

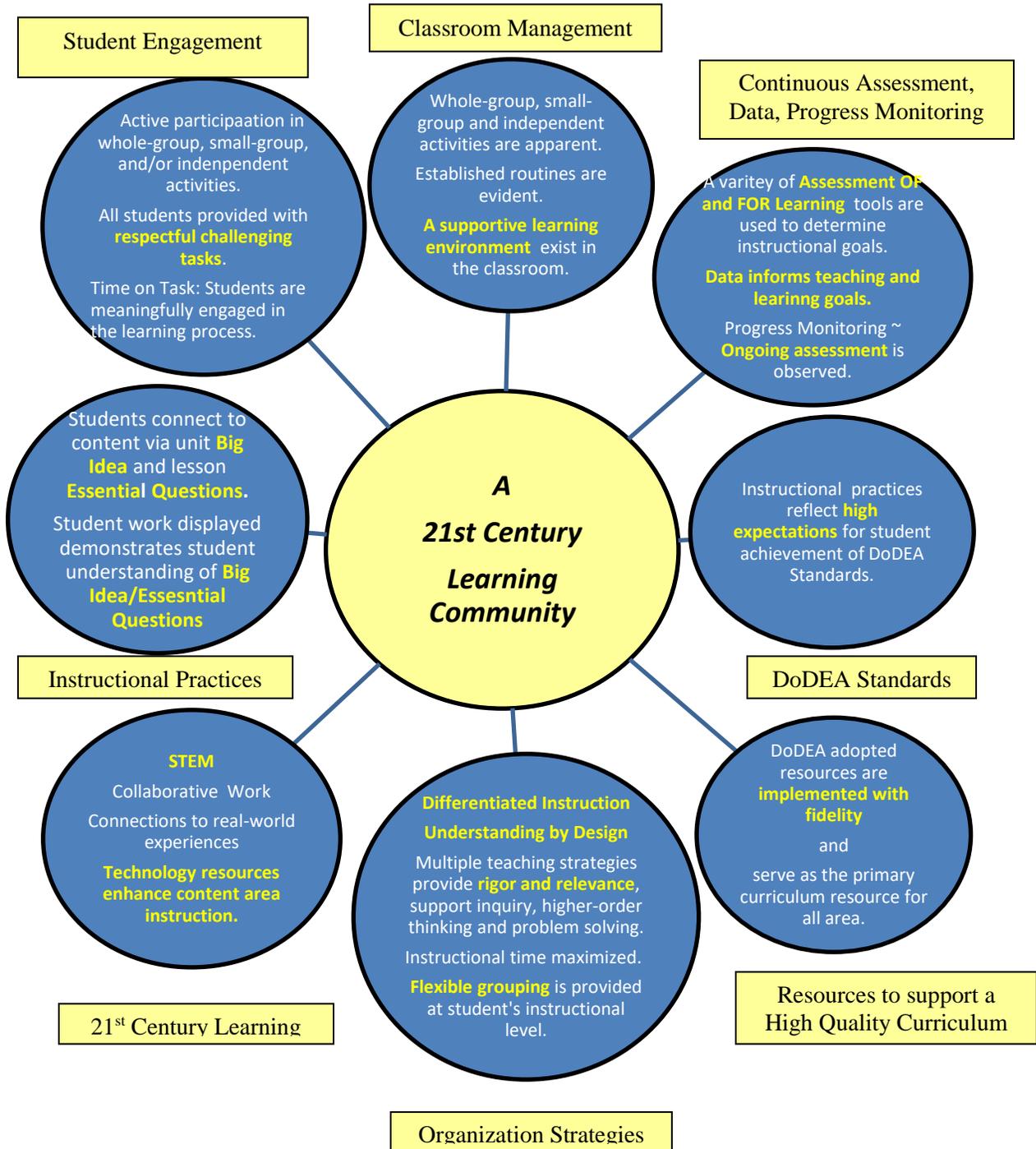
# **Herbert J.Dexter Elementary School**

"Where Eagles Soar"



**Student-Parent Handbook  
2020 - 2021**

# DODEA AMERICAS SOUTHEAST DISTRICT IS A A 21<sup>ST</sup> CENTURY LEARNING COMMUNITY



# *Ms. Edwina M. Smith*

## **PRINCIPAL**

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Ms. Edwina Smith has been the principal of Dexter Elementary School since June 2014. She came to the Georgia/Alabama District as an assistant principal at Faith Middle School in 2013. Since her arrival, Ms. Smith has led Dexter Elementary School through two successful school accreditations in 2015 and 2019.

Prior to coming to Fort Benning, Ms. Smith served as an assistant principal with the DoDEA Virtual School in Okinawa, Japan and as a guidance counselor at Sullivan Elementary in Yokosuka, Japan. During her 31 years with DoDEA, Ms. Smith served as a guidance counselor, mathematics and computer science teacher, athletic director, varsity basketball coach, and varsity soccer coach at Giessen Middle/High School and Pirmasens Elementary/Middle School in Germany.



"I am thrilled to have Ms. Smith as the principal for Dexter Elementary School. She is a caring and transformational leader," said Dr. Christy Huddleston, Americas Southeast District Superintendent." She has successful administrative experience as an instructional leader and understands the importance of developing relationships with students, parents, educators and command."

A native of New York City, Ms. Smith graduated from New York University with a Bachelor's Degree in Mathematics/Computer Science Education. In 1997, she received her Master's Degree in Counseling from the University of Maryland.

Ms. Smith is the mother of two adult daughters who attended DoDEA schools in Germany. She also has a 7-year old grandson, 3-year old twin granddaughters and a miniature poodle named Bentley.

## **HERBERT J. DEXTER ELEMENTARY SCHOOL**

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### Contact Information

Dexter Elementary School

99 Yeager Avenue

Fort Benning, GA 31905

Phone: (706) 545-3424

Fax: (706) 545-9106

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

Principal's email: [Principal.DexterES@am.dodea.edu](mailto:Principal.DexterES@am.dodea.edu)



### Namesake

Opening in 1969, the school was named in honor of Major Herbert J. Dexter, a Viet Nam war hero. Major Dexter was a member of the *Screaming Eagles* of the 101<sup>st</sup> Airborne. After losing his life in heroic action during the Battle of An Ninh, Major Dexter was posthumously awarded the Distinguished Service Cross.

### Mascot

Herbie the Eagle

### School Slogan

## Where Eagles Soar

### Vision Statement

We learn from the past to create our own future.

### Mission Statement

To provide a safe and supportive learning environment enabling military children to develop to their fullest potential. We offer all students the opportunity to achieve the skills and confidence necessary to develop into independent thinkers - capable of creating a vision for their future.

### School Improvement Goals

#### **Math Goal**

By May 2021, all students in grades 3-5 will increase their achievement in Mathematics on the CCRS Summative Assessment from 50% in SY 17-18 in Performance Levels 4 and 5 to 65%.

#### **Writing Goal**

By May 2021, all students in grades K-5 will increase their achievement in Reading Comprehension as measured by the EOY Scholastic Reading Inventory and/or Reading Proficiency Tool.

### **School Hours**

Office Hours: 7:30 – 4:00 PM

#### **Students:**

School is in session Mondays, Wednesdays, Thursdays and Fridays from 8:45 a.m. until 3:30 p.m.

Tuesdays is our Early Release day. Students come to school at 8:45 a.m. and are released at 2:15 p.m. on Tuesdays.

# FT. BENNING SCHOOL CALENDAR

DoDEA\_Fort\_Benning\_Schools\_SY2020-21

| July 2020 |    |    |    |    |        |    |
|-----------|----|----|----|----|--------|----|
| S         | M  | T  | W  | T  | F      | S  |
|           |    |    | 1  | 2  | 3<br>H | 4  |
| 5         | 6  | 7  | 8  | 9  | 10     | 11 |
| 12        | 13 | 14 | 15 | 16 | 17     | 18 |
| 19        | 20 | 21 | 22 | 23 | 24     | 25 |
| 26        | 27 | 28 | 29 | 30 | 31     |    |

3 Independence Day (observed)

| August 2020 |          |          |          |          |          |    |
|-------------|----------|----------|----------|----------|----------|----|
| S           | M        | T        | W        | T        | F        | S  |
| 2           | 3        | 4        | 5        | 6        | 7        | 8  |
| 9           | 10       | 11       | 12       | 13       | 14       | 15 |
| 16          | 17<br>PL | 18<br>PL | 19<br>PL | 20<br>PL | 21<br>TW | 22 |
| 23          | 24<br>F  | 25<br>ER | 26       | 27       | 28       | 29 |
| 30          | 31       |          |          |          |          |    |

17-18 Prof. Learning Day/ Principal Day  
19-20 Prof. Learning Day/ CCR  
21 Teacher Workday  
20 Sneak-a-Peek (ES 4:00-5:00 & MS 3:15-4:15)  
24 First Day of School (K-8)

| September 2020 |          |               |    |    |    |    |
|----------------|----------|---------------|----|----|----|----|
| S              | M        | T             | W  | T  | F  | S  |
|                |          | 1<br>ER       | 2  | 3  | 4  | 5  |
| 6              | 7<br>H   | 8<br>PK<br>ER | 9  | 10 | 11 | 12 |
| 13             | 14       | 15<br>ER      | 16 | 17 | 18 | 19 |
| 20             | 21<br>PL | 22<br>ER      | 23 | 24 | 25 | 26 |
| 27             | 28       | 29<br>ER      | 30 |    |    |    |

7 Labor Day  
8 First Day of School (Pre-K)  
21 Prof. Learning Day/No School (CCR)

| October 2020 |         |          |    |          |          |    |
|--------------|---------|----------|----|----------|----------|----|
| S            | M       | T        | W  | T        | F        | S  |
|              |         |          |    | 1        | 2        | 3  |
| 4            | 5       | 6<br>ER  | 7  | 8        | 9        | 10 |
| 11           | 12<br>H | 13<br>ER | 14 | 15       | 16       | 17 |
| 18           | 19      | 20<br>ER | 21 | 22<br>QE | 23<br>TW | 24 |
| 25           | 26      | 27<br>ER | 28 | 29<br>PL | 30<br>TC | 31 |

12 Columbus Day  
22 End of Quarter  
23 Workday/No School (Report Card Prep)  
29 Prof. Learning/No School (CSI)  
30 Conferences/No School (ES only)

| November 2020 |          |          |         |          |         |    |
|---------------|----------|----------|---------|----------|---------|----|
| S             | M        | T        | W       | T        | F       | S  |
| 1             | 2<br>TC  | 3<br>ER  | 4       | 5        | 6       | 7  |
| 8             | 9        | 10<br>ER | 11<br>H | 12<br>PL | 13      | 14 |
| 15            | 16       | 17<br>ER | 18      | 19       | 20      | 21 |
| 22            | 23       | 24<br>ER | 25<br>H | 26<br>H  | 27<br>H | 28 |
| 29            | 30<br>RC |          |         |          |         |    |

2 Conferences/No School (ES & MS)  
11 Veterans Day  
12 Prof. Learning Day/No School (CCR)  
25-27 Thanksgiving Break  
30 PreK Report Card- No School (PreK only)

| December 2020 |         |          |         |         |         |    |
|---------------|---------|----------|---------|---------|---------|----|
| S             | M       | T        | W       | T       | F       | S  |
|               |         | 1<br>ER  | 2       | 3       | 4       | 5  |
| 6             | 7       | 8<br>ER  | 9       | 10      | 11      | 12 |
| 13            | 14      | 15<br>ER | 16      | 17      | 18      | 19 |
| 20            | 21<br>H | 22<br>H  | 23<br>H | 24<br>H | 25<br>H | 26 |
| 27            | 28<br>H | 29<br>H  | 30<br>H | 31<br>H |         |    |

21 - January 1 Winter Break  
25 Christmas Day

| January 2021 |         |          |          |          |    |    |
|--------------|---------|----------|----------|----------|----|----|
| S            | M       | T        | W        | T        | F  | S  |
|              |         |          |          | 1<br>H   | 2  |    |
| 3            | 4       | 5<br>ER  | 6        | 7        | 8  | 9  |
| 10           | 11      | 12<br>ER | 13<br>QE | 14<br>TW | 15 | 16 |
| 17           | 18<br>H | 19<br>ER | 20       | 21       | 22 | 23 |
| 24           | 25      | 26<br>ER | 27       | 28       | 29 | 30 |
|              | 31      |          |          |          |    |    |

