

Don C. Faith Middle School

“Home of the Warrior Bears”



Learn! Achieve! Succeed!

STUDENT/PARENT HANDBOOK

School Year 2020-2021(Revised)

**Department of Defense Education Activity
(DoDEA)**

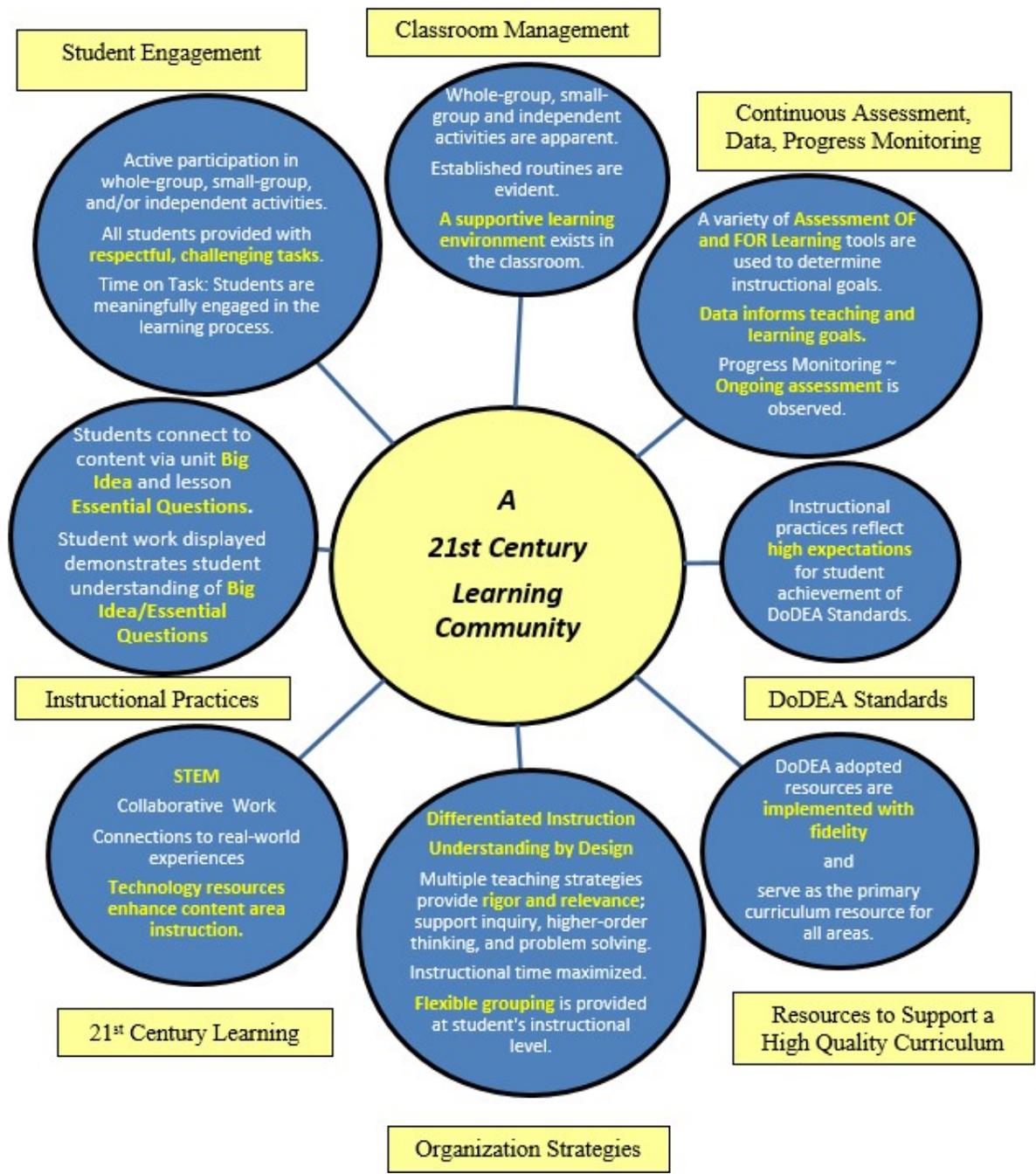
Americas Southeast District

Office Hours: Monday-Friday 7:00 AM- 3:30 PM

**1375 Ingersoll Street
Fort Benning Georgia, 31907**

Phone Number: 706-545-0310

DODEA AMERICAS SOUTHEAST DISTRICT IS A 21ST CENTURY LEARNING COMMUNITY



DoDEA_Fort_Benning_Schools_SY2020-21

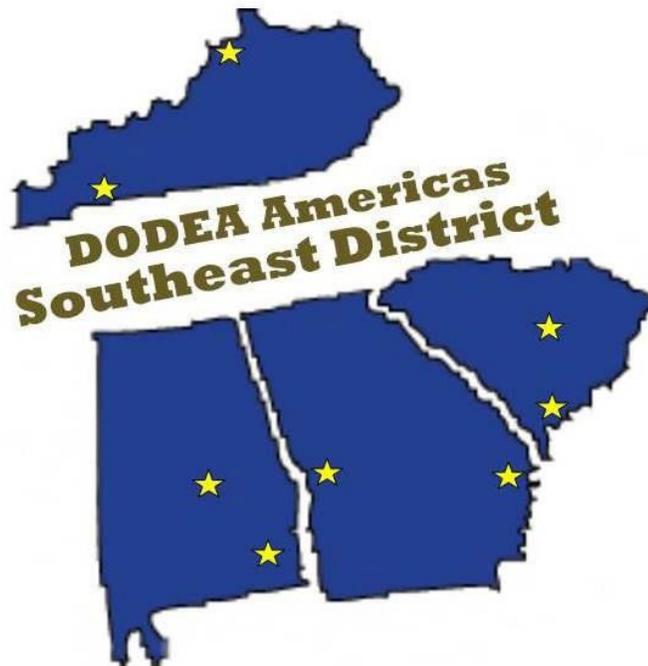
July 2020							August 2020							September 2020							October 2020							November 2020									
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26	27	28	29	30	31																																
3 Independence Day (observed)							17-18 Prof. Learning Day/ Pinnacol Day 19-20 Prof. Learning Day/ CCR 21 Teacher Workday 20 Sneak-a-Peek (ES 4:00-6:00 & MS 3:15-4:15) 24 First Day of School (K-8)							7 Labor Day 8 First Day of School (Pre-K) 21 Prof. Learning Day/No School (CCR)							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)							2 Conferences/No School (ES & MS) 11 Veterans Day 22 End of Quarter 12 Prof. Learning Day/No School (CCR) 25-27 Thanksgiving Break 30 Prek Report Card-No School (Prek only)									
December 2020							January 2021							February 2021							March 2021							April 2021									
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21 - January 1 Winter Break 25 Christmas Day							1 New Year's Day 14 End of Quarter 15 Workday/No School (Report Card Prep) 18 Martin Luther King, Jr.'s Birthday							5 Prof. Learning Day/No School (CCR) 15 Washington's Birthday and Presidents' Day 26 Prek Report Card-No School (Prek only)							5 Prof. Learning/No School (CSI) 24 End of Quarter 26 Workday/No School (Report Card Prep) 29 - April 2 Spring Break							19 Prof. Learning Day/No School (CCR)									
May 2021							June 2021							Standard Calendar 2020-2021							Quarter Duration							Schools Contact									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	F	First Day of School						Quarter	End Date	Duration	School	Phone												
2	3													ER	Early Release for Students						1	October 22	40	Community Superintendent's Office	706-545-7276												
														QE	Quarter Ends						2	January 14	43	Dexter ES	706-545-3424												
9	10	11	ER				6	7	8	PK	YE	TW		YE	Last Day for Classes - Early Release						3	March 24	45	EA White ES	706-545-4623												
							13	14	15	ER				PK	3-4 Year Old Program Date						4	June 9	47	Faith MS	706-545-0310												
16	17	18	ER				20	21	22	ER				RC	Report Card Date						Make Up Days			McBride ES	706-544-9411												
							27	28	29	30				PL	Prof. Learning/No School						Make up days, if needed, June 11, 2021 June 14, 2021 June 15, 2021			Stowers ES	706-545-2312												
23	24	25	ER											TW	Teacher Work Day/No School						Report Card Dates																
														H	Holiday						QTR 1: issued at conferences QTR 2: January 22, 2021 QTR 3: April 8, 2021 QTR 4: June 17, 2021 mailed home																
30	31	H												TC	Conferences/No School																						
12-Accelerated Withdrawal 31 Memorial Day Holiday							8 Last Day (Prek only) 9 Last Day for Classes/Early Release 10 Teacher Work Day (Report Card Prep)														Report Card Dates							Reviewed 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 Rd, Fort Benning, GA 31905

