



PARENT STUDENT HANDBOOK

SCHOOL YEAR 2020-2021





**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
EUROPE WEST DISTRICT
FELTWELL ELEMENTARY SCHOOL
UNIT 5108
APO AE 09461-5108**

OFFICE OF THE PRINCIPAL

August 1, 2020

Dear Parents and Students,

Welcome to Feltwell Elementary School, home of the hedgehogs! Our Parent/Student Handbook has been prepared to help you become familiar with our school, our philosophy, educational programs and school policies.

We pride ourselves in having a small-school climate of caring for each student. Our focus is to ensure that every student is College and Career Ready by using the DoDEA curriculum with scaffolding and engagement strategies. We recite our purpose statement, “I am calm. I am respectful. I am responsible. I am ready to learn” to set the tone for learning each and every day.

Our teachers work collaboratively to analyze data to provide rich and rigorous learning opportunities. Together with our key partners, PTO and SAC, we sponsor many activities for students and families such as Annual Career Day, Fall and Spring Book Fairs, Fall Fest, Spring Fling, and the monthly Hedgehog Hangout.

At Feltwell Elementary School, we believe in developing and recognizing the character as essential for every student. Our Positive Behavior Intervention Supports (PBIS) program recognizes students who display positive behavior and actions.

The best source of information about our school is the classroom teacher. When questions concerning learning programs arise, please contact the teacher to schedule a parent-teacher conference. If you have additional concerns, phone our school office at DSN: 226-7003 or CIV: 01638-527003 to make an appointment with the guidance counselor or the principal. You may also contact us by e-mail at bernadette.schlueter@dodea.edu

Our mission encourages our establishment of a school–home partnership with effective, two-way communication between our parents and our teachers. This process enables us to develop a strong foundation upon which to build your child's educational program.

For more information about our school, visit our web site at <https://www.dodea.edu/FeltwellES/>.

Dr. Bernadette Schlueter
Principal

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About DoDEA

Shortly after the end of World War II, the United States military established schools for the children of its service men and

women stationed in Europe and the Pacific. Schools for children of military members stationed at various bases in the United States were already well-established. First administered by the military branches they served, the growing number of schools was soon transferred to civilian managers, then organized into two separate but parallel systems: the Department of Defense Dependents Schools (Pacific and Europe) overseas, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (Americas) in the United States. In 1994 the two systems were brought together under an umbrella agency, the Department of Defense Education Activity (DoDEA).



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Accreditation

Accreditation of DoDEA by Cognia provides public certification of the system's educational quality. Cognia annually reviews the status of educational programs in the accredited Department of Defense schools and requires on-site team visits every five years. The Cognia team will review how the school, as a whole, works together to meet the needs of our students; to include the cultural context, community of stakeholders, educational program, administrative services and etc.



DoDEA Mission Statement

Educate, Engage, and Empower EACH student to succeed in a dynamic world.

Purpose Statement

I am calm.
I am respectful.
I am responsible.
I am ready to learn!

Attendance Policy

In an effort to maintain a safe and accountable environment for our children, the following attendance policy was jointly developed by the 48th Mission Support Group leadership, community members, and all five schools in the Lakenheath Complex.

Assigned personnel with family members attending DODEA Schools on RAF Lakenheath or RAF Feltwell will notify the schools no later than the day prior for planned absences. For unplanned absences (e.g. illness) or late arrivals, notify the schools before 0800. DODEA will attempt to contact parents within one hour of discovering an unexcused absence. Doing so requires parents to maintain current contact information with the school. If information is not current or incorrect, DODEA will initiate contact through the appropriate command post, which will contact the individual's chain of command /supervision. For individuals so contacted, commanders will counsel and, if necessary, initiate appropriate disciplinary action for repeat