1 New Year's Day  
14 End of Quarter  
15 Workday/No School (Report Card Prep)  
18 Martin Luther King, Jr.'s Birthday

| February 2021 |         |          |    |    |         |    |
|---------------|---------|----------|----|----|---------|----|
| S             | M       | T        | W  | T  | F       | S  |
|               | 1       | 2        | 3  | 4  | 5<br>PL | 6  |
| 7             | 8       | 9<br>ER  | 10 | 11 | 12      | 13 |
| 14            | 15<br>H | 16<br>ER | 17 | 18 | 19      | 20 |
| 21            | 22      | 23<br>ER | 24 | 25 | 26      | 27 |
| 28            |         |          |    |    |         | RC |

5 Prof. Learning Day/No School (CCR)  
15 Washington's Birthday and Presidents' Day  
26 PreK Report Card- No School (PreK only)

| March 2021 |         |          |          |    |          |    |
|------------|---------|----------|----------|----|----------|----|
| S          | M       | T        | W        | T  | F        | S  |
|            | 1       | 2        | 3        | 4  | 5<br>PL  | 6  |
| 7          | 8       | 9<br>ER  | 10       | 11 | 12       | 13 |
| 14         | 15      | 16<br>ER | 17       | 18 | 19       | 20 |
| 21         | 22      | 23<br>ER | 24<br>QE | 25 | 26<br>TW | 27 |
| 28         | 29<br>H | 30<br>H  | 31<br>H  |    |          |    |

5 Prof. Learning/No School (CSI)  
24 End of Quarter  
29 Workday/No School (Report Card Prep)  
29 - April 2 Spring Break

| April 2021 |          |          |    |        |        |    |
|------------|----------|----------|----|--------|--------|----|
| S          | M        | T        | W  | T      | F      | S  |
|            |          |          |    | 1<br>H | 2<br>H | 3  |
| 4          | 5        | 6<br>ER  | 7  | 8      | 9      | 10 |
| 11         | 12       | 13<br>ER | 14 | 15     | 16     | 17 |
| 18         | 19<br>PL | 20<br>ER | 21 | 22     | 23     | 24 |
| 25         | 26       | 27<br>ER | 28 | 29     | 30     |    |

19 Prof. Learning Day/No School (CCR)

| May 2021 |         |          |    |    |    |    |
|----------|---------|----------|----|----|----|----|
| S        | M       | T        | W  | T  | F  | S  |
| 2        | 3       | 4<br>ER  | 5  | 6  | 7  | 8  |
| 9        | 10      | 11<br>ER | 12 | 13 | 14 | 15 |
| 16       | 17      | 18<br>ER | 19 | 20 | 21 | 22 |
| 23       | 24      | 25<br>ER | 26 | 27 | 28 | 29 |
| 30       | 31<br>H |          |    |    |    |    |

12-Accelerated Withdrawal  
31 Memorial Day Holiday

| June 2021 |    |               |               |          |    |    |
|-----------|----|---------------|---------------|----------|----|----|
| S         | M  | T             | W             | T        | F  | S  |
|           |    | 1<br>ER       | 2             | 3        | 4  | 5  |
| 6         | 7  | 8<br>PK<br>ER | 9<br>YE<br>ER | 10<br>TW | 11 | 12 |
| 13        | 14 | 15            | 16            | 17       | 18 | 19 |
| 20        | 21 | 22            | 23            | 24       | 25 | 26 |
| 27        | 28 | 29            | 30            |          |    |    |

8 Last Day (PreK only)  
9 Last Day for Classes/Early Release  
10 Teacher Work Day (Report Card Prep)

| Standard Calendar 2020-2021 |                                      |
|-----------------------------|--------------------------------------|
| F                           | First Day of School                  |
| ER                          | Early Release for Students           |
| QE                          | Quarter Ends                         |
| YE                          | Last Day for Classes - Early Release |
| PK                          | 3-4 Year Old Program Date            |
| RC                          | Report Card Date                     |
| PL                          | Prof. Learning/No School             |
| TW                          | Teacher Work Day/No School           |
| H                           | Holiday                              |
| TC                          | Conferences/No School                |

| Quarter Duration |            |          |
|------------------|------------|----------|
| Quarter          | End Date   | Duration |
| 1                | October 22 | 40       |
| 2                | January 14 | 43       |
| 3                | March 24   | 45       |
| 4                | June 9     | 47       |

**Make Up Days**  
Make up days, if needed,  
June 11, 2021  
June 14, 2021  
June 15, 2021

| Report Card Dates |                           |
|-------------------|---------------------------|
| QTR 1:            | issued at conferences     |
| QTR 2:            | January 22, 2021          |
| QTR 3:            | April 8, 2021             |
| QTR 4:            | June 17, 2021 mailed home |

| Schools Contact                   |              |
|-----------------------------------|--------------|
| School                            | Phone        |
| Community Superintendent's Office | 706-545-7276 |
| Dexter ES                         | 706-545-3424 |
| EA White ES                       | 706-545-4623 |
| Faith MS                          | 706-545-0310 |
| McBride ES                        | 706-544-9411 |
| Stowers ES                        | 706-545-2312 |

Revised 8/7/2020

Department of Defense Education Activity (DoDEA)-Americas

dodea americas  
SOUTHEAST DISTRICT

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

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



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

**Phone: (706) 545-8232 Fax: (706) 545-8227**

# *Dr. Christy L. Huddleston*

## **DODEA AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT**

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

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

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

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

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

# *Dr. Lisa Brooks Coleman*

## **COMMUNITY SUPERINTENDENT**

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Lisa Brooks Coleman has been named Community Superintendent for the Georgia /Alabama District, encompassing Fort Benning, Fort Rucker, and Maxwell AFB Schools. Prior to being named to this position, she served as the Georgia /Alabama District's Assistant Superintendent. She began her career in 1986 as a high school biology teacher in Charlotte, North Carolina. She taught 7th grade life science in Hinesville, Georgia and special education in Greenville, South Carolina. In 1991, she taught high school biology, served as a cheerleading coach and sponsor of the science club at Central High School in Phenix City, Alabama. Later she transferred to South Girard Junior High School where she served as a guidance counselor. Following that tenure, she served as the assistant principal at Central High School where her primary focus was on

curriculum/instruction and professional development. In 2000, she was selected and served as an elementary school principal. In 2003, she was named as the District Director of Career and Technical Education for Phenix City Schools. Beginning in August 2009, Dr. Coleman served as the District Director of Secondary Curriculum and Instruction and Federal Programs. Dr. Coleman has experience working in school settings at all grade levels (elementary, middle, and high school) as well as leadership positions at the district office.

Dr. Coleman has completed all degree requirements for her Doctorate of Philosophy in Administration, Supervision and Curriculum from the Doctoral Program at Auburn University in the school of Educational Foundations, Leadership, and Technology. She holds an Educational Specialist and Master's add-on in Educational Leadership and School Administration from Troy University. She holds a Master's Degree in Guidance and Counseling from Troy University and a Bachelor of Science in Biology from South Carolina State University.

A native of South Carolina, Dr. Coleman is married to retired Army Lieutenant Colonel Ernest Cardell Coleman. They are the proud parents of two daughters Brooke Elizabeth; a college sophomore, and Lauren Alexandria; a high school junior. Dr. Coleman has been surrounded and supported by the armed forces for most of her life. In addition to her husband's distinguished military career, her father served in the Navy and her two brothers served in the Army.

# **MR. GREG BULL**

## **CHIEF OF STAFF**

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Mr. Greg Bull began his career in DoDEA teaching pre-school special education for nine years at Fort Jackson, South Carolina before becoming a school administrator at Fort Campbell, Kentucky in July 2010. As a teacher, Mr. Bull served in leadership roles to include the student support team chair, the continuous school improvement chair, and crisis prevention intervention instructor. He was recognized as Pierce Terrace School Teacher of the Year in 2007. Mr. Bull has had vast administrative experiences to include being the assistant principal at Andre Lucas Elementary at Fort Campbell in Kentucky, acting principal at Wassom Middle School, assistant principal at Fort Campbell High School in Kentucky, principal at Kaiserslautern Middle School and Spangdahlem Middle School in Germany, and principal at SHAPE High School in Belgium.

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

Mr. Bull received a Bachelor of Arts degree from Coker College in Hartsville, South Carolina. He received a Master's degree in Special Education from the University of South Carolina in 2004. Subsequently, Mr. Bull also received a Master's Degree in Education Administration and Supervision from the University of Phoenix in 2009.

“Mr. Bull has developed outstanding relationships with his colleagues, parents, community members and military partners on bases that he has served in his leadership capacity,” said Dr. Huddleston. “Mr. Bull is a valued leader in the DoDEA organization and is often consulted by other leaders regarding his approach to crisis response, change management, and program implementation. He has a strong work ethic and can build trusting relationships resulting in improvement in organizational capacity.”

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

“I am honored to have been selected as the Southeast District Chief of Staff and excited to serve military families in the DoDEA Americas Southeast District,” said Mr. Bull.

## **CHAIN OF COMMAND**

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### **DoDEA Director**

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

### **Area Director**

700 Westpark Drive  
3rd Floor  
Peachtree City, GA 30269

### **DoDEA Americas Southeast Superintendent**

900 Santa Fe Rd  
Fort Benning, GA 31905  
Phone # 706 545-8232  
Fax # 706 545-8227

### **DoDEA Americas Southeast Community Superintendent**

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

### **School Principal**

99 Yeager Avenue  
Fort Benning, GA 31905  
Phone # 706-545-3424  
Fax # 706-545-9106

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## **ACCREDITATION**

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

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

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

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

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

## **GRADING AND REPORT CARD PROCEDURES**

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Student report cards are issued every 9 weeks. A student who is starting school for the first time must have been enrolled 20 school days to receive grades for that quarter. Grades for a student transferring to a DoDEA Americas Southeast District school from another school district will be averaged with the current grade to determine the report card grade. The grade reports are distributed four times per school year, or quarterly.

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

- E = Exceeds grade level expectations.
- M = Meets grade level expectations.
- S = Steady progress towards grade level expectations.
- L = Limited Progress towards grade level expectations.

In grades four to twelve, the marking code is connected to a numerical scale as follows:

- 90-100 = A
- 80-89 = B
- 70-79 = C

60-69 = D

59 and below is Failing (F)

This marking code is used in the major subject areas of Language Arts, Reading, Mathematics, and Social Studies may also be further noted with a plus (+) or minus (-).

The Learning Skills for grades K-5 are marked with any of the following:

1 = Consistently Observed

2 = Occasionally Observed

3 = Infrequently Observed

Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F, at the end of the quarterly marking period. Parents are encouraged to contact their child's teacher at any time during the school year for a conference to discuss progress, questions, or concerns. DoDEA grading policies and procedures are established at the DoDEA headquarters, not at the local level.

It is the responsibility of the teacher, under the supervision of the Principal, to determine the instructional level of students in reading and mathematics. Once these levels are determined, it is also the teacher's responsibility to ensure that all assigned work shall be within the students' instructional level. The assumption is made that if a student is properly placed at his/her instructional level, he/she will be able to successfully complete the required work. If a student's grade(s) are a D, at or after midterm, the classroom teacher must notify the parent/guardian of the drop in grades and discuss a plan for improvement.

Gradespeed is the DoDEA adopted program for teachers' of grades 4 through 12 to submit and post grades into the Student Information System. The Gradespeed program offers many special features, including Parent Connection for teacher reporting, and teacher-to-parent communications. Gradespeed's Parent Connection will give parents online access to their child's grades via the web. Each parent can request his or her own account. The grade scale in Gradespeed is as follows: A+=100 A=96 A-=92 B+=89 B=86 B-=82 C+=79 C=76 C-=72 D+=69 Go to <http://dodea.gradespeed.net> to create a parent account. Each school has a brochure with specific directions on how to set up a Gradespeed account. Students will be given a Gradespeed account by their school Educational Technologist

## **RECOGNITION AND AWARDS**

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**HONOR ROLL:** Students in grades 4 and 5 earning A's and B's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science, and Social Studies, qualify for the Honor Roll. These students will be honored with a certificate of achievement following the issuing of report cards on a regular school day.