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



Dr. Christy Huddleston

DoDEA Americas Southeast District Superintendent

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

She began her career as a high school science teacher in 1996 and coached the girl's golf team in Harris County, GA. She was selected as the Parent Teacher Student Association (PTSA) Star Teacher in 2001. She went on to serve as the High School Guidance Department Chair and the School Testing and Curriculum Coordinator for Harris County High School. Beginning in 2006, she served as the District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009.

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

Dr. Huddleston is also an adjunct professor for Troy State University where she was honored with a Research Scholar Award in 2008. Her career and research focus have 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 B. Coleman
Georgia /Alabama Community Superintendent

Lisa Brooks Coleman is the Georgia /Alabama Community Superintendent, responsible for Fort Benning, Fort Rucker, and Maxwell AFB Schools. Dr. Coleman 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, 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 level.

Dr. Coleman has completed 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. Additionally, 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 Coleman. They are the proud parents of two daughters Brooke Elizabeth; a high school junior, and Lauren Alexandria; a junior high school eighth grader. 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.



Principal, Dr Joan C. Verrett

The GA/AL District is pleased to announce that Dr. Joan Verrett will serve as the Principal of Faith Middle School. Dr. Verrett has been with DoDEA for 19 years. Her DoDEA career began as a multi-age teacher at C.T. Joy Elementary School in Jinhae, South Korea. Dr. Verrett spent almost a decade in the Korea District as an educator, assistant principal and principal before her promotion in 2008 to Assistant Superintendent in the Bavaria District.

Serving the Bavaria District, her focuses and priorities included continuous school improvement, best instructional practices, and students meeting and exceeding high standards of learning. In January 2013, Dr. Verrett joined the Mediterranean Team as the Assistant Superintendent. Her leadership impacted a district comprised of 18 schools across 5 countries, supporting military-connected students with parents serving in the Air Force, Army, Navy and international embassies.

Dr. Verrett facilitated the process of schools using formative assessments to drive instruction and meet the individual needs of all students. She has always been a strong advocate of ensuring quality instruction for special needs students. Following her tenure in the Mediterranean District, Dr. Verrett was promoted to Deputy Director for Curriculum, Instruction and Assessment of DoDEA Europe's 67 schools and 28,000 students across eight countries. Her focus on the roll-out of College and Career Ready Standards and Europe-wide implementation of DoDEA's Restructuring for Student Achievement enabled successful curricular and organizational transitions to enhance learning opportunities and maximize resources at the school-level. Dr. Verrett's work as a liaison with senior U.S. military leaders in the European theater cemented a strong foundation for lasting partnerships to support military-connected students and their families.

In August of 2008, Dr. Verrett was presented the Commander's Award for Civilian Service from the Department of the Army for her effort in creating a Parent University and preparing and planning for the reconfiguration of Humphreys Elementary School to a K-8 Elementary/Middle School. In 2003, Dr. Verrett was awarded the Presidential Award for Excellence in Teaching Mathematics and Science. She won the DoDEA award in the area of elementary mathematics. Dr. Verrett earned her Bachelor of Science Degree in Elementary Education, with a minor in Psychology from Seton Hall University, South Orange, New Jersey. She completed a Master's of Science Degree in Foundations of Education at Troy University, while in Seoul, Korea, and a Doctorates Degree in Educational Leadership at Argosy University, Orange County, California.

Dr. Verrett actively focuses on Continuous Improvement in all areas and levels of education. She firmly believes that all students can and will learn and is a strong advocate for advances in DoDEA special education programs. "It is our charge as educators to uncover the unique strengths and talents that lie within each of our students and to patiently yet persistently guide all students towards reaching their full potential. In partnership with our parents and local community, we can create a strong support system to nurture our children as they realize their goals and dreams." Dr. Verrett is proud to be an educational leader in a system that has the privilege of serving the families that serve our Nation and is committed to the full implementation of College and Career Readiness Standards and 21st Century Teaching, Leading and Learning across DoDEA schools.



Assistant Principal, Ronneeke Deyon Gamble, Ed. S

Mrs. Gamble has served in a variety of positions in her 18 year career in education. Ronneeke began as a Technology Teacher and Boys Basketball Coach at Midway Middle School in Midway/Hinesville, Georgia. Mrs. Gamble taught 8th Grade English and continued to motivate students as a coach for boys' basketball at Baker Middle School in Columbus, Georgia as well as at South Girard School in Phenix City, Alabama. She continued to expand her support of education in leadership positions as she served as an Academic Coach and Assistant Principal for Phenix City Elementary School for one year. Continuing to broaden her leadership skillset, Mrs. Gamble spent the next four years as Academic Coach and Assistant Principal for Phenix City Intermediate School.

During her tenure, Mrs. Gamble was named Phenix City's School District Secondary Teacher of the Year and Troy University's Outstanding Educational Specialist Instructional Leadership and Administration Student. She not only shines in her instructional leader role, but is also Autism Certified, STEM trained at the administrator's level by Discovery Education, and is Alabama Math, Science and Technology Initiative (AMSTI) trained at the administrator level. Additionally, Mrs. Gamble has worked closely with special needs, 504 and gifted students, led professional learning communities focusing on common core standards and using data driven instruction to increase the learning of all students.

