of the school calendar year, children leaving school no more than twenty (20) school days may, if deemed appropriate by the teacher and principal, be promoted to the next grade level upon departure. It is not guaranteed, and not always possible or in the best interest of the child. This option is only possible if the child has shown proficiency in the required areas of instruction for the current grade level, prior to their departure date. With variations in the end date of the school year worldwide; this is a point to be considered along with scheduling your departure, move, travel, and report dates at your new location.

Physical Examinations and Immunization Requirements

We must have confirmation of immunizations at the time of registration. Without this, a provisional enrollment of only 30 days will be permitted. After 30 days, if proof of immunizations is not provided, the child will be dis-enrolled. A copy of your child’s immunization records will suffice but if additional immunizations are needed upon entry or as an update please plan to use the DoDEA Immunization form available in the nurse’s office. The nurse can transcribe your existing records to this form which outlines specifically the requirements for our school system. Students who plan to participate in intramural sports programs must have a “Sports Physical”. This physical is “good” only for one school year. This form is available in the office.
Immunization Requirements for School Entry

Students who enroll in DoDEA schools MUST meet the following immunization requirements unless a medical or religious waiver is completed by child’s physician.

**Tdap, DPT, DTaP, DT, or TD** - a minimum of four doses; one dose must be given after the age of four. ***A single Tdap booster dose is also required at the age of 11

**Hepatitis A**. The two dose series should be completed prior to beginning school. *

**Hepatitis B**. The three dose series should be completed prior to beginning school. *

**MMR**: The two dose series should be completed prior to beginning school. *

**Meningococcal Vaccine**. Series initiated at age 11. Booster at age 16.

**Polio (OPV or IPV)** – series completed by age 4 or on schedule for completion. If the fourth dose was administered before the fourth birthday, an additional dose is required for school entry.

**Varicella** (chicken pox) 2 Doses. *

**Hib** – two to four doses. Hib is not routinely given to children 5 years and older.

**Influenza**

**PPD- TB Skin Test (Not a vaccine)**

Children under the age of 5 are also required to receive Pneumococcal, influenza type b and Rotavirus immunizations.

* For those coming from areas where these immunizations have not previously been required: one dose must be received prior to beginning school and the second scheduled.

Report Cards and Supplemental Reports

Report cards informing parents of the student’s scholastic progress, attendance, conduct, citizenship, and other information regarding the student, will be sent home with the children within one week after the end of each nine-week grading period. Parents are required to sign the envelope and have the child return it to the teacher within three school days.

All parents may receive supplemental reports through personal contact, correspondence, or telephone to solicit additional parental support to help the student. Parents of children in grades 4-8 may use GradeSpeed to keep up to date on assignments and student progress.

Report cards cannot be issued early for any reason other than PCS move which necessitates the family departing NSWC prior to the pre-established issuance date.
**Student Rights and Responsibilities**

DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” dated April 17, 2012, prescribes the students’ rights and responsibilities. It is DoDEA policy that:

1. The following rights are retained by students:
   a. Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160, Director of DoDEA Memorandum (subject: Executive Order 13160 Guidance; Ensuring Equal Opportunity in Federally Conducted Education and Training Programs) dated March 18, 2003, DoDEA Administrative Instruction 2500.14, and DoD Instruction 1342.12 without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.

   b. Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct, consistent with the written directives stated in subparagraph ‘1a’ above and DoDEA Director Memorandum “Safe and Drug Free Schools”.

   c. Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution; freedom from unwarranted search and seizure under Amendment IV of U.S. Constitution; and due process under Amendment V of U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

   d. Right fair and appropriate discipline in accordance with DoDEA Regulation 2051.1.

2. 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.

3. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with DoDEA Regulation 2051.1.
4. Schools allow equal access to school facilities by student sponsored noncurriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4 of Administrative Instruction 2051.02.

4. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

**SUPERVISION REGULATIONS**

Our command has very clear supervisory guidelines in reference to the children that live on the base. NDW Instruction 1754.2: Child Supervision Guidelines is posted in our office.

Dahlgren School is charged with supporting and adhering to these regulations, and as such must report violations of this policy to the appropriate office.

As a summary:

While all children should be supervised in their yards, in the playgrounds, and on their way to and from school, different degrees of supervision are required, according to the base policy, depending on the age and maturity level of the child. The base has provided the following as guidelines for parents of the children at this installation:

- **A:** Children under 8 years of age “must never be left unsupervised or unattended”. This means that they must be within sight of their parent or designated responsible person while in housing and in public areas: e.g. walking to and from school, on playgrounds, shopping areas, parking lots, sidewalks. Children 5 years of age or younger are not to be left unsupervised/unattended at any time: this includes the walk to and from school. By base regulation, a designated adult or appropriate babysitter must be physically present when these children are outside the home, including while walking to school or playing on playgrounds. (A child 5 years of age or younger should also never be left unattended in a parked vehicle.)
- **B:** Children between 8 and 12 “may” be left without direct supervision for reasonable periods of time; however, parents should provide indirect supervision such as frequent phone calls by either parent or child, or occasional checks by adult neighbors or friends. These children should be carefully rehearsed in the event of an emergency: e.g. how to contact parents, a responsible adult, home alone procedures, and emergency services. They are not old enough, according to base guidelines, to walk siblings under the age of 8 to and from school as they do not qualify as a “babysitter”.
- **C:** Children 13 years of age or older require varying degrees of supervision depending upon demonstrated levels of self-discipline and personal responsibility. Children under 16, however, must have adult supervision overnight.
- **D:** Children with special physical, mental, and emotional needs must be supervised consistent with their developmental needs, but not less that the supervision requirements contained in the base guidelines for children of similar age.
Children are defined as anyone 17 years old and younger.

Parents are defined as natural or step-parents, guardians, or the sponsor of family members under 18 years of age.

Babysitters are defined by base regulations as responsible persons 13 years of age or older, or a 12 year old who has completed the FFSC or the American Red Cross Babysitters Course.

In accordance with the base supervisory instructions, children attending Dahlgren School who are under the age of 8 years old must be walked to and from school by a parent or designated, appropriately aged escort. Children of this same age bracket, who are riding a bicycle to school, must be accompanied by an adult or appropriately aged sibling or escort.

**Visiting The School**

Parents are invited to visit their child’s classroom while school is in session. For the purpose of safety and accountability, requirements for visiting parents are listed below:

1. All parents and visitors MUST report to the school office to sign in and receive and display an identification badge before, during and after school hours.

2. All visits to individual classrooms must be scheduled through the teacher in advance.

3. Parents are in the classroom as observers or to assist in a classroom activity arranged with the teacher.