**PRINCIPAL'S HONOR ROLL:** Students in grades 4 and 5 earning academic excellence by making all A's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science and Social Studies, qualify for the Principal's List. These students and their parents will be honored following the issuing of report cards on a regular school day.

**QUARTERLY STUDENT RECOGNITION** – In addition to quarterly recognition of Honor Roll, Dexter also recognizes students who are selected as Most Improved, Citizen of the Quarter, Outstanding Reader, and Outstanding Math Student. Each classroom teacher selects a student for each category every quarter.

## **RETENTION PHILOSOPHY**

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

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

Research does indicate that:

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

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

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

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

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

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

## **HOMEBOUND INSTRUCTION**

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

8.14.1 Homebound instruction is designed to serve students whose short-term medical needs, both physical and psychiatric, prevent regular school attendance. Homebound instruction is temporary in nature i.e. the program is designed to be short-term intervention for assigned students. The goal of homebound services is to keep students current with classroom instruction and facilitate the student's return to the current classroom setting.

8.14.2 If a DoDEA student is unable to attend any school-based program because of a short-term convalescence due to a personal illness or injury, that student is authorized home or hospital-based instruction in accordance with DS Regulation 2500.1.

8.14.3 Eligibility. Students with physical or other health impairments are eligible for home and hospital instruction. For students who are certifiably restricted from attending any school-based program for the duration of convalescence, up to three (3) months of instruction is permitted. Instruction for the homebound or hospitalized student should begin as soon as it is medically feasible and desirable. The time period can be extended under special circumstances.

#### 8.14.3.1 Specific requirements

8.14.3.1.1 Instruction should be initiated not later than 15 school days after a physician has attested to an illness, an injury, or other physical disability requiring home or hospital convalescence.

8.14.3.1.2 No more than 10 homebound or hospitalized students will be assigned to one teacher.

8.14.3.1.3 Progress reporting should be in accordance with local school policy.

8.14.3.1.4 Teachers should instruct each student a minimum of two (2) non-consecutive hours per week. Therapists may supplement, but not substitute for, a teacher's instructional time.

8.14.3.1.5 In DoDDS, hours are to be banked and paid in 4-hour increments. DDESS should refer to the Master Labor Agreement (MLA).

8.14.3.1.6 Placement in the program is dependent upon written verification from a licensed physician that the student is either at home or hospitalized with a non-contagious health condition/physical activity.

8.14.3.1.7 Students with long-term illnesses or injuries of other 3-month duration are not covered under this program. A long-term convalescence, at home or in the hospital for more than three (3) months, or a permanent illness or injury that will require ongoing or intermittent special education intervention, is not covered in the program.

#### 8.14.3.2 Responsibilities:

8.14.3.2.1 Principals should ensure that parents are aware of their responsibility to notify the school prior to making any arrangement for educational services through private hospitals or health care providers.

8.14.3.2.2 There is no minimum class load for teachers of the homebound or hospitalized. Factors to consider when scheduling the teacher's workday include lesson preparation, lesson evaluation, travel time, consulting with regular teachers and other staff, and securing materials.

8.14.3.2.3 The curriculum should parallel the student's regular classroom program. A regular schedule of instruction will be established and maintained. Portable equipment and specialized equipment will be available.

8.14.3.2.4 At the elementary level, the classroom teacher and/or counselor will act as liaison between the student and the home or hospital teacher. At the high school level, the counselor usually establishes and maintains communication between the teacher for the homebound or hospitalized student, and the classroom teachers of the student.

8.14.4 Substitute teachers may be employed as teachers of students who require home or hospital-based instruction. Length of the normal school workday is used to establish the cumulative number of hours per pay period and the pay for the substitute whose duties are performed not only in the school, but also in the home or hospital. The principal should inform home and hospital substitute teachers, in writing,

how their pay will be computed, what their work schedules will be, and the maximum amount of time permitted.

8.14.5 DoDEA has a responsibility to provide educational services to all eligible space-required students even if expelled from school, expelled from base, or incarcerated by the host nation in prison.

## **HOMEWORK**

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Homework is one means of developing the necessary skills of independent study and learning for present and future use. Homework promotes organizational skills and a sense of responsibility. It is also an opportunity for parents to become actively involved in their child's learning and for each child to reach his/her full potential. Through homework, students are given the opportunity to complete additional practice and application to strengthen skills; to expand and/or enrich regular class work; to complete work started in class; to make up work due to absence.

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

Some teachers follow these general guidelines when assigning homework:

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



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

Students are responsible for ensuring that they:

Understand the homework assignment.

Take home all books and materials needed to do the assignment.

Complete the homework in the assigned format and turn it in when it is due.

Participate actively and cooperatively in the evaluation of their homework when appropriate.

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

A quiet place to work.

Necessary materials.

A regular study time.

Review the student planner.

Encouragement and praise.



# CURRICULUM

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## Art Program

The Art Program has four primary goals:

**Create Works of Art** - Refers to the creating of art work, art vocabulary, skills development and learning about the elements and principles of design.

**Demonstrate Aesthetic Perception** - Focus upon acute awareness, well-developed observation, appreciation and taste, sense of beauty, intuitiveness, insight and comprehension.

**Develop Knowledge of Art Heritage** - Delineates the expected outcomes of learning about cultures, individual artists, art masterpieces and art careers.

**Utilize Critical Judgment of the Visual Art** - Refers to the recognition of difference, evaluation, and analysis, comparison, appraisal, discrimination and wisdom in artistic choices.

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



## Music Program

The DoDEA Music Education Program for kindergarten through twelfth grade has four major goals

**Participate in Various Forms of Musical Expression** - The experiences of singing, playing, listening, moving to, and creating music lead to an understanding of musical concepts.

**Demonstrate an Understanding of Musical Concepts** - To translate or articulate the unique language of music, one should be able to use the vocabulary and notation of music.

**Display an Awareness of the Interrelationship between Music and Society** - Music is a vital part of any society's heritage. Hearing and performing a variety of diverse music helps one to understand the role music has played and continues to play in the lives of all people.

**Display an Understanding and Appreciation of Music as an Art Form** - Music evokes intellectual, aesthetic, emotional, and physical responses. One learns to be sensitive to the power and beauty of music alone and in its interaction with other art forms.

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



## Physical Education Program

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

**Personal and Social Development Skills** - Students apply responsible personal and social development skills in the Physical Education setting. They to perform activities safely, follow the rules of the class and game, as well as display behaviors that are age appropriate and supportive.



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**Motor Skills and Movement Patterns** - Competency in motor skills and movement patterns is needed to perform a variety of physical activities. The ability to apply movement skills in sequence from simple to more complex will help build a foundation for the other skills to be learned and will assist the student to be successful in future physical activities.

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

### We ask that the following guidelines be followed:

- Wear proper physical education attire, shoes included.
- Have a pair of athletic shoes to be used only for PE.
- Always cooperate with the teacher and other students.
- Be prepared to exercise and have fun.

If the student cannot participate for one or two days because of illness or injury, the parent/guardian must write a note stating the reason. Students unable to participate in PE for an extended period are required to have a note from a doctor stating the reason for the limitation or exemption from PE and the period of time the student cannot participate. Students must drink adequate fluids before PE Class. All injuries occurring in Physical Education must be reported immediately to one of the PE teachers, who will decide if the child should go directly to the School Nurse. The PE teacher will inform the classroom teacher.

## Gifted Education Programs

The Department of Defense Education Activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. The goal of the DoDEA Gifted Education program is to identify students with high potential and exceptional performance and to offer challenges that match their strengths and needs.

Services are provided because identified students have a documented need for differentiation and challenge in their instructional program. This differentiation provides daily academic challenge and social-emotional support to ensure continued intellectual growth and development. The DoDEA schools determine the most effective methods to meet the needs of students identified for gifted education services. Schools consider individual strengths in matching student to services because each student has a unique profile of strength.

Students who perform or show the potential for performing at remarkably high levels when compared with others of their age, experience, or environment have learning needs which require differentiated learning experiences. Such experiences are those in which the content, strategies, and expectations of student performance have been adjusted to be appropriate for students identified for gifted services.

## **Read 180**

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades 4-5.

### **English for Speakers of Other Languages (ESOL)** [DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007](#)

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

### **Counseling Program** [\(DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 & DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006\)](#)

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

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. 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 high school students create and manage a four-year plan with their counselor. The four-year plan 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** [\(DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004\)](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders

throughout the school and community to support students' academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

## **SPECIAL PROGRAMS FOR CHILDREN WITH DISABILITIES**

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### **Child Find**

The purpose of Child Find is to identify children in the community, age 3-21, who may have a disabling condition such as physical, social emotional or cognitive processing difficulties (PSCD). Once located, these students are screened and assessed to determine the nature and extent of special services needed and appropriate placements may be made using available resources. Referrals can be made to the school office for the Child Study Committee (CSC) to contact you.

### **Students with Disabilities**

The mission of the Department of Defense Education Activity (DoDEA) is to provide a quality educational program that prepares all students for success in a global environment. We believe that through equal access to a quality education, all children can be challenged to achieve their best in school, and all can be successful learners.

In DoDEA, students with disabilities are provided a free, appropriate education in schools where placement and service decisions are based on the individual needs of the student, in the least restrictive environment and in accordance with the system's guiding principles. DoDEA is committed to promoting inclusive education, which is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs in the general education program, as appropriate.

## **ATTENDANCE**

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### **Attendance Information**

School attendance is important and in order to receive the best education, students need to Be Here! DoDEA has implemented a system-wide attendance policy for students in DoDEA schools throughout the world. This new 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 (Regulation 2095.01) provides specific guidance on attendance and identifies support services for students at-risk for not fulfilling the grade or course requirements.

Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility,

determination, respect for rules of society -- that are critical for developing career readiness skills, success in college and in life.

## **Highlights of the Attendance Policy**

All students are required to attend school for 180 instructional days per school year.

Academic penalties will not be imposed for excused absences.

If the principal pre-approves extended absences, then a student educational monitoring plan shall be implemented to lessen the impact of a student missing school

### **Excused absences can include:**

Personal illness

Medical, dental, or mental health appointment

Serious illness in the student's immediate family

A death in the student's immediate family or of a relative

Religious holiday

Emergency conditions such as fire, flood, or storm

Unique family circumstances warranting absence and coordinated with school administration.

College visits that cannot be scheduled on non-school days

Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

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

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

### **How parents can help:**

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks or other scheduled school breaks.
- When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).
- Make it a habit to contact their child's teachers/principals to arrange to pick up missed school work, either in advance if the absence is known, or the same day their child is absent.

### **Appointments or Illness**

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

### **Procedures for Absence Notification**

Parents are asked to call the front office when they know their child will be absent. The sponsor must provide the front office with a written explanation of each absence when the child returns to school. The sponsor's note, by itself, does not constitute an excused absence.

Parents will be informed of unexcused absences. Students will be required to make up all missed school assignments. Parents are strongly encouraged to work closely with their child's teachers to ensure all class assignments are completed in a timely manner.



## **Release of Students Policy**

During the school day, students will be released only to a parent or to the person named as the emergency contact on the registration form. The only exceptions will be: (1) a signed note is received from the sponsor designating another adult to pick up the student or (2) a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached.

## **Tardy and Early Pick-Up Policy**

Students are expected to be in class by 8:45 a.m. when the instructional day starts. Students who arrive after 8:45 a.m. must be signed in by their parent/sponsor in the office. A late pass will be issued for the student to take to his/her classroom teacher. See the section below concerning *DoDEA Regulation Regarding the Calculation of Tardies*.

### **Dismissal Procedures and Early Pick-up at the End of the School Day**

- No student will be checked out during the last 30 minutes of the school day except for extenuating circumstances approved by the principal.
- Phone requests changing how students are dismissed will not be accepted during the last 30-minutes of the school day. This will help to ensure that all students get home safely.
- Students who are not picked up at dismissal will be held for 15 minutes. The holding area will be in the front office waiting area.
- For students who are not picked up at dismissal time, parents will have to walk in and sign their student out. After 15 minutes, office staff will start calling parents of student who have not been picked up.