Mrs. Gamble understands the needs and the challenges of the military families that we serve at Fort Benning. As a military wife and daughter, she experienced the permanent change of stations, deployments, family separations due to temporary duty assignments and even times of war. She has been married for 31 years to her husband, Eddie, and they have two children that have served in the United States Army and United States Airforce.

Faith Middle School
1375 Ingersoll Street
Fort Benning, GA 31907
Phone: (706)-545-0310
Fax: (706) 545- 7800
<https://www.dodea.edu/FaithMS>

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 the military-connected students and the communities in which they live.

Faith Middle School Mission Statement

Learn! Achieve! Succeed!

Faith Middle School Vision Statement

Empowering, motivating, and challenging students to become responsible citizens in the 21st century. E=mc²1st

School Improvement Goals

School Goal

All students in 6th grade math and Algebra I will increase achievement in Mathematics on the CCRS Summative Assessment from 30% "Meets and Exceeds" in SY 18-19 to 38% "Meets and Exceeds" in SY 20-21.

Grade 6

All students in Grade 6 will increase achievement in Mathematics on the CCRS Summative Assessment from 23% in SY 18-19 on a 5 category rating scale in Performance Levels 4 &5 (Major Content) to 31% in SY 20-21.

Grade 7

The percentage of all 7th grade students scoring proficient or higher in mathematics in the area of Expressions and Equations will increase from 58% to 66% by the end of school year 20-21 as measured by Edulastic End of Module assessments administered.

Grade 8

All students in Algebra 1 performing at levels 4 and 5 will increase achievement on the Algebra CCRS Summative Assessment from 47% to in SY 18-19 in subclaim Supporting Content" to 55% in SY 20-21. Of all students in Math 8, 80% will achieve a level 3 or higher as measured on Math CCRS Summative Assessment for SY 20-21.

School Goal

All students in Grades 6-8 will increase achievement in the overall average in Performance Levels 4 & 5 Met or Exceeded in Literacy from 59% in SY 19-20 to 67% in SY 20-21.

Grade 6

All students in Grade 6 will increase achievement in Literacy on the CCRS Summative Assessment from 51% in SY 18-19 on a 5 category rating scale in Performance Levels 4 & 5 (Literary Text) to 56% in SY 20-21.

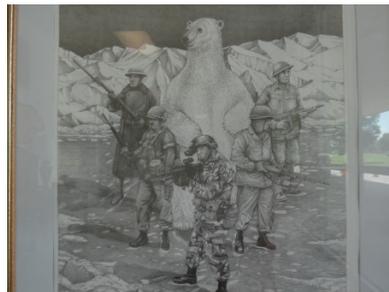
Grade 7

All students in Grade 7 will increase achievement in Literacy on the CCRS Summative Assessment from 53% in SY 18-19 in Performance Levels 4 & 5 (Reading for Information) to 58% in SY 20-21.

Grade 8

All students in Grade 8 will increase achievement in Literacy on the CCRS Summative Assessment from 68% in SY 18-19 in Performance levels 4 & 5 in (Written Expression) to 76% by school year 20-21.

Faith Middle School Name origin: The Don C. Faith Middle School was named after Lieutenant Colonel Don C. Faith Jr. Congressional Medal of Honor, who in his youth, resided on this Post (1932-1935). The precepts learned during these school years guided him in his service of his country, for which he gave his life near Hagaru-Ri, North Korea, 1 December 1950.



Chain of Command

DoDEA Director

Department of Defense Education Activity
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DoDEA Americas Southeast District Superintendent

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DoDEA Americas Southeast GA/AL Community Superintendent

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School Principal

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Dear Parents,

This handbook was built to assist you and your child with the information related to a DoDEA's Americas Middle School. It notifies parents/students and stakeholders of specific rules, regulations and procedures. The authorities pertaining to these rules, regulations and procedures may be found on the DoDEA Website.

Policies can change throughout the school year. The most current policies can be found at:

<http://www.dodea.edu/official/policyandlegislation/offices.cfm>

As always, we are available to assist you in any manner.

Sincerely,

Faith Administration

Accreditation

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

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

As a part of the accreditation process we have established a mission statement through input from the students, the staff, the parents, and the community. This Mission Statement is the basis for establishing priorities which aid in decision-making, and provides an effective basis for comprehensive and continuous evaluation. To advance the Department of Defense Education Activity (DoDEA) schools to new levels of excellence, a *Blue Print* for Continuous Improvement has created a plan with strategic initiatives and key resolution indicators and requires 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.

Interstate Compact

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.

Registration Information

Enrollment

[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.

Immunizations

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

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.

Retention Philosophy

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

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

Research does indicate that:

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

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

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

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

services.

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

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

Court Orders

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

Power of Attorney

If you plan to be TDY, or on any other type of 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.

Accelerated Withdrawal of Students

[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.

The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content. This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change-of-station moves.

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.

Administration has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate.

A student education monitoring plan shall be implemented during all preapproved extended absences to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

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.

All telephone calls for changes in going home must be received prior to 2:15 p.m. on regular school days and by 1:00 on the early release day in order to contact the teacher. Please do not pick-up your child early (at the end of the day) unless you have a medical appointment or emergency.

Tardy

Students arriving to school late or being dismissed early from school are signed in and out through the front office. The time and reason for being absent from school is noted for accountability.

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.

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

Books and Materials

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.

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 money order, made payable to Treasurer of the United States, NOT to the school.

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.

*Individual military branches and/or installations may have additional reporting requirements, processes, or

procedures. These additional responsibilities do not however, relieve a DDESS employee from their duty to report suspected abuse to their appropriate school administrator and their FAP.

Sexual Harassment

[DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DMEO-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 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>.

Adult-to-Student Sexual Abuse, Sexual Harassment, or 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.

Classroom Assignment

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.

On occasion, classroom size may grow beyond an expected or desirable student- teacher ratio. When this occurs efforts will be made to balance classes, and this may result in a schedule change for your child. Parents will be notified of any schedule change.

Communication

DoDEA encourages all email communication to take place through official school email accounts.

Telephone Communication

To avoid disrupting instructional time, only emergency messages from parents will be delivered to teachers in classrooms. All other messages from parents will be placed in teachers' boxes or sent to the teacher via email, which they may be able to receive when they do not have students. 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.

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. Please provide your child with transportation/pick-up instructions prior to start of school.

Social Media

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

Curriculum

Fine Arts Program

As part of DoDEA's mission to "Educate, Engage, and Empower each student to succeed in a dynamic world," DoDEA has adopted the National Core Art Standards (NCAS) to become part of DoDEA's College and Career Ready Standards across three arts disciplines: Music, Theater, and Visual Arts. The DoDEA College and Career Ready Standards for Arts (CCRSA) provides benchmarks for all students through the artistic processes (creating, performing, responding, and connecting), and will prepare our students to be best positioned for success in the global economy. As military-connected students move into and out of DoDEA and United States public schools, their arts education will not be disrupted.