## **Regulation 2095.01 - Students will be identified present or absent, based upon the following criteria:**

Absent up to 25% of the school day = absent  $\frac{1}{4}$  of the school day

Absent between 26% to 50% of the school day = absent  $\frac{1}{2}$  of the school day

Absent between 51% to 75% of the school day = absent  $\frac{3}{4}$  of the school day

Absent between 76% to 100% of the school day = absent full day

Students arriving at school after the instructional day begins are considered tardy. If you know that your child will be late arriving to school, please make certain that a note is sent explaining why they are tardy. A student who is tardy should report to the office for a late slip before going to his/her classroom. A signed appointment slip from the dentist or doctor may be used in lieu of a note from parents. Parents should come in to the office to sign in their child; or a signed note is requested from parents.

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

## School Sponsored Activities

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



*DoDEA Americas Southeast District*

*Absenteeism Violation Notification*

Dear Garrison Commander:

This letter is to inform you that there has been a continuing violation of DoDEA's excessive absenteeism policy by one of our students, whose name is listed below. Therefore, I respectfully request that command issue a "Notice of Excessive Absences" letter to the student's parent.

Name of student: \_\_\_\_\_

Number of Absences: \_\_\_\_\_

Name of Parent \_\_\_\_\_

Address: \_\_\_\_\_

The school has already taken the below set of actions to try to ensure attendance but without success.

| Completed | Action  | Date |
|-----------|---|------|
|           | Informed parent of violation  |      |
|           | Held meeting(s) with Parent   |      |
|           | Informed parent of violation  |      |
|           | Convened a Student Support Team                                     |      |
|           | Developed an intervention plan                                      |      |
|           | Requested support from social services                              |      |
|           | Reviewed subsequent attendance records and found continued absences |      |

(Place  $\checkmark$  mark if action performed.)

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Respectfully,

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Principal

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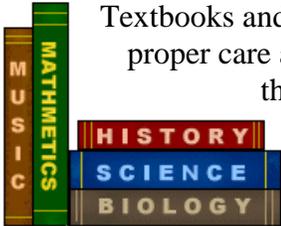
## **BOOKS, MATERIALS AND TECHNOLOGY**

### **Books on Loan**

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

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

### **Care of Books and Materials**



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

|     |              |      |             |      |             |
|-----|--------------|------|-------------|------|-------------|
| New | 100% of cost | Good | 75% of cost | Fair | 50% of cost |
|-----|--------------|------|-------------|------|-------------|

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

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

**Computer Access/Internet Policy/Electronic Devices** ([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, which contains the "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is assigned a user account. In accordance with Enclosure 4 in the DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

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

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

**Visitors and Volunteers** ([DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006](#))

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

## **SCHOOL SUPPLIES**

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

## **BEFORE AND AFTER SCHOOL CARE**

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- For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day. Supervision of students begins at 8:35am. Students should not arrive before this time.
- Students arriving before 8:15 a.m. may be sent home. Students are not supervised prior to the start of school nor after school dismissal time. Parents are responsible for seeking alternate arrangements for their children before and after school. The school will not be responsible for students' care before or after school.
- Students who eat breakfast may report to the cafeteria at 8:15 am.

- Students who do not eat breakfast will wait in the cafeteria with their grade level until 8:55am.
- Students arriving after 8:45 am must be signed in by sponsor/parent in the main office. A late pass will be issued for the student to bring to his/her teacher.
- Students should be dismissed at the end of the day no later than 3:30 pm, except on Tuesdays when the school day ends for students at 2:15pm. Students are not allowed to remain on the school grounds after dismissal time unless they are participating in sponsored after school activities or accompanied by a parent.

## **PARKING AND STUDENT DROP-OFF / PICK UP POLICY**

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

### **Drop-Off and Pick-Up Procedures:**

- Never drop-off students while stopped in the middle of passing traffic lanes.
- Pay attention to the teachers and the students performing crosswalk guard duty, and follow their commands.
- Drive forward all the way to the end of loading/unloading zone or to the car parked in front of you.
- Make sure your children have their things prepared in advance for unloading. This will help us to speed up the process.
- As soon as you are parked and are between LOADING/UNLOADING ZONE signs, quickly load/unload students.
- Do not block the pedestrian crosswalk.
- Load/unload the students on the passenger side of the vehicle.
- Please yield to the vehicles passing on your right when you are pulling out after the drop-off.

## **PLAYGROUND**

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### **Use of Equipment**

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

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



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

breaking the playground rules may lead to restriction of playground activities or stronger disciplinary action if the behavior is severe or persistent.

1. Children should play in a safe and friendly manner. Children may not throw objects (sticks, rocks, dirt, etc.), call others names, argue, or play in a manner that is too rough. "Play fighting" typically results in real fighting and is prohibited. The school will not support "hitting back". When two children fight at school, both will be considered wrong. Adults are present in all school situations and should be used as a means of intervention before a fight occurs.
2. Children should play only in designated areas and obtain permission from the playground supervisor in order to leave for any reason.
3. Walk to the playground on the sidewalk in an orderly, quiet manner. This is necessary because you will pass classrooms that are in session. Use only "whisper" voices until you get to the playground. Students must use the sidewalks around our building for safety purposes and to save our grass. We want to keep our school campus looking great!

## **CLASSROOM ENVIRONMENT**

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### **Animal or Pets**

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes in session), the animal or pet owner must first have written approval from the Principal. Animals that could cause injury or harm to any person, WILL NOT be brought to school. The pet owner will provide a copy of the Veterinarian certificate for the Principal and School Nurse prior to bringing the animal or pet into the school. A copy of this certificate must be kept in the classroom at all times and a copy retained by the School Nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If your child has any animal allergies, please notify our School Nurse in the school Health Office.

### **Water Bottles**

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

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

## **CLUBS / EXTRACURRICULAR ACTIVITIES**

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

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

## **CAMPUS SAFETY**

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

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

Violence, threats of violence, prohibited items, gang or criminal behavior, and bullying or intimidation will not be tolerated. Perpetrating a bomb threat or complicity in the act is grounds for expulsion. Additionally, local military regulations and laws may authorize criminal prosecution for such actions. Therefore, it is incumbent upon all community education partners – students, parents, military leaders, administrators, faculty and staff – to understand the serious nature of actions violating the principle student freedoms and the scope of authority over infractions as outlined in The DoDEA Disciplinary Rules and Procedures. The administration at each school is responsible for the management of student behavior.

## **ABUSE, NEGLECT, HARRASSMENT AND FAMILY ADVOCACY**

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**Child Abuse and Neglect** ([DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998](#))

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

**Family Advocacy Program** ([DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998](#))

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and

Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee’s immediate supervisor.

**Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct (DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015)**

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

**Sexual Harassment (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)**

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

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

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

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

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: [www.dodea.edu/sexualharassment](http://www.dodea.edu/sexualharassment) to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DME0) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

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## **DISCIPLINE AND BEHAVIOR MANAGEMENT**

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

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

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

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

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

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

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

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

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

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

## **Prohibited Items**

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

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

## **Searches**

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

## **Student Responsibilities**

Students have the responsibility for being aware of, and respecting the fundamental rights of others, and for participating in the development and observance of all applicable standards of conduct.

## **Surveillance**

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

## **Weapons at School – DoDEA Policy**

**DoDEA HAS ZERO TOLERANCE FOR WEAPONS INFRACTIONS**

### **\*Inherently Dangerous items: Deadly Weapons**

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

### **\*Dangerous/Potentially Dangerous items**

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

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

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

## **CORPORAL PUNISHMENT**

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

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

## **STUDENT CONDUCT**

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DoDEA Americas has developed guidance for updating and standardizing the policy and procedures for disciplinary action for all students enrolled in DoDEA (April 4, 2008), Regulation 2051.1. The following excerpt lists the grounds for discipline including suspension and expulsion. The document in its entirety is 45 pages and is available on the DoDEA website for anyone wishing to review it. [www.am.dodea.edu](http://www.am.dodea.edu); scroll down to DoDEA Headquarters; scroll down to DoDEA Regulations; on the right hand side of the page, select 2000s-Education; select 2051.1.

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. I .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, an evening school-related activities.

E3. I .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. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 that are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See enclosures 6 and 9)

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 I 365(h)(3) of 18 U.S.C.(reference (k)).

E3.5.2. Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (i)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity. A minimum I-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, and/or the violation of other rules and guidance established for an orderly educational atmosphere.

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, burn, 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 relate 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.



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

## **Crisis Information Webpage**

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

<http://www.DoDEA.edu/instruction/crisis/>.

## **Emergency Evacuation**

In accordance with our antiterrorism/force protection plan, the school will be evacuated unless otherwise determined by the command and our district office. In cases where the school has to evacuate the premises due to any safety concerns, the students and staff will evacuate to designated locations away from the threat. If we have to leave the school area and/or send students home we will make every effort to contact each sponsor. During the time of any evacuation, all students will remain with their teachers. If information is received from our district office or from the Command Post to send students home, the school will then release the student(s) to the parent/guardian provided proper identification has been presented. We appreciate your cooperation during times such as these. Again, it is imperative that the school has updated contact information in case of any type of emergency. Please contact the school office to ensure all contact numbers are updated and current.

## **Emergency School Closure**

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

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

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

## Fire Drill Evacuation Plan

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

## Fire Alarm Pull Switches

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

## Severe Weather

The tornado season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions.



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

## GROOMING AND DRESS

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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. The heel on footwear should be no more than a half-inch high. Students should plan to

wear tennis shoes or other athletic footwear when possible on Physical Education days. We strongly recommend that tennis shoes/athletic footwear be worn at all times.

## **Hair**

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

## **Hats and Headwear**

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

## **SCHOOL HEALTH SERVICES**

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[\(DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003\)](#)

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

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

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

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

The school nurse shall take the following measures:

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

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



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**Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)**

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

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

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

**Medication at School**

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

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the

student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

### **First Aid and Emergency Care (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)**

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

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

### **Emergency Notification Procedures (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)**

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

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

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

### **Student Illness**

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

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.

- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.  
Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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

### **Medical Care for Overseas Non-DoD Dependents**

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD-dependents.

### **Incident Reporting/Accident-Injury**

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

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

## **SCHOOL ENROLLMENT**

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**Student Enrollment: Registration Process** ([DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended & DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," March 4, 1997](#))

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

The following documents are necessary to complete the registration process:

- Proof of age

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

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

**Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum**

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

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

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit [http://www.dodea.edu/StudentServices/upload/2011\\_2942\\_0\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

**LOST AND FOUND**

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



**LUNCH PROGRAM**

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

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

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

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



## **Menus**

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

## **Food Allergies**

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

## **Outstanding Lunchroom Balances and Charges**

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

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

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

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

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

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

## **Computerized Lunch System**

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

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

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

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

Money may be added to the account Monday through Friday, 8:15 AM – 12:30 PM. While pre-payment is preferred, it is not mandatory, and students may pay cash on a daily basis.

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



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

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

**Ft. Benning, Georgia Meal Prices\*\***

| Breakfast      | Lunch             |
|----------------|-------------------|
| Regular \$1.50 | Regular \$2.80    |
| Reduced \$.30  | Reduced \$.40     |
| Milk \$.50     | Fresh Fruit \$.75 |

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

Money may be added to the account Monday through Friday, 8:15 AM – 12:30 PM. While pre-payment is preferred, it is not mandatory, and students may pay cash on a daily basis.

Money may also be added to the students account via the web at LunchPrepay .com. With LunchPrepay.com you never have to worry about lost lunch money again. LunchPrepay.com is a secure, easy and convenient way to apply funds directly to your student's account online. You can even check the account balance and keep an eye on what your student is buying! As an added convenience, parents can receive a Low Balance notification email alerting the parent that the student's account will need another payment applied soon. www.LunchPrepay.com has been designed to make it easy for you to know exactly what information you need to provide and to guide you through the process.

Parents/guardians making payments for more than one student in the family should indicate the names of the students and teachers. Please write separate checks for each school, made payable to “Dependents School Lunch Fund.” Personal checks submitted for payment that have insufficient funds will be charged a \$30.00 minimum service charge and will be collected through CheckCare collections agency.

## **Lunch from Home**

Please insure that the lunch:

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

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

## **Parties and Parent's Lunch at School**

All children eat at school whether they buy or bring their lunch. If you wish to eat lunch with your child on special occasions, please make reservations with the cafeteria cashier.