The DoDEA College and Career Ready Standards for Arts are designed to guide fine arts educators as they help their students achieve the goal of independent arts literacy. The structure of the standards organizes outcomes by Artistic Process, thereby facilitating sequential instruction while also authentically reflecting the way learning occurs in the arts. The CCRSA are framed by artistic literacy and supported by instructional resources, including standardized assessments. The standards are based on the assumption of quality resources, including instructional time, spanning K-8 and continuing at the high school level. As with other subject areas, a commitment to quality education, equitable opportunities, and comprehensive expectations is embedded within the standards.

Philosophical Foundations and Lifelong Goals

The philosophical foundations and lifelong goals establish the basis for the standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five lifelong goals in relation to the 4 Artistic Processes;

- Communication
- Personal Realization
- Culture, History, and Connectors
- Wellbeing
- Community Engagement

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The DODEA AMERICAS SOUTHEAST DISTRICT is proud to offer Advancement via Individual Determination (AVID) elective for middle school students. AVID is a program designed to prepare students in the academic middle for admission to post-secondary universities and colleges. AVID students learn and develop skills to improve their academic success throughout their school careers. In AVID, students gain skills in studying, organizational strategies, writing skills, and probing-question development. In addition, the students get academic help from peers and college tutors and participate in enriching and motivational activities that help make college seem a realistic goal.

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.

Gifted

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.

At the middle school level, gifted services may include:

- Regular course with differentiation of instruction
- Regular course with cluster grouping and differentiation
- Interdisciplinary course
- Grade acceleration for specific content
- Grade acceleration
- Individualized services
- Additional Opportunities

Parents are encouraged to speak with our counselors regarding gifted services for their child.

Physical Education

Physical education (PE) addresses a student's fundamental need for regular activity to remain healthy. The DoDEA Physical Education Program is an essential and integral part of DoDEA's core values to educate the whole child. The DoDEA Physical Education Program promotes attitudes and behaviors that reduce health risks, increases ways to enjoy movement and include methods to develop an understanding for the interdependence of nutrition and physical activity for lifelong health.

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.

Read 180

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

Special Programs for Children with Disabilities

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.

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 the 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.

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).

Bullying

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

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

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

Student Conduct

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.

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 related technologies of others; engage in any willful act that causes physical or financial damage or otherwise disrupts information technology, or use a computer or communications device to communicate threatening, harassing, indecent messages; or download obscene or pornographic materials.

E3.5.22. Violating any law, rule, regulation, or policy of the military installation or the school. E3.5.23. Failing to report or otherwise be complicit in the above-described acts.

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

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

See Appendix A for Discipline Chart

Prohibited Items

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

- toys; e.g., Pokemon, Digimon, Yugi-OH, electronic pets related toys, other cards and games
- cell phones or Smart Watches (any device with cell phone, recording, and/or photographing capabilities)
- cassette recorders, radios, CD players, iPods or MP3 players
- skateboards, scooters, roller blades, roller skates, wheelies or skate shoes
- stink bombs
- cigarette lighters and matches
- tobacco and vaping products; e.g., cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff, vaping items
- firecrackers
- weapons and/or ammo (real or pretend)
- laser light pointers

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 written notification will be sent home to parents. A copy of the written notification will be filed in the student's discipline folder for the period of the school year.

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.

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.

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

Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitude of a student.

Corporal punishment is not practiced or condoned in DoDEA schools. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

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.

Political Freedom of Expression

Students shall have opportunities to participate in patriotic exercises such as reciting the pledge. However, they may not be compelled to participate if they or their parents object. They may be disciplined if their behavior interferes with school activities or the educational environment. Students should respect the customs and flags of all nations.

Religious Expression

[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

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 (5,1).

FAITH Middle School Dress Code

Purpose

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

Face Coverings

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

Bottom Wear

Colors: a) KHAKI, NAVY BLUE, BROWN, GRAY, and BLACK;

- b) Style: Slacks, Shorts, skorts, skirts and Capri pants similar to chino or docker style;
- c) Fabric: cotton/polyester/corduroy.
- d) No blue jeans, athletic clothing, spandex, nylon, leggings
- e) Fit: Bottoms must be the proper size and worn at the waist.
- f) Belts are optional; however, office provided rope belts are mandatory for sagging pants.
- g) No tight, revealing, see-through clothing.
- h) Skirts and skorts must be no shorter than 2 inches above the center of the knee.
- i) Naturally occurring logos and designs of less than two inches are acceptable. (Size of a quarter)

Shirts/Tops

- a) Tops must be a solid, non-see-through fabric in grade level colors. Grade level colors are:
- b) 6th grade – green; 7th grade – blue; 8th grade – red.
- c) Style: pullover polo or dress shirts (button down) with a collar. Short or long sleeves are required.
- d) Clothing must be the correct size for all shirts/tops
- e) Shirts must remain tucked in to the waistband.
- f) Undershirts of a solid color with long or short sleeves may be worn underneath the approved shirt. f) Logos: may have natural logo that is no larger than two inches square. (Size of a quarter)

Sweaters/Sweatshirts/Vests

These items must not have a hood and may not be worn in place of approved shirts. They must follow shirt and logo guidelines. Fleece pullovers with partial or full zippers are acceptable. Only grade level color or black is acceptable. Faith sports jackets are acceptable.

Coats, Light Jackets, Raincoats

These items may only to be worn to and from school. Faith sports jackets are acceptable.

Accessories

Accessories must maintain the spirit and intent of the dress code and must not be distracting to the learning environment. Small piercings are allowed in the ear and must be appropriate for the school environment. Facial piercing such as nose, eyebrow or lip are allowed if the piercing is a small stud due to safety. The wearing of large earrings during P.E. class is not authorized due to safety concerns. Tattoos must be covered. No indication of membership in gangs is authorized. Hats, caps, sweatbands, bandannas winter scarves are not authorized inside the school. Final administrative approval if teacher provides a written referral or distracting accessories.

Spirit Wear (Promoting FMS)

Spirit wear highly encouraged but will remain within the intent of the Dress Code. Approved respective school athletic uniforms are permitted when approved by the administration. *With administration approval, Faith Middle School and/or Fort Benning CYSS Spirit, Club and Team Shirts can be worn **ON THE DAY OF THE EVENT** *where the participants are ACTIVELY part of the activity/event for that particular day.* *Every Friday Faith Middle School and Fort Benning CYSS Shirts of ANY Spirit, Club or Team may be worn. *The principal has the authority to declare special dress days at his or her discretion and may approve student clothing that the dress code standards described above (such as suit coats, argyle sweater vests and similar high standard dress items) on a exceeds case by case basis. ***Faith Middle School uniform attire can be worn on any day at any time.**

Lost and Found

All articles found at school are to be turned to the office, or the classroom her. 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 Cafeteria for lunch boxes, articles of clothing, and other items.

Equal Opportunity

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.

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.

Risk Assessments

DDESS SOP 9002 notes that at times, crisis screening personnel, together with administration may determine that a crisis screening for self-harm and/or harm to others may be warranted. In all cases regardless of the determined level of threat, the parents/sponsor/legal guardians of the affected student will be directly notified of the concern. The screening outcomes will determine the actions that follow.

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.

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.

Emergency contacts and phone numbers MUST be up to date in case your child becomes ill during the school day.

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

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.

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

There are wall mounted, AED's located at each school. The AED is accessible to all school personnel and the general public traversing this area of the building. Once the case is opened, audible instructions are given for the use of this device.



EXTRACURRICULAR ACTIVITIES

All after school clubs and activities (i.e. intramurals, art, math counts, etc.) will normally meet only on days that the school follows a full day schedule, NOT on early release days. There is an extra-curricular activity CYS bus for students who participate in these activities. 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.

Classroom Environment

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.

Athletics

All high school students, and middle school students 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. **Students must maintain a minimum "C" average in each classroom subject to participate in any sporting program or extracurricular activities.**

Grading and Report Card Procedures

Grading and Report card procedures

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)

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. Parents are always encouraged to contact their child's teacher at any time during the school year for a conference to discuss progress, questions, or concerns.

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. 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.

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.

Students may earn high school credit at the middle school level

This is addressed in [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 our counselors for questions regarding course credit transfer process and approval.

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 Faith.

Student Records

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

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.

System Wide Assessments

In conjunction with the implementation with the college and career readiness standards (CCRS), DoDEA is implementing the comprehensive assessment program that includes all the assessments that are administered system wide with DoDEA.

[DoDEA Regulation 2000.06, “Systemwide Assessment Program,” March 26, 2010](#) notes that 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, “System wide 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.

Homebound Instruction

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

Homeschool

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-Americas school 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.

Homework

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

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

At the middle school level, teams of teachers work closely together to arrange homework schedules so that the tasks are doable and meaningful.

Please do not make the issue of homework a battlefield. If the time required for you student to complete assignments is extensive, please 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.

Information Center (Library)

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

Internet Rights and Responsibilities for Students, Staff & Volunteers

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.

Lost and Found

All articles found at school are to be turned to the office, or the classroom teacher. Items, such as jewelry or money, must be turned into the school office to be claimed. Unclaimed articles will be donated to charity, after a reasonable amount of time.

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

Lunch Program

Children need healthy meals to learn. GA/AL School District offers healthy meals every school day. Cafeterias operate in all Fort Benning schools and serve nutritious breakfasts and lunches. Currents cost are \$1.50 for breakfast; lunch costs \$2.70. Your child may qualify for free or reduced priced meals. Please

stop by the School Office to pick up an application.

Breakfast and Lunch Prices

BREAKFAST: Free Breakfast NO CHARGE

Reduced Breakfast Daily (1 meal) .30
Full Price Breakfast Daily (1 meal) 1.50
2.70Extra Milk .30
Adult Breakfast 2.50

LUNCH: Free Lunch NO CHARGE

Reduced Lunch Daily (1 meal) .40
Full Price Lunch Daily (1 meal)
Extra Milk .30
Adult Lunch 3.50

Food and Nutrition Services Meal Account

For each student, the Food and Nutrition Services Office creates a meal account. Parents have the responsibility to ensure adequate funds are available in the meal accounts at all times to avoid negative balances. Meal account payments are taken daily in the cafeteria between the hours of 7:00-10:30 am. Checks are no longer accepted as payment for meal accounts. For those parents interested in making payments by credit card, internet website www.k12paymentcenter.com provides access to a 45-day history of what students are buying for breakfast and lunch.

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 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, or parents may come to the cafeteria to make payments.

Please do NOT come to make a payment during serving hours.

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

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

Free or Reduced Priced Meals Application

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

You can now apply for Free and Reduced Lunch online:

Go to www.LunchApplication.com

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

Sack Lunches for Field Trips

Please, be advised that sack lunches are available from the cafeteria for field trips. Student meal accounts may be used for payment.

Any unused portion of a meal account will be refunded upon transfer at any time during the school year.

Lunch

Please insure that the lunch:

- Contains a variety of nutritious foods.
- Does not require the use of a 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 sign in at the front office.

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.



Lunch Program

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.

Newsletter

School newsletters are published throughout the school year. The school office will email the newsletter to all parents whose correct primary 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.

Parent Involvement

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

Join PTO and participate in meetings and activities.

Have lunch at school with your child.

Volunteer in your child's classroom.

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

Join the faculty 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

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, 706-545-7276

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

Parent/Teacher Conferences

We 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.

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

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, the sale of school t-shirts and many other events. The Parent-Teacher Organization consists of the following positions: President, Vice President, Secretary, and Treasurer. In addition, there are several committee coordinator positions that vary by the school PTO such as volunteer, spirit week, membership and box tops. If you are interested in volunteering, serving on the executive board, or being a committee coordinator, please contact the PTO.



PTO Objectives

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

Specific objectives include:

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

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

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

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

School Board

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 Board meetings.

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.

Recognition and Awards

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

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

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

HONOR ROLL: Students earning A's and B's in all classes qualify for the Honor Roll. These students will receive recognition on a quarterly basis.

PRINCIPAL'S HONOR ROLL: Students earning A's in all classes qualify for the Honor Roll. These students will receive recognition on a quarterly basis.

Safety

Campus Safety

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.

Animals and Pets

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes 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.

Civil Disturbances and Acts of Terrorism

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

The school administrator will be notified immediately.

A school administrator will notify the Security Police or designated base Command Post.

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

Crisis Information

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 AtHoc allows for each school to contact all of their parents and/or staff with one phone message through an automatic dialing system. At the District level it allows a message to be sent to all parents and/or staff in the same method. This allows greater security and sharing of information with parents and staff. We do realize that parents with multiple children in our schools will receive multiple notifications. We apologize for this. However, this system will not allow for modifications.

There are situations in which school may be canceled during school hours. Once again, this decision is made by the individuals stated above. Once the decision has been made to release students, staff members will alert all classrooms. We will reference prior parent communication which conveys what release procedure should be used for your child during early release situations. Please have these discussions with your child.

If it is deemed unsafe for a child to walk/ride their bike home during this time, the student will remain at school and all efforts will be made to contact parents.

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.

Fire Drill

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

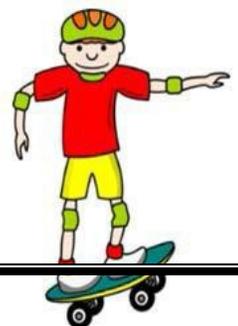
Severe Weather

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

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

Scooters and Skateboards

The use of scooters AND skateboards anywhere on campus is prohibited at all times. If a scooter or skateboard comes to school, it will be confiscated



for the day and MUST be carried off campus at the end of the day. If a student is caught riding their scooter or skateboard on campus, it will be confiscated and turned into the office. Parents may be notified. Signs are posted throughout the campus to remind the students of this policy.

Skate Shoes

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

School Pictures

Schedules, picture packages, and additional information are sent home with your child, posted on our school’s webpage and social media page 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.