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

## **Lunchroom Behavior**

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



## **Nutrition Break**

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

## **IN-SERVICE / STAFF DEVELOPMENT DAYS / EARLY RELEASE**

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Teaching is a dynamic profession, therefore, teachers need to constantly receive in-service training to ensure that they are current and on the cutting edge of what is happening in the field of education. DoDEA incorporates in-service and staff development days throughout the school year. These days are over and above the 180 instructional days in the school calendar. Training may be scheduled for a full day or on Early Release days. This time will give the teachers a block of time to meet and work on school improvement goals and other staff development training. Parents are always welcome and invited to attend these staff development/in-service training sessions. These dates are noted on the school calendar as soon as planned and throughout the

year in our school newsletters. At various times throughout the year, additional staff development/in-service days may be scheduled. We will notify parents of these dates as they are announced through our school newsletter.

## **PARENTAL INVOLVEMENT**

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

Join PTO and participate in meetings and activities.

Have lunch at school with your child regularly.

Volunteer in your child's classroom.

Establish a daily study time at home (even when there's no homework).

Join the faculty on the first Wednesday of the month for our School Improvement Leadership Team meetings

Keep informed of school events and activities by reading the School newsletter and your child's classroom newsletter.

Communicate frequently with your child's teacher.

Prepare for and participate in parent-teacher conferences.

Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

## **PARENTAL QUESTIONS AND CONCERNS**

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

Step 1. The parent discusses the matter with the teacher.

Step 2. The parent and teacher meet with the principal if the matter is not resolved in step 1.

Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office, 706-545-8232.

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

## **CHANGE OF CLASSROOM ASSIGNMENT**

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

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## **PARENT-TEACHER CONFERENCES**

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Parent-teacher conferences are held at the end of the first grading period. Report cards are distributed to parents during the conference. Conferences to discuss concerns, questions, and student progress may be scheduled at any time during the school year. Parents are encouraged to contact their child's teacher as soon as questions arise. Requests for conferences may also be left at the school office for delivery to the teacher.

## **PARENT-TEACHER ORGANIZATION (PTO)**

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



### **PTO Objectives**

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

### **Specific objectives include:**

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

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

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

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

## **VOLUNTEERS**

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

In order to ensure the safety of all students, DoDEA policy requires that all volunteers complete an application and background check. Temporary school volunteers must not have unsupervised access to students and must

be under the direct-line-of-sight supervision of a DoDEA employee at all times. A specified volunteer may have unsupervised access to students once they receive a favorable background check. The military police department is the point of contact for background checks. An outside licensed agency may provide the background check, however it must be mailed from the agency directly to the school principal. The application may be found in Appendix E.

## **COPIER USAGE**

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

## **RIGHTS AND RESPONSIBILITIES**

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### **Parental Responsibilities**

- See that your child is punctual and regularly attends school.
- Develop, maintain, and model for your child a respect for lawful procedures and the rights of others.
- Maintain continuous communication with the school and your child's teachers.
- Monitor your child's academic progress.
- Maintain open communication with your child about proper school attitudes and behavior.
- Investigate concerns your child brings home for better understanding and proper resolution of these concerns.
- Respect the ideas and feelings of school personnel and students.
- Promote and encourage appropriate grooming and attire.
- Provide your child with a lunch daily.



### **School Responsibilities**

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

### **Student Rights and Responsibilities**

- Students have a right to receive a quality education. Students have a responsibility to listen to instructions, to work in a cooperative manner, and to follow classroom guidelines set by the teachers.
- Students have the right to be informed of the educational progress and deficiencies, to receive regular teacher evaluation, and to have assignments and tests evaluated and returned.
- Students share with the school staff the responsibility of developing a climate within the school that is conducive to productive learning.
- Students have a right to hear and be heard. Students have a responsibility to be attentive, by not interrupting or disrupting the class and respect the rights of others to learn.

- Students have a right to be treated with courtesy and respect. Students have a responsibility to respect others by not teasing or annoying other people, by showing respect and courtesy toward others.
- Students have a right to be safe. Students have a responsibility not to threaten or harm anyone else in school.
- Students have a right to privacy, personal property, and personal space.
- Students and parents must be responsible for class attendance.
- Students are responsible for maintaining property, properly caring for textbooks and other equipment issued by the school, obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.
- Students have a responsibility to respect the privacy of others, their personal property, and personal space.
- Students have a right to be proud of their ancestry, cultural background, religious beliefs and gender. Students have a responsibility to be understanding and respectful of the ancestry, cultural background, religious beliefs, and gender identity of others. All students have the right to fair and equal opportunities in all activities.

## **FREEDOM OF EXPRESSION**

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

## **SCHOOL BOARD**

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

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

## **SCHOOL NEWSLETTER**

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

## **SCHOOL PICTURES**

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

## **STUDENT PLACEMENT AND CLASS SELECTION**

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

## **STUDENT RECORDS**

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



## **CHANGE IN STUDENT INFORMATION**

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

- Home address
- Home telephone number
- Work telephone number
- Emergency contact name and/or telephone number
- Rotation date
- Mailing address
- Student health concerns/allergies
- Student's Last Name
- Email Address

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

## **COURT ORDERS**

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

## **POWER OF ATTORNEY**

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

## **WITHDRAWALS AND TRANSFERS**

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

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

It is DoDEA policy that copies of student records are sealed and given to parents to be hand carried to their next school. Official (original) records will be sealed and mailed upon request by the receiving school. Parents who would like a copy of their child's records for their personal files must personally request an extra set of records to be made when filling out the withdrawal form. We cannot make personal copies without advance notice. It is a requirement to clear all debts (payment for lost or damaged books, library fines, cafeteria charges, etc.) BEFORE the last day of attendance.

## **EARLY WITHDRAWAL OF STUDENTS**

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If a student is departing school with less than 20 school days in attendance, prior to the end of the school year and due to official military orders, the following statement will be written on their report card:

*“Although (student's name) was unable to complete the school year due to the military transfer of his/her family, had he/she continued their current progress through (the date for 20 days of attendance) he/she would have been promoted to grade \_\_ next school year.”*

If a child is departing school on or after the date of 20 days of attendance in the 4th quarter his/her report card will be completed as usual, to include all grades, comments, and promotion to the next grade level.

### **Early Withdrawal Policy per DoDEA Policy**

Excerpt from policy: The policy therefore requires that students present verification of the date of their sponsor's departure, i.e., Permanent Change of Station (PCS) or other official orders, to school officials in order to receive consideration for full academic credit. Students who withdraw prior to the 20-day limit receive a “withdrawal” grade rather than a final grade. At the elementary school level, administrators may annotate the child's progress report to indicate the student's status.

## **STUDY TRIPS**

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

## **GUIDELINES FOR CHAPERONES**

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

## **TELEPHONE MESSAGES**

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### **Teachers**

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

## Students

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

## TRANSPORTATION

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### Bicycles

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

### Bicycle Racks

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

## BUS PROCEDURES

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Student transportation is the responsibility of the Student Transportation Office with support from the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools. All Kindergarten students **MUST** be picked up by a parent/guardian at the child's bus stop location. Bus drivers are not authorized to release the student if the parent/guardian is not there to pick them up. Students will be brought back to the school office and parents will be notified to come pick them up. Students must be picked up immediately after the sponsor is notified, or Security Forces may be notified.

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

Students should follow the same basic guidelines as listed under Behavior Management Plan (Appendix C). When a student violates these rules which have been provided for student safety and well-being, the school principal or transportation officials can suspend student's bus privileges (see Appendix D & E). It then becomes the sponsor's responsibility to provide transportation to and from school for the student during the period of suspension. All questions concerning student transportation should be addressed at the school's front office.

## VIDEO SURVEILLANCE

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

## SCOOTERS AND SKATEBOARDS

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The use of scooters AND skateboards anywhere on campus is prohibited at all times. If a scooter or skateboard comes to school, it will be confiscated for the day and **MUST** be carried off campus at the end of the day. If a student is caught riding their scooter or skateboard on campus, it will be confiscated and turned into the office. Parents may be notified. Signs are posted throughout the campus to remind the students of this policy.



## SKATE SHOES

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

## VISITORS

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Parents and other responsible adults are always welcome at school. If you know in advance that you will be visiting your child’s classroom, we encourage you to notify your child’s teacher ahead of time so they are prepared for your visit. We do not allow students to bring friends or other non-registered students to school due to liability and space restrictions. In addition, parents may not bring younger siblings, other children, or babies with them when they visit or volunteer in a classroom. This can be a serious distraction from the learning environment for all students.

DoDEA policy mandates use of visitor badges and positive identification of all visitors and contractors. In compliance with this policy, upon arrival, **ALL** visitors are required to come to the school office, sign in, show identification, and receive a visitor’s badge. All visitors **MUST** sign out and return the visitor’s badge upon leaving the building.

## APPENDIX A: GA/AL ELEMENTARY SCHOOL SUPPLY LIST SY 2020-2021

### Items Needed (will be provided by school or parents can provide their own)

Face mask (properly fitted to cover mouth and nose)

1 set of headphones (USB only)

Water bottle (plastic) - parent will need to provide

### Notes

\*Please label all supplies with your child's name.

\*Teachers may have a more specific list for their classrooms. Please save your receipts, as all teachers may not require every item.

\*All students are required to wear pants/shorts and gym shoes during PE class

| <b>(Grades PK – 5) - Items</b>        | <b>Quantity</b> |
|---------------------------------------|-----------------|
| Face Mask (must cover mouth and nose) | 1               |
| Headphones (USB only)                 | 1 pair          |
| Water bottle (plastic)                | 1               |
| Blunt-end scissors (Grades PK – 3)    | 2               |
| Box of Kleenex (Grades PK – 5)        | 2 boxes         |
| Gallon Ziploc Bags (Grades PK-5)      | 1 box           |
| Large Pencil Pouch                    | 1               |

| <b>Pre-K</b>                               |       |
|--|-------|
| Backpack (clear recommended)               | 1     |
| Folders-pockets (not Dexter ES)            | 2     |
| Plastic or vinyl folders- pockets (Dexter) | 2     |
| Crayons (24 count)                         | 1     |
| Pencils (#2 hardness)                      | 1 pkg |
| Glue sticks                                | 4     |

| <b>Kindergarten</b>          |   |
|------------------------------|---|
| Backpack (clear recommended) | 1 |

|   |       |
|---|-------|
| Large Pencil Pouch                                    | 1     |
| Crayons (24 count)                                    | 2 pkg |
| Folders-pockets, prongs (Plastic style last all year) | 3     |
| Eraser (bar style, not pencil cap style)              | 1     |
| Pencils (#2 hardness)                                 | 2 pkg |
| Glue sticks   | 4     |

|   |       |
|---|-------|
| <b>1<sup>st</sup> Grade</b>                             |       |
| Backpack (clear recommended)                            | 1     |
| Large Pencil Pouch                                      | 1     |
| Markers-Expo black 4-pack and colored 8-pack (washable) | 1 pkg |
| Folders-pockets, prongs (Plastic style last all year)   | 2     |
| Composition Notebook-Primary                            | 2     |
| Composition Notebook- Regular Ruled (Dexter only)       | 2     |
| Eraser (bar style, not pencil cap style)                | 1     |
| Pencils ( #2 hardness)                                  | 2 pkg |
| Glue sticks   | 4     |
| Crayons (24 count)                                      | 1 pkg |

|   |       |
|---|-------|
| <b>2<sup>nd</sup> Grade</b>   |       |
| Backpack (clear recommended)  | 1     |
| Pencils (#2 hardness)   | 2 pkg |
| Notebook paper-wide ruled   | 2 pkg |
| Markers-Expo black 4-pack and colored 8-pack (washable)<br>(Not at Maxwell AFB) | 1 pkg |
| Folders-pockets, prongs (Plastic)   | 2     |
| Composition Notebook- Regular Ruled   | 2     |
| Crayons (24 count)  | 1 pkg |
| Colored pencils   | 1 pkg |
| Eraser (bar style, not pencil cap style)  | 1     |
| Glue Stick  | 4     |
| Large Pencil Pouch  | 1     |
| <b>Special Requests</b>   |       |
| Stowers Elementary - Spiral notebooks (single subject)                          | 2     |
| McBride Elementary - 3 ring binder @ 1" (single subject)                        | 1     |
| Dexter Elementary -Black & white notebook                                       | 2     |

|   |       |
|---|-------|
| <b>3<sup>rd</sup> Grade</b>                           |       |
| Backpack (clear recommended)                          |       |
| Large Pencil Pouch                                    | 1     |
| Folders-pockets, prongs (Plastic style last all year) | 8     |
| Notebook paper  | 1 pkg |
| Pencils (#2 hardness)                                 | 1 pkg |
| Colored Pencils                                       | 1 pkg |