Staff Professional Development/Early Release

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

Student Before and After School Facility

Before or after school care should be arranged by the parent with child care providers or Fort Benning Youth Center.

Students may enter the building at 7:15 AM. Breakfast is served every morning for interested students.

School Hours:

M, W, Th, F 7:45 -2:55 Tuesday 7:45-1:40

For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day.

Students arriving before the designated time may be sent home. Students are not supervised prior to the start of school, nor after school is dismissed. Parents are responsible for seeking alternate arrangements for their children before and after school. The school will not be responsible for students' care before or after school.

Student Drop Off/Pick up

Parking is permitted in designated areas only. Parents dropping off their students should enter off Ingersoll Street and come to the Eastside of the building. Students will enter through the main doors. Parents should then proceed around to exit. Parents picking up their students are asked to park on the East Front parking lot of the building. Extreme caution is always needed as students will be walking in this area.

Bicycles

Some students who live close to the school arrive and depart the school on bicycles. These students should wear helmets (due to past regulations) and safety equipment as needed. Take precautions, obey traffic rules. Due to the heavy traffic on Ingersoll Street., students should be extremely cautious when crossing and should only cross at designated crosswalks. Students are to walk their bicycles on the sidewalk and not on the grass.

Bicycle Racks

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

Bus

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

Walkers

Due to the heavy traffic on Ingersoll Street., students should be extremely cautious when crossing and should only cross at designated crosswalks.

Student Supplies

Schools are responsible for procuring certain supplies. School supplies are available through military exchanges as well as commercial vendors. Parents should purchase personal supplies for their child. Copies of the proposed list of supplies are available in the school office or on our website.

Study Trips

Academics are not restricted to the classroom, but take place in the community as well. Therefore, study trips may be ongoing throughout the school year. A letter from your child's teacher, to

include the date, time, and destination of the study trip, will be sent home 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. Parents may attend the study trip with the child if coordinated with the teacher in advance. Chaperones may not bring siblings/infants on a study trip. As an invited chaperone, one's responsibility must be to help supervise all the students in the classroom.

Guidelines for Chaperones

1. All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
2. Other younger/preschool age children in the family will not be allowed to accompany parents on a trip, as they tend to distract parents and students alike.
3. Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
4. **UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.**
5. Chaperones are required to accompany the class to and from the trip. Unless their background clearance is complete, chaperones may not ride on the bus.
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.

Supply List

Students will need their supplies for the first day of school in August.

Materials can be purchased on post or locally at any of the department stores. All students are issued an agenda to record class assignments. If the student loses the agenda, he/she must purchase a new one from the office.

This list represents essential materials: Teacher may require special items for their class/classes. Please mark all supplies with student's names and replenish supplies as needed during the school year. Due to limited space, please do not purchase a trapper keeper. Book bags should not have wheels as the lockers are not big enough for wheeled book bags.

Middle School Supply List: Can be found in our front office, the registration packet, online on the school's webpage, in the Office, Facebook page

Physical Education: students must wear athletic shoes, students will not change clothes for PE.

Town Hall Information

Periodically, Fort Benning hosts town hall and virtual town hall meetings. A representative from Fort Benning Schools attends.

Visitors

Parents are welcome to visit the school and classrooms to observe our programs in action.

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school.

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

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. 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.

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.

Access to 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.

Volunteers

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.

Copier Usage

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

Water Bottles

Students are allowed to use personal water containers (clear 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.

Food and drinks, other than water, should remain in the cafeteria.

Appendix A: Secondary Disciplinary Matrix



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

DoDEA Regulation 2051.1., Disciplinary Rules and Procedures, provides schools with guidance on the management of various disciplinary offenses. This regulation allows districts to promulgate policies and procedures to supplement the regulation (Para E.3.3). The Southeast District is committed to providing families, students, and schools with high quality supports that enable all students to achieve the highest outcomes socially, emotionally and academically. Behavioral supports is an integral part of this discipline plan.

This matrix of suggested consequences and behavioral supports for student misconduct does not supersede or contradict DoDEA Regulation 2051.1. It is provided to offer general guidelines for imposing progressively and fair disciplinary consequences along with supports, but in no way restricts the right and responsibility of school administrators to apply appropriate levels of discipline on a case-by-case basis, depending on the specific circumstances, even if it deviates from the suggested consequences identified in the table.

Administrator's discretion applies to all areas where there is a choice or range of days for consequences.

Action/Behavior	1st Offense	2nd Offense	3rd Offense
Alcohol Possession/Use/Distribution/Evidence of Intoxication	5 day Suspension Notification to Parent Notification of Military Police Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	5-10 day Suspension Notification to Parent Notification of Military Police Mandatory in school Counseling Removal from school sponsored events for agreed upon time frame Proof of out-of-school program support	Suspension from school with Expulsion Hearing Notification to Parent Notification of Military Police
Assault (Physical) which inflicts serious (bodily marks) harm to others	5 day Suspension Notification to Parent Notification of Military Police	5-10 day Suspension Notification to Parent Notification of Military Police Mandatory in school Counseling	Suspension from school with Expulsion Hearing Notification to Parent

	<p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>Program</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Proof of out-of-school program support</p>	
<p>Assault (Sexual) to include groping, fondling, unwanted Flirting, and non-consensual sexual acts</p>	<p>3 day Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p>	<p>3-5 day Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Proof of out-of-school program support</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Arson Unlawful and intentional damage or attempt to damage any real or personal property by fire or incendiary device</p>	<p>3-5 Day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Dangerous Weapons Possessing, using, or transferring to another person any dangerous weapons at school or at school sponsored activities (ex: firearms, knife, explosive or incendiary device)</p> <p><i>*if firearm automatic 1 year expulsion*</i></p>	<p>5 Day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>Suspension from school with Expulsion Hearing</p> <p>Notification to Parent</p>

<p>Harassment and/or Peer Abuse (minor) Repetitive teasing, name calling, physical touching, etc.</p>	<p>3 day after school Detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p>	<p>1-3 days In-School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p>	<p>3-5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Harassment, Discrimination and/or Bullying (Major) Serious and hurtful bullying, negative behavior, comments and/or slurs related to race, national origin, sexual orientation, gender, religion, disability, personal characteristics, or associates of targeted person, etc.) insults, cornering, blocking, taunting, libel or slander, email cyber bullying, gesturing bullying, physical intimidation, cursing out, or harassment, etc., of any person)</p>	<p>1 to 3 days out of school detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3 days out of school suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5 days out of school suspension</p> <p>Notification to Parent</p> <p>Notification of MP's and Command</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Computer Misuse (Minor) Misuse of email, using inappropriate language, being abusive or impolite, SPAMMING, Contacting inappropriate persons, using e-mail at inappropriate times, Sending or receiving offensive materials, violating copy right, Using computer resources without permission</p>	<p>2 to 3 days of school detention</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for 10 days</p>	<p>1-3 days In-School Suspension</p> <p>Notification to Parent</p> <p>Suspension of computer privileges for 20 days</p>	<p>3-5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for remainder of quarter or semester</p>
<p>Computer Misuse (Major) Damaging Hardware. Software, or network; Changing configurations; Accessing another users private Files; Modifying using, deleting or misusing public files; Using another user's account or allowing him/her to use yours; Attempting to get around safety and security measures; Sexually Offensive behavior</p>	<p>2 to 3 days of school detention</p> <p>Notification to Parent</p> <p>Suspension of computer privileges for 30 days</p>	<p>1-3 days In-School Suspension</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for remainder of quarter or semester</p>	<p>5-10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for the rest of the year</p>

<p>Computer Misuse (Extreme) Using electronic means to threatening, bullying, harassment and/or abuse others</p> <p>Accessing restricted private data</p>	<p>3 days out of school suspension</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for 30 days</p>	<p>3-5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Suspension of computer privileges for 30 days</p>	<p>5-10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Suspension of Computer Privileges for the rest of the year</p>
<p>Disruptive behavior Any action or behavior, verbal or physical, that significantly interrupts the learning environment</p>	<p>2 to 3 days of school detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>1-3 days in school suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>1-3 days out of school suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Dress Code Violation of the school dress code that includes standards for appropriate school attire</p>	<p>Written Warning</p> <p>Notification to Parent</p> <p>Dress Code is corrected</p>	<p>1 Day after School Detention</p> <p>Notification to Parent</p> <p>Dress Code is Corrected</p>	<p>Administration Discretion, but could include Detention, ISS or OSS</p> <p>Notification to Parent</p>
<p>Drugs Possession /Sale/ Paraphernalia / Suspicion of Use (to include illegal drugs or any abuse or misuse of legal substance such as nonprescriptiondrugs, medicine prescribed for another person, sniffing glue, inhalants, etc.)</p>	<p>5 Day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5- 10 day suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>Suspension from school with Expulsion Hearing</p> <p>Notification to Parent</p>

<p>Extortion Obtaining something (ex: money) thru use of force or threats</p>	<p>1-3 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Restitution</p>	<p>3-5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Restitution</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police & Command</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>False fire alarm/bomb threats/terroristic threat</p> <p>Making a false bomb or terrorist threat or pulling a false fire alarm</p>	<p>5 Day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5- 10 day suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>Suspension from school with Expulsion Hearing</p> <p>Notification to Parent</p>
<p>Fighting or contributing to / spreading rumors, instigating a fight, failure to report a physical altercation, etc.</p> <p>Hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc. Instigating a fight with or between other students</p>	<p>1 to 3 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Military Police may be notified</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3 to 5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Military Police may be notified</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>7-10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police & Command</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>

Forgery of signatures or initials	1-3 days School Detention Notification to Parent	1 day In School Suspension Notification to Parent	1 to 3 days Out of School Suspension Notification to Parent
Gambling	1-3 days School Detention Notification to Parent	3-5 days School Detention Notification to Parent	1 to 3 days Out of School Suspension Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame
Gang behavior Serious/legitimate threats/hostile behavior made with hand signals, symbols, colors, language, etc.	1-3 days Out of School Suspension Notification to Parent Notification of Military Police Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	3-5 days Out of School Suspension Notification to Parent Notification of Military Police Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	5-10 days Out of School Suspension Notification to Parent Notification of Military Police & Command Expulsion Hearing
Sexual or sexually offensive behavior/ Sexually Inappropriate Actions Lewd and obscene actions to include unwanted, inappropriate touching, propositions, sexual slurs, degrading sexual description, threats, verbal abuse, sexual exposure, sexually inappropriate actions.	1 to 3 days Out of School Suspension Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	3 to 5 days Out of School Suspension Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	10 days Out of School Suspension Notification to Parent Notification of Military Police & Command Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame

<p>Pornography In any form (to include text or images)</p>	<p>3 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3-5 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police & Command</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Plagiarism/Academic Dishonesty Receiving or providing unauthorized assistance on classroom projects, assignments or exams. Includes but is not limited to failure to cite sources, intentional dishonesty, cheating on exams, falsification of school record, or forgery.</p>	<p>1-3 days School Detention</p> <p>Notification to Parent</p> <p>Student afforded the opportunity to re-do the assignment at a reduced grade (one letter grade penalty)</p>	<p>3-5 days School Detention</p> <p>Notification to Parent</p> <p>Grade of "Zero" on the assignment</p>	<p>1-3 day out of School Suspension</p> <p>Notification to Parent</p> <p>Grade of "Zero" on the assignment</p>
<p>Insubordination (minor) Refusal to comply with staff's directive.</p>	<p>1 -3 days School detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3-5 Days School detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>1 to 3 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>

<p>Insubordination (Major) Flagrant and consistent vulgarity toward staff member(s) to include the use of vulgar language, threats, or refusals to.</p>	<p>1-3 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3-5 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 Days out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Expulsion Hearing</p>
<p>Lying/Making a False Statement</p>	<p>1 Day School Detention</p> <p>Notification to Parent</p>	<p>3-5 Days School Detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>1 to 3 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Using portable communications/Electronic devices contrary to school policy: Cell phones or other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including: cameras, electronic games. Cell phones must be placed on silent or turned off while in the classroom unless allowed by the instructor. Laser pens/pointers and other items that pose a danger to others are prohibited. (non-weapons)</p>	<p>Item is confiscated and the parent must pick up the item from the teacher or front office.</p> <p>Notification to Parent</p> <p>Warning Given</p>	<p>Item is confiscated and the parent must pick up the item from the teacher or front office.</p> <p>Notification to Parent</p> <p>1 day School Detention</p>	<p>Item is confiscated and the parent must pick up the item from the teacher or front office.</p> <p>Notification to Parent</p> <p>1-3 days school Detention</p> <p>Removal from school sponsored events for agreed upon time frame</p>

<p>Theft/Possession of a Stolen Item Stealing, attempting to steal or wrongfully possessing school, government, or private property. <i>(Consequence will vary based on cost of the item)</i></p>	<p>1 to 3 days After School Detention</p> <p>1 to 3 Days In-School Suspension</p> <p>1 to 3 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Restitution</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification of Military Police/Command</p>	<p>3 to 5 Days In-School Suspension</p> <p>3 to 5 Days Out of School Suspension</p> <p>Restitution</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification of Military Police/Command</p>	<p>5 to 10 Days Out of School Suspension</p> <p>Notification to Parent</p> <p>Restitution</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification of Military Police/Command</p>
<p>Profanity/vulgarity, words gestures, cursing/swearing</p>	<p>1 - 3 days School Detention</p> <p>Notification to Parent</p>	<p>3-5 days School Detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>1 to 3 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Skipping class/Leaving Campus without Permission</p>	<p>1 - 3 days School Detention</p> <p>Notification to Parent</p>	<p>3-5 days School Detention</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>3 days In School Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>