|  |       |
|--|-------|
| Crayons (24 pack)                        | 1 pkg |
| Composition Notebook- Regular Ruled      | 3     |
| Eraser (bar style, not pencil cap style) | 1     |
| Spiral Notebooks                         | 2     |
| Glue Sticks                              | 4     |
| Dry erase markers                        | 1 pkg |
| 3 ring notebook @ 1" (no trapper keeper) | 1     |

|   |        |
|---|--------|
| <b>4<sup>th</sup> Grade</b>                 |        |
| Backpack (clear recommended)                | 1      |
| Dividers                                    | 8      |
| Notebook paper                              | 2 pkgs |
| Composition Notebook – Regular Ruled        | 3      |
| Spiral Notebooks                            | 3      |
| Crayons or colored pencils – student choice | 1 pkg  |
| Large Pencil Pouch                          | 1      |
| Pencils (#2 hardness)                       | 2 pkgs |
| Glue sticks                                 | 4      |
| Eraser (bar style, not pencil cap style)    | 1      |
| Colored pencils                             | 1 pkg  |
| Graph Paper                                 | 2 pkgs |
| 3 ring notebook @ 1 ½" (no trapper keeper)  | 2      |

|   |        |
|---|--------|
| <b>5<sup>th</sup> Grade</b>                           |        |
| Backpack (clear recommended)                          | 1      |
| Large Pencil Pouch                                    | 1      |
| Composition Notebook- Regular Ruled                   | 3      |
| Folders-pockets, prongs (Plastic style last all year) | 6      |
| Notebook paper (not for Dexter Elementary)            | 1 pkg  |
| Pencils ( #2 hardness)                                | 2 pkgs |
| Markers-washable, fine tip                            | 1 pkg  |
| Eraser (bar style, not pencil cap style)              | 1      |
| Glue Sticks   | 4      |
| Colored Pencils                                       | 1 set  |
| Binder (3 ring – 2" and 6 dividers)                   | 1      |
| Dry erase markers                                     | 1 pkg  |
| Liquid glue   | 1      |

## **APPENDIX B: AMERICAS SOUTHEAST DISTRICT SUGGESTED MATRIX OF CONSEQUENCES FOR GRADES PRE-K THROUGH GRADE 5\***

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

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

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

### **Minor Offenses:**

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

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

## Major Infractions

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

| <b>Unacceptable Actions</b>  |                   |   |
|--|-------------------|---|
| <b>Action/ Behavior</b>  | <b>Pre-K- 2nd</b> | <b>3rd-5th*</b>   |
| <p><b><u>Alcohol Possession</u></b><br/>Possession/use/evidence of Intoxication</p> <p>** possible 11 day suspension with expulsion hearing if sale and distribution</p> |                   | <p><b>1st Offense</b><br/>1-3- Day Suspension<br/>Refer to Counselor</p> <p><b>2nd Offense</b><br/>3-5 Day Suspension<br/>Disciplinary Hearing<br/>Behavior Intervention Plan</p> <p><b>3rd Offense</b><br/>5-10 Day Suspension<br/>Expulsion Hearing</p>   |
| <p><b><u>Assault (Physical)</u></b><br/><br/>of a staff or student - inflicting harm to others.</p>  |                   | <p><b>1<sup>st</sup> Offense</b><br/>1-3 Day Suspension<br/>Refer to Counselor</p> <p><b>2<sup>nd</sup> Offense</b><br/>3-5 Day Suspension<br/>Behavior Intervention Plan</p> <p><b>3<sup>rd</sup> Offense</b><br/>5-10 Day Suspension</p> <p><b>4<sup>th</sup> Offense</b><br/>Expulsion Hearing</p> |

|  |  |   |
|--|--|---|
| <p><b><u>Assault (Sexual)</u></b><br/> 3<sup>rd</sup>-5<sup>th</sup>* grade-Indecent behavior of a sexual nature (to include sexual acts, exposure, or touching private parts)</p> <p>6<sup>th</sup> grade- Indecent behavior of a sexual nature (to include groping, fondling and consensual sexual acts)</p> | <p><b>1st Offense</b><br/> Conference with counselor and parents</p> <p><b>2nd Offense</b><br/> Conference with administrator and parents</p> <p><b>3rd Offense</b><br/> Complete classwork in alternate location<br/> Establish Behavior Intervention Plan</p> <p><b>4th Offense</b><br/> Behavior Plan to include diminishing disruptive behavior and refer to Family Behavioral Health</p>  | <p><b>1<sup>st</sup> Offense</b><br/> 1-3 Day Suspension<br/> Refer to Counselor</p> <p><b>2<sup>nd</sup> Offense</b><br/> 3-5 Day Suspension<br/> Behavior Intervention Plan</p> <p><b>3<sup>rd</sup> Offense</b><br/> 5- 10 Day Suspension<br/> Referral to Behavioral Health</p> <p><b>4<sup>th</sup> Offense</b><br/> ** Over 10-Day suspension<br/> Expulsion hearing//Military Police notice//<br/> Anger <b>management</b> Referral</p>  |
| <p><b><u>Bus Behavior Infractions</u></b><br/> (See consequences for Bus Infractions)</p>  |  |   |
| <p><b><u>Bullying</u></b><br/> Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person</p>  | <p><b>1<sup>st</sup> Offense</b><br/> Student/administrator call parent.<br/> Attendance in pertinent counseling<br/> 1-Day lunch detention.</p> <p><b>2<sup>nd</sup> Offense</b><br/> Student/administrator call parent.<br/> Counselor, teacher and administrator develop individual Behavior Plan.<br/> 2-Day lunch Detention</p> <p>***Continual Offences Teacher, Parent and Student Conference.<br/> Follow the same progression</p> | <p><b>1<sup>st</sup> Offense</b><br/> Student/administrator call parent.<br/> Attendance in pertinent counseling<br/> 1-Day lunch detention.</p> <p><b>2<sup>nd</sup> Offense</b><br/> Student/administrator call parent.<br/> Counselor, teacher and administrator develop individual Behavior Plan.<br/> 2-Day lunch Detention</p> <p><b>3<sup>rd</sup> Offense</b><br/> Student/administrator call parent.<br/> Counselor, teacher and administrator develop individual Behavior Plan.<br/> 3-Day Detention<br/> Suspension in serious case.</p> |

|   |  |  |
|---|--|--|
| <p style="text-align: center;"><b><u>Computer Misuse</u></b></p> <p>(Personal email/entry into chat rooms/giving out password or using another person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.</p> |  | <p style="text-align: center;"><b>1st Offense</b><br/>5- Day loss of technology<br/>Teacher contact parents<br/>2-day lunch detention</p> <p style="text-align: center;"><b>2<sup>nd</sup> Offense</b><br/>10- Day loss of technology<br/>Teacher contact parents<br/>3 day lunch detention</p> <p style="text-align: center;"><b>3<sup>rd</sup> Offense</b><br/>10- Day loss of technology.<br/>Admin contacts parent<br/>3 day lunch detention</p> <p style="text-align: center;"><b>4<sup>th</sup> Offense</b><br/>1 Semester loss of technology.<br/>Parent admin conference</p> <p style="text-align: center;"><b>5<sup>th</sup> Offense</b><br/>1 Year loss of technology.<br/>Parent admin conference</p> |
| <p style="text-align: center;"><b><u>Disruptive Behavior</u></b></p> <p>Any action of behavior, verbal or physical, that significantly interrupts the learning environment</p>  | <p style="text-align: center;"><b>1st Offense</b><br/>Conference with counselor</p> <p style="text-align: center;"><b>2<sup>nd</sup> Offense</b><br/>Conference with administrator</p> <p style="text-align: center;"><b>3<sup>rd</sup> Offense</b><br/>Complete classwork in alternate location</p> <p style="text-align: center;"><b>4<sup>th</sup> Offense</b><br/>Complete classwork in alternate location<br/>Conference with parents</p> <p style="text-align: center;"><b>5<sup>th</sup> Offense</b><br/>Behavior Plan to include diminishing disruptive behavior</p> |  |
| <p style="text-align: center;"><b><u>Drug Possession/ Sale/ paraphernalia/suspicion of use</u></b></p>  |  | <p style="text-align: center;"><b>1<sup>st</sup> Offense</b><br/>**Over 10-Day suspension<br/>Expulsion hearing<br/>Military Police notice</p>   |

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|  |  | Drug Dog sweep is possible   |
| <b><u>Extortion</u></b>  |  | <p><b>1<sup>st</sup> Offense</b><br/>1-Day lunch detention<br/>Restitution</p> <p><b>2<sup>nd</sup> Offense</b><br/>2- Day lunch detention<br/>Restitution</p> <p><b>3<sup>rd</sup> Offense</b><br/>3- Day lunch detention Restitution<br/>Conference with parents</p> <p><b>4<sup>th</sup> Offense</b><br/>1- Day suspension Restitution</p>  |
| <p><b><u>False Fire Alarm / Bomb Threat</u></b><br/>making a false bomb or terrorist threat or pulling a false fire alarm</p>                |  | <p><b>1<sup>st</sup> Offense</b><br/>3-5 Day suspension Refer to SST</p> <p><b>2<sup>nd</sup> Offense</b><br/>5-10 Day suspension</p> <p><b>3<sup>rd</sup> Offense</b><br/>Expulsion hearing</p>   |
| <p><b><u>Fight (minor)</u></b><br/>Contributing to / spreading rumor, instigating a fight.<br/>Failure to report a physical altercation.</p> |  | <p><b>1<sup>st</sup> Offense</b><br/>Administration counseling &amp; contact parents or administration assigns peer mediation if available<br/>3-Day lunch detention</p> <p><b>2<sup>nd</sup> Offense</b><br/>5- Day lunch detention</p> <p><b>3<sup>rd</sup> Offense</b><br/>1- Day suspension</p> <p><b>4<sup>th</sup> Offense</b><br/>2- Day suspension<br/>Refer to SST</p> <p><b>5<sup>th</sup> Offense</b><br/>1- Day suspension</p> |
| <p><b><u>Fighting (mutual combat)</u></b><br/>hitting another student, contributing to a physical</p>  |  | <p><b>1<sup>st</sup> Offense</b><br/>1- Day suspension</p> <p><b>2<sup>nd</sup> Offense</b></p>  |

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| <p>altercation with inappropriate physical contact,<br/><br/>mutual combat, etc.</p> |  | <p>3- Day suspension<br/>Refer to SST</p> <p><b>3<sup>rd</sup> Offense</b></p> <p>5- Day suspension</p> <p><b>4<sup>th</sup> Offense</b></p> <p>7- Day suspension</p> <p>Expulsion hearing</p> <p><b>5<sup>th</sup> Offense</b></p> <p>Expulsion hearing</p>   |
| <p><b><u>Forgery of signatures or initials</u></b></p>                               |  | <p><b>1<sup>st</sup> Offense</b><br/>Administration counseling &amp; contact parents or administration assigns peer mediation if available</p> <p>2-Day detention</p> <p><b>2<sup>nd</sup> Offense</b></p> <p>3-Day lunch detention</p> <p><b>3<sup>rd</sup> Offense</b></p> <p>5- Day lunch detention</p> <p><b>4<sup>th</sup> Offense</b></p> <p>1- Day suspension Refer to SST</p>  |
| <p><b><u>Gambling</u></b></p>  |  | <p><b>1<sup>st</sup> Offense</b><br/>Administration counseling<br/>Or administration assigns peer mediation if available</p> <p>2-Day detention</p> <p><b>2<sup>nd</sup> Offense</b></p> <p>2-Day detention</p> <p><b>3<sup>rd</sup> Offense</b></p> <p>3-Day detention</p> <p><b>4<sup>th</sup> Offense</b></p> <p>5-Day detention</p> <p><b>5<sup>th</sup> Offense</b><br/>Behavior improvement training and make up missing assignments</p> <p>Refer to SST</p> |