<p>Smoking/possession of Tobacco products on School Grounds</p> <p>To include e-cigarettes, vaping, betel nuts, Chew, etc.</p>	<p>1 day Out of School Suspension</p> <p>Notification to Parent</p> <p>Referral to nurse for smoking cessation class if available on post</p>	<p>3-5 days Out of School Suspension</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification to Parent</p> <p>Referral to nurse smoking cessation class if available on post</p>	<p>3-5 days Out of School Suspension</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification to Parent</p> <p>Referral to nurse smoking cessation class if available on post</p> <p>Notification of Military Police & Command</p>
<p>Sale and distribution of Tobacco Products on School Grounds</p> <p>To include e-cigarettes, vaping, betel nuts, Chew, etc</p>	<p>1 day Out of School Suspension</p> <p>Notification to Parent</p> <p>Referral to nurse for smoking cessation class if available on post</p>	<p>3-5 days Out of School Suspension</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Notification to Parent</p> <p>Referral to nurse smoking cessation class if available on post</p>	<p>5-10 days Out of School Suspension</p> <p>Notification to Parent</p> <p>Removal from school sponsored events for agreed upon time frame</p> <p>Referral to nurse smoking cessation class if available on post</p> <p>Notification of Military Police & Command</p>
<p>Tardy to class or School, by Quarter</p>	<p>1st Tardy</p> <p>Written Warning</p> <p>Notification to Parent</p>	<p>2nd Tardy</p> <p>After School Detention</p> <p>Notification to Parent</p>	<p>3rd Tardy, and all subsequent</p> <p>5 days school detention</p> <p>Notification to Parent</p>
<p>Vandalism to-include graffiti, Defacing/destroying property (personal or government) exceeding \$50 in value.</p>	<p>1 to 3 days Out of School Suspension</p> <p>Restitution and clean up</p> <p>Parent conference</p>	<p>3 to 5 Day Out of School Suspension</p> <p>Restitution and Clean Up</p> <p>Parent Conference</p> <p>Notification of Military Police & Command</p>	<p>7 to 10 Day Out of School Suspension</p> <p>Restitution and Clean Up</p> <p>Parent Conference</p> <p>Notification of Military Police & Command</p>

Most disciplinary issues should be resolved at the classroom (Teacher/Parent/Student) level when possible. In all cases, the administration reserves the right to determine the severity of consequences based on educational impact on student.

DoDEA-Americas, GA/AL District School Bus Safety/Behavior Standards

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.**

School Bus Infractions and Recommended Consequences Reference DODEA Manual 205 1.1, "Disciplinary Rules and Procedures"		BUS RIDING PRIVILEGES SUSPENDED FOR:				R OF YEAR
		WARNING	5 SCHOOL DAYS	20 SCHOOL DAYS	30 SCHOOL DAYS	
1	UNSAFE BEHAVIOR					
a	Fighting, pushing, shoving, tripping, or similar	1	2		3	4
b	Use or possession of unacceptable items. (The school bus is an extension of the school/campus.)	1	2	3		4
c	Failure to have bus pass in possession	1	2	3		4
d	Pushing while boarding or leaving the bus	1	2	3		4
e	Getting on or off bus while bus is in motion		1		2	3
f	Not properly seated	1	2	3	4	5
g	Making excessive noise or playing electronic equipment without using earphones	1	2	3	4	5
h	Putting objects out of bus windows or hanging out of window		1		2	3
i	Engaging in horseplay	1	2	3	4	5
j	Obstructing aisles, steps or seats	1	2	3	4	5
2	INAPPROPRIATE BEHAVIOR					
a	Failure to remain properly clothed	1	2		3	4
b	Public displays of affection	1	2			
c	Eating, drinking, or littering on bus	1	2		3	4
d	Using abusive/ profane language and/ or gestures	1	2		3	4
e	Spitting		1	2	3	4
f	Harassing or interfering with other students	1	2		3	4
g	Failure to comply with bus driver's or monitor's instruction	1	2	3	4	5
h	Disrespect, distraction, or interference with driver	1	2	3	4	5
3	DESTRUCTIVE BEHAVIOR					
a	Damaging private property (requires payment of damages)		1		2	3
b	Sitting in driver's seat or tampering with bus controls		1			2
c	Opening or trying to open bus door		1			2
d	Throwing or shooting objects inside or out of the bus	1	2	3	4	5
4	PROHIBITED BEHAVIOR					
a	Tampering with bus controls or emergency equipment			1		2

All rule infractions are cumulative. A series of minor infractions may result in serious consequences. All misconduct must be evaluated on a case-by-case basis. Depending upon severity, warnings, suspensions, or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct instance. Older students are expected to behave more maturely and thoughtfully than younger students, therefore, will be held more responsible for the consequences of their conduct. Possession of weapons or prohibited items, as described by this guidance or other military regulations, controlled substances, alcohol, or other serious incidents will be reported on Form 4795 and may result in suspension or expulsion from school in addition to the loss of bus privileges.

Appendix B: School Volunteer Application

SCHOOL VOLUNTEER APPLICATION

SCHOOL VOLUNTEER APPLICATION	
PRIVACY ACT STATEMENT	
<p>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.</p> <p>PRINCIPAL PURPOSE: To obtain information to determine applicant suitability for acceptance as a DoDEA volunteer.</p> <p>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/.</p> <p>DISCLOSURE: <u>VOLUNTARY</u>. Failure to disclose the information may delay or render an individual unable to participate in the volunteer program</p>	
<p>Instruction: Provide complete information. Only completed applications can be considered.</p>	
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:
<p>List the school (s) where you are applying as a volunteer:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	
<p>Check all services for which you are interested in volunteering:</p>	
<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)	
<p>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.</p>	

SCHOOL VOLUNTEER APPLICATION

Question	YES	NO
1. Do you have a child or children in the school(s) where you wish to Volunteer? What Grade level(s)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have experience as a school volunteer? Describe your past experiences.	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you ever been removed from a school volunteer position? Describe the circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
4. Can you provide a character reference? Give the name and telephone number.	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever been arrested for, Charged with, or convicted of a crime involving a child? If "Yes," state the disposition of the arrest charge.	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever been asked to resign from a job because of, or been decertified for a sexual offense? Describe the circumstances:	<input type="checkbox"/>	<input type="checkbox"/>
<u>-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.		
Certification that <u>My</u> Answers Are True		
My statements on this form, and any attachments to it are true, and correct to the best of my knowledge and belief and are made in good faith. I understand that knowing and willful submitting a 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	

VOLUNTEER AGREEMENT FOR

<input type="checkbox"/> APPROPRIATED FUND ACTIVITIES	<input type="checkbox"/> NONAPPROPRIATED FUND INSTRUMENTALITIES
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PART I - GENERAL INFORMATION

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

PART II - VOLUNTEER IN APPROPRIATED FUND ACTIVITIES

9. CERTIFICATION		
<p>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.</p>		
a. SIGNATURE OF VOLUNTEER		b. DATE SIGNED (YYYYMMDD)
10.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>	b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)

PART III - VOLUNTEER IN NONAPPROPRIATED FUND INSTRUMENTALITIES

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

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

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

Appendix C: Student Handbook Signature Sheet

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