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| <p><b><u>Gang Behavior</u></b></p> <p>Serious/legitimate<br/>(threats/hostile behavior made<br/>with hand signals, symbols,<br/>colors, language, etc.)</p>   |  |   |
| <p><b><u>Harassment (Sexual)</u></b></p> <p><b>sexual/sexually offensive<br/>behavior</b> (lewd and obscene<br/>actions to include unwanted,<br/>inappropriate touching,<br/>propositions, sexual slurs,<br/>degrading sexual description,<br/>threats, verbal abuse, and other<br/>minor sexually inappropriate<br/>actions.</p> |  | <p><b>1<sup>st</sup> Offense</b><br/>Administration counseling &amp; contact parents<br/>or administration<br/>assigns peer mediation if available<br/>3-Day detention</p> <p><b>2<sup>nd</sup> Offense</b><br/>5-Day detention</p> <p><b>3<sup>rd</sup> Offense</b><br/>1- Day suspension</p> <p><b>4<sup>th</sup> Offense</b><br/>3- Day suspension<br/>Refer to SST</p> <p><b>5<sup>th</sup> Offense</b><br/>5- Day suspension</p> |
| <p><b><u>Hitting</u></b><br/>Pushing, slapping, grabbing,<br/>and scuffling<br/>Other( to be determined at<br/>the discretion of<br/>administration)</p>  | <p><b>1<sup>st</sup> Offense</b><br/>If behavior happens in the classroom-<br/>Student / administrator call parent.<br/>Peer mediation is used if available.<br/>If at recess-student sits out.<br/>Behavior reported to classroom<br/>teacher for counseling.<br/>Student/administrator call parent and<br/>peer mediation is used if available.</p> <p><b>2<sup>nd</sup> Offense</b><br/>Student/administrator call parent<br/>2- Day lunch detention<br/>Peer mediation if available</p> <p><b>3<sup>rd</sup> Offense</b><br/>Student/administrator call parent<br/>Attendance in pertinent counseling<br/>Refer to SST<br/>3-Day lunch detention</p> |   |

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

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

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|   |   | <p>3- Day suspension Restitution Notification of military police</p> <p><b>4<sup>th</sup> Offense</b></p> <p>5- Day suspension Restitution Notification of military police</p> <p><b>5<sup>th</sup> Offense</b></p> <p>Expulsion hearing<br/>Notification of military police</p>  |
| <p><b><u>Smoking /possession of tobacco products</u></b></p>  |   | <p><b>1<sup>st</sup> Offense</b></p> <p>Administration counseling or administration assigns peer mediation if available</p> <p><b>2<sup>nd</sup> Offense</b></p> <p>5-Day detention</p> <p><b>3<sup>rd</sup> Offense</b></p> <p>1-Day suspension</p> <p><b>4<sup>th</sup> Offense</b></p> <p>2-Day suspension Refer to SST</p> <p><b>5<sup>th</sup> Offense</b></p> <p>3-Day suspension</p> |
| <p><b><u>Teasing</u></b><br/>Name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves<br/><br/>(Others to be determined at the discretion of the Administrator)</p> | <p><b>1<sup>st</sup> Offense</b><br/>If behavior happens in the classroom-warning, peer mediation student./ administrator call parent<br/><br/>(If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available)</p> <p><b>2<sup>nd</sup> Offense</b><br/><br/>Student/Administrator call parent</p> |   |
| <p><b><u>Teasing (Cont)</u></b></p>   | <p>Peer mediation is used if available / 1-lunch detention</p> <p><b>3<sup>rd</sup> Offense</b><br/>Student/Administrator call parent /2-Days lunch detention. Attendance in pertinent counseling Refer to SST</p>  |   |

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|  | <p><b>4<sup>th</sup> Offense</b><br/> Student/Administrator<br/> call parent<br/> Counselor/ teacher develop Individual<br/> Behavior Plan<br/> 2-Day lunch detention</p> <p><b>5<sup>th</sup> Offense</b><br/> Student/Administrator<br/> call parent</p> <p>Counselor, administrator/ parent re-<br/> examine behavior plan 3-Day lunch<br/> detention.</p> |   |
| <p><b><u>Theft</u></b></p> <p><b>Items over \$20</b></p> <p>Attempting to steal or<br/> wrongfully appropriate or<br/> receive stolen school,<br/> government, or private<br/> property.</p> |   | <p><b>1<sup>st</sup> Offense</b><br/> 3- Day lunch detention<br/> Refer to SST Restitution</p> <p><b>2<sup>nd</sup> Offense</b><br/> 1- Day suspension</p> <p>Restitution<br/> Notification of military police</p> <p>Behavior Plan developed</p> <p><b>3<sup>rd</sup> Offense</b></p> <p>3-Day suspension<br/> Restitution<br/> Notification of military police</p> <p><b>4<sup>th</sup> Offense</b></p> <p>5-Day suspension<br/> Restitution<br/> Notification of military police</p> |
| <p><b><u>Theft</u></b></p> <p><b>Items under \$20</b><br/> <b>Will have lesser</b><br/> <b>consequences</b></p>  |   | <p><b>1<sup>st</sup> Offense</b><br/> 3- Day lunch detention<br/> Restitution<br/> Parents notified<br/> Counseling referral</p> <p><b>2<sup>nd</sup> Offense</b></p> <p>5 - Day lunch detention</p> <p>Restitution Parents notified</p> <p>Counseling referral</p> <p><b>3<sup>rd</sup> Offense</b><br/> 2 - Day school suspension<br/> Restitution/ Parents notified<br/> Counseling referral</p>   |

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| <p><b><u>Unauthorized Area</u></b><br/> Presence in: (examples)<br/> Opposite gender restrooms,<br/> posted areas</p>  |  | <p><b>1<sup>st</sup> Offense</b><br/> Administration counseling or administration assigns peer mediation if available<br/> 1-Day detention<br/> <b>2<sup>nd</sup> Offense</b><br/> 2-Day detention<br/> <b>3<sup>rd</sup> Offense</b><br/> 5-Day detention<br/> <b>4<sup>th</sup> Offense</b><br/> 1- Day suspension<br/> <b>5<sup>th</sup> Offense</b><br/> Behavior improvement training and make up missing assignments Refer to SST</p> |
| <p><b><u>Use, possession and sale of drugs</u></b><br/> include illegal drugs, misuse of legal substances like nonprescription drugs, medicine prescribed for another person, sniffing glue, inhalants</p> | <p><b>1<sup>st</sup> Offense</b><br/> Student/administrator call parent<br/> 11- Days suspension pending expulsion hearing<br/> Military Police Notified</p> | <p><b>1<sup>st</sup> Offense</b><br/> 11- Days suspension pending expulsion hearing,<br/> Military Police notified</p>  |
| <p><b><u>Vandalism ( minor incident)</u></b></p>   |  | <p><b>1<sup>st</sup> Offense</b><br/> 1- Day suspension<br/> <b>2<sup>nd</sup> Offense</b><br/> 3-Day suspension<br/> Refer to SST<br/> <b>3<sup>rd</sup> Offense</b><br/> 4-Day suspension<br/> <b>4<sup>th</sup> Offense</b><br/> 7-10 Day suspension<br/> <b>5<sup>th</sup> Offense</b><br/> Expulsion hearing</p>   |
| <p><b><u>Vandalism</u></b></p>   |  | <p><b>1<sup>st</sup> Offense</b><br/> 1-3 Day suspension Refer to SST<br/> <b>2<sup>nd</sup> Offense</b></p>  |

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

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### **ON AND AROUND SCHOOL BUSES, STUDENTS WILL:**

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

### **ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:**

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

# APPENDIX D: SCHOOL BUS MATRIX

(DoDEA Regulation 2051.1, E.8.A3)

| LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5.14)  |  |  |                         |                         |   |
|---|--|--|-------------------------|-------------------------|---|
| <ul style="list-style-type: none"> <li>Fighting, pushing, shoving, or tripping</li> <li>Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus)</li> </ul> | <ul style="list-style-type: none"> <li>Engaged in horseplay</li> <li>Getting on or off bus while bus is in motion</li> <li>Not properly seated</li> <li>Putting objects out of bus windows or hanging out of window</li> </ul> | <ul style="list-style-type: none"> <li>Making excessive noise or playing electronic equipment without using earphones</li> <li>Obstructing aisles, steps, or seats</li> <li>Pushing while boarding or leaving the bus</li> </ul> |                         |                         |   |
| UNSAFE BEHAVIOR CONSEQUENCES  |  |  |                         |                         |   |
|   | 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense | 4 <sup>th</sup> Offense | 5 <sup>th</sup> and Subsequent Offenses |
| Recommended Consequences (Bus Riding Privileges)  | Warning  | 1-5 Days Suspension  | 1-20 Days Suspension    | 1-30 Days Suspension    | Remainder of the Year                   |
| LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)   |  |  |                         |                         |   |
| <ul style="list-style-type: none"> <li>Failure to remain properly clothed</li> <li>Public displays of affection</li> <li>Eating, drinking, or littering on bus***</li> </ul>  | <ul style="list-style-type: none"> <li>Using abusive/profane language and/or gestures</li> <li>Spitting or biting</li> <li>Harassing or interfering with other students</li> </ul>   | <ul style="list-style-type: none"> <li>Failure to comply with bus driver's or monitor's instruction</li> <li>Disrespect, distraction, or interference with driver</li> </ul>   |                         |                         |   |
| INAPPROPRIATE BEHAVIOR CONSEQUENCES   |  |  |                         |                         |   |
|   | 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense | 4 <sup>th</sup> Offense | 5 <sup>th</sup> Offense                 |
| Recommended Consequences (Bus Riding Privileges)  | Warning  | 1-5 Days Suspension  | 1-20 Days Suspension    | 1-30 Days Suspension    | Remainder of the Year                   |
| LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)  |  |  |                         |                         |   |
| <ul style="list-style-type: none"> <li>Damaging private property (requires payment of damages)</li> <li>Throwing or shooting objects inside or outside of bus</li> </ul>  | <ul style="list-style-type: none"> <li>Sitting in driver's seat or tampering with bus controls</li> </ul>  | <ul style="list-style-type: none"> <li>Opening or trying to open bus door</li> </ul>   |                         |                         |   |
| DESTRUCTIVE BEHAVIOR CONSEQUENCES   |  |  |                         |                         |   |
|   | 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense | 4 <sup>th</sup> Offense | 5 <sup>th</sup> Offense                 |
| Recommended Consequences (Bus Riding Privileges)  | Warning  | 1-5 Days Suspension  | 1-20 Days Suspension    | 1-30 Days Suspension    | Remainder of the Year                   |
| LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11)  |  |  |                         |                         |   |
| <ul style="list-style-type: none"> <li>Tampering with bus controls or emergency equipment</li> </ul>  | <ul style="list-style-type: none"> <li>Violate any other school rule, law, or military installation guide</li> </ul>   |  |                         |                         |   |
| PROHIBITED BEHAVIOR CONSEQUENCES  |  |  |                         |                         |   |
|   | 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense | 4 <sup>th</sup> Offense | 5 <sup>th</sup> Offense                 |
| Recommended Consequences (Bus Riding Privileges)  | Warning  | 1-5 Days Suspension  | 1-20 Days Suspension    | 1-30 Days Suspension    | Remainder of the Year                   |

E3.2. School Bus Discipline. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 that are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See DoDEA Reg 2051.1 enclosures 6 and 9)

Recommended referral forms and notification letters can be found in DoDEA Regulation 2051.1, E8, A4 – A8.

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

## APPENDIX E: DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES

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

### Graduation Requirements ([DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004](#))

A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3 in the 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:

| Minimum Requirements       |                  |                |
|----------------------------|------------------|----------------|
| Content Area               | Standard Diploma | Honors Diploma |
| English Language Arts      | 4.0 credits      | 4.0 credits    |
| Social Studies             | 3.0 credits      | 3.0 credits    |
| Mathematics                | 4.0 credits      | 4.0 credits    |
| Science                    | 3.0 credits      | 3.0 credits    |
| World Language             | 2.0 credits      | 2.0 credits    |
| Career Technical Education | 2.0 credits      | 2.0 credits    |
| Physical Education         | 1.5 credits      | 1.5 credits    |
| Fine Arts                  | 1.0 credit       | 1.0 credit     |
| Health Education           | 0.5 credit       | 0.5 credit     |
| Summary                    |                  |                |
| Minimum Total Credits      | 26.0 credits     | 26.0 credits   |
| Required Courses           | 20.0 credits     | 20.0 credits   |
| Elective Courses           | 6.0 credits      | 6.0 credits    |

|   |         |           |
|---|---------|-----------|
| AP and/or IB Courses and requisite exams                      | -       | 4 courses |
| Minimum GPA   | 2.0 GPA | 3.8 GPA   |
| *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 \(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004\)](#)

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 into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are 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 the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004.

Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-School Students

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

[Student Grade-Level Placement \(DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004\)](#)

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

Grade-level status (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 the DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004. 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.

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.

### Grading and Grading System

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

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

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

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

### [Progress Reports/Report Cards \(DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995\)](#)

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

## Transcripts/Records Policy/Access to Student Records

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

## System-wide Assessment Program ([DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010](#))

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

All assessments selected for use within DoDEA shall:

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

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

## Scholastic Integrity

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

## Student Attendance ([DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended](#))

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

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

- 1). Absent up to 25% of the school day = absent one-quarter of the school day.

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

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

- 1). Personal illness
- 2). Medical, dental, or mental health appointment
- 3). Serious illness in the student's immediate family
- 4). A death in the student's immediate family or of a relative
- 5). Religious holiday
- 6). Emergency conditions such as fire, flood, or storm
- 7). Unique family circumstances warranting absence and coordinated with school 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.

[Accelerated Withdrawal \(DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014\)](#)

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

Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

[Interstate Compact on Educational Opportunity for Military Children \(DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017\)](#)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families.

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

[Religious Holiday Observance \(DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012\)](#)

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

[Student Discipline \(DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012\)](#)

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

considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence; or the possession, use, or sale of drugs).

School Bus Behavior ([DoDEA Regulation 2051.1,"Disciplinary Rules and Procedures," April 4, 2012, as amended](#))

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

Student Dress Code ([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 the DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," Enclosure 2 (3,c,1) and Enclosure 2 (5,l). Please refer to your school's Web site for specific dress code policy.

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

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

Students shall:

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

Interscholastic Athletics

All high school students and middle school students in limited cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area 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.

### Education Student Services

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

### Counseling ([DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003](#) & [DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006](#))

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

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

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 high school students create and manage a four-year plan with their counselor. The four-year plan 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.

### Special Education ([Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015](#))

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance

with the policy stated in the Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child’s school for specific details relating to your child if you would like to discuss eligibility requirements.

[Disability Services \(DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended & DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001\)](#)

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

[English for Speakers of Other Languages \(ESOL\)/Language Services \(DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007\)](#)

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

[School Psychology \(DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004\)](#)

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

strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

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

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

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

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

The school nurse shall take the following measures:

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

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

Child Abuse and Neglect (DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998)

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Family Advocacy Program (DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998)

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

Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct (DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015)

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

Sexual Harassment (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)

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

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

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

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

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

Student Enrollment: Registration Process ([DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended & DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\),” March 4, 1997](#))

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

The following documents are necessary to complete the registration process:

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

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

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

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

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

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of

enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit [http://www.dodea.edu/StudentServices/upload/2011\\_2942\\_0\\_M\\_F3.pdf](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

#### Access to School Facilities

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

#### Computer Access/Internet Policy/Electronic Devices (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, which contains the "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is assigned a user account. In accordance with Enclosure 4 in the DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

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

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

#### Visitors and Volunteers (DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006)

**For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school.** A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school.

Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left

alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

### Parent/Student/Teacher Communication

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

### Role of Social Media

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

Student Health — Allergies and Chronic-Acute Conditions ([DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003](#))

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

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

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

### Medication at School

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

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

First Aid and Emergency Care ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))

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

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

Emergency Notification Procedures ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))

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

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

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

Student Illness

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

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.

- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill;
  - b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.

Note: Lesions must be covered for school attendance.

- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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

#### Medical Care for Overseas Non-DoD Dependents

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD- dependents.

#### Incident Reporting/Accident-Injury

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

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures

- Temperature higher than 100°
- Vomiting
- Wounds that may require stitches

Safety and Security ([DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#))

Emergency Procedures- please refer to pages 37-39 for information about our emergency procedures.

#### School Closures

There are times when weather situations could result in school being closed. Please contact your child’s school for details regarding notification procedures. (Schools to provide further details.)

#### Transportation

Please contact your local school at (706) 545-2124.

#### Student Meals

Please refer to pages 44-49 for information about the Student Meal Program and an application for the Free and Reduced Lunch Program.

#### School Trips

Please refer to page 53 for information about school trips.

#### Parent-Teacher Conferences

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

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

This is one way for parents to get involved in their child’s education. Please consult your child’s school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA- Pacific) or School Board meetings (DoDEA-Americas).

#### Noncustodial Parent Rights

Parents and/or guardians must supply the school with a copy of any type of court order that may affect the student (e.g., who is allowed to visit the child, who has legal custody, etc.). These orders will be maintained in

the student's cumulative file. If any changes take place during the school year with the court order, the school must be notified immediately. Teachers will be notified of any restrictions that affect students in their classes.

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs ([DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160](#))

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

# APPENDIX F: SCHOOL VOLUNTEER APPLICATION

## SCHOOL VOLUNTEER APPLICATION

### SCHOOL VOLUNTEER APPLICATION

#### PRIVACY ACT STATEMENT

**AUTHORITY:** Section 113 of title 10 (Secretary of Defense), section 13041 of title 42 USC 13041 (Crime Control Act of 1990), and section 552a of title 5 (Privacy Act) of the United States Code, and E.O 9397 (SSN) authorize the collection of this information.

**PRINCIPAL PURPOSE:** To obtain information to determine applicant suitability for acceptance as a DoDEA volunteer.

**ROUTINE USE:** Disclosures of the Social Security Number and other personal information within the Department of Defense are authorized upon a demonstrated "need to know" to perform an official duty, including, but not limited to: (1) DoD attorneys rendering advice and assistance, and (2) DoD law enforcement or security activities concerning a law enforcement or security investigation. Other routine disclosures of relevant and necessary information are authorized to agencies outside of the DoD by DoDEA and DoD Privacy Act Systems Notices, and by government-wide systems notices which may be found at <http://www.defenselink.mil/privacy/notices/osd/>.

**DISCLOSURE:** VOLUNTARY. Failure to disclose the information may delay or render an individual unable to participate in the volunteer program

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

|       |      |
|-------|------|
| NAME: | SSN: |
|-------|------|

|                 |      |
|-----------------|------|
| SPONSOR'S NAME: | SSN: |
|-----------------|------|

|                  |                |
|------------------|----------------|
| MAILING ADDRESS: | HOUSE ADDRESS: |
|------------------|----------------|

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| Home telephone: (Area code first) | Duty telephone: (Area code first) |
|-----------------------------------|-----------------------------------|

|                                     |                 |
|-------------------------------------|-----------------|
| Facsimile number: (Area code first) | E mail Address: |
|-------------------------------------|-----------------|

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Check all services for which you are interested in volunteering:

|  |  |
|--|--|
| <input type="checkbox"/> Classroom Activities              | <input type="checkbox"/> Field Trips (Over night)          |
| <input type="checkbox"/> Lunchroom Monitor                 | <input type="checkbox"/> Extracurricular Activities        |
| <input type="checkbox"/> Bus Monitor                       | <input type="checkbox"/> Athletic Coaching                 |
| <input type="checkbox"/> Playground Supervision            | <input type="checkbox"/> Chaperone for Student Field Trips |
| <input type="checkbox"/> Library Media Center              | <input type="checkbox"/> Tutoring                          |
| <input type="checkbox"/> Field Trips (Day)                 |  |
| <input type="checkbox"/> Other (Please specify all others) |  |

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

## SCHOOL VOLUNTEER APPLICATION

| Question   | YES        | NO |
|--|------------|----|
| 1. Do you have a child/children in the school(s) where you wish to volunteer?<br>What Grade level(s)?  |            |    |
| 2. Do you have experience as a school volunteer?<br>Describe your past experiences.  |            |    |
| 3. Have you ever been removed from a school volunteer position?<br>Describe the circumstances.   |            |    |
| 4. Can you provide a character reference?<br>Give the name and telephone number.   |            |    |
| 5. Have you ever been arrested for, charged with, or convicted of a crime involving a child?<br>If "Yes," state the disposition of the arrest charge.  |            |    |
| 6. Have you ever been asked to resign from a job because of, or been decertified for a sexual offense?<br>Describe the circumstances.  |            |    |
| <u>Pre-Selection Agreement</u>   |            |    |
| If selected for a school volunteer position, I agree to immediately notify the Principal of the school of any subsequent adverse information regarding myself that would indicate poor judgment, unreliability, or untrustworthiness in working with children.   |            |    |
| <u>Certification that My Answers Are True</u>  |            |    |
| My statements on this form, and any attachments to it, are true, and correct to the best of my knowledge and belief and are made in good faith. I understand that a knowing and willful false statement on this form may result in denial of selection for or termination of volunteer services, and possible law enforcement referral as appropriate. |            |    |
| Signature _____  | Date _____ |    |

DoDEA Form 4700.3-F1, (Back) May 2006

**VOLUNTEER AGREEMENT FOR**

**APPROPRIATED FUND ACTIVITIES**

**NONAPPROPRIATED FUND INSTRUMENTALITIES**

**PRIVACY ACT STATEMENT**

**AUTHORITY:** Section 1588 of Title 10, U.S. Code, and E.O. 9397.

**PRINCIPAL PURPOSE(S):** To document voluntary services provided by an individual, including the hours of service performed, and to obtain agreement from the volunteer on the conditions for accepting the performance of voluntary service.

**ROUTINE USE(S):** None.

**DISCLOSURE:** Voluntary; however failure to complete the form may result in an inability to accept voluntary services or an inability to document the type of voluntary services and hours performed.

**PART I - GENERAL INFORMATION**

|   |  |   |                                    |
|---|--|---|------------------------------------|
| 1. TYPED NAME OF VOLUNTEER <i>(Last, First, Middle Initial)</i> |  | 2. SSN                                    | 3. DATE OF BIRTH <i>(YYYYMMDD)</i> |
| 4. INSTALLATION   |  | 5. ORGANIZATION/UNIT WHERE SERVICE OCCURS |                                    |
| 6. PROGRAM WHERE SERVICE OCCURS                                 |  | 7. ANTICIPATED DAYS OF WEEK               | 8. ANTICIPATED HOURS               |
| 9. DESCRIPTION OF VOLUNTEER SERVICES                            |  |   |                                    |

**PART II - VOLUNTEER IN APPROPRIATED FUND ACTIVITIES**

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

|  |              |                                  |
|--|--------------|----------------------------------|
| a. SIGNATURE OF VOLUNTEER  |              | b. DATE SIGNED <i>(YYYYMMDD)</i> |
| 11.a. TYPED NAME OF ACCEPTING OFFICIAL<br><i>(Last, First, Middle Initial)</i> | b. SIGNATURE | c. DATE SIGNED <i>(YYYYMMDD)</i> |

**PART III - VOLUNTEER IN NONAPPROPRIATED FUND INSTRUMENTALITIES**

**12. CERTIFICATION**  
 I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services and liability for tort claims as specified in 10 U.S.C. Section 1588(d)(2). I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers, and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services that I am offering.

|  |              |                                  |
|--|--------------|----------------------------------|
| a. SIGNATURE OF VOLUNTEER  |              | b. DATE SIGNED <i>(YYYYMMDD)</i> |
| 13.a. TYPED NAME OF ACCEPTING OFFICIAL<br><i>(Last, First, Middle Initial)</i> | b. SIGNATURE | c. DATE SIGNED <i>(YYYYMMDD)</i> |

**PART IV - TO BE COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR**

|  |          |              |          |                                  |   |
|--|----------|--------------|----------|----------------------------------|---|
| 14. AMOUNT OF VOLUNTEER TIME DONATED                                   |          |              |          | 15. SIGNATURE                    | 16. TERMINATION DATE<br><i>(YYYYMMDD)</i> |
| a. YEARS <i>(2,087 hours = 1 year)</i>                                 | b. WEEKS | c. DAYS      | d. HOURS |                                  |   |
| 17.a. TYPED NAME OF SUPERVISOR<br><i>(Last, First, Middle Initial)</i> |          | b. SIGNATURE |          | c. DATE SIGNED <i>(YYYYMMDD)</i> |   |

## **APPENDIX G: STUDENT HANDBOOK SIGNATURE SHEET**

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

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

---

Parent Name – printed

---

Parent Signature

---

Student Name – printed

---

Student Signature

---

Student Name – printed

---

Student Signature

---

Student Name – printed

---

Student Signature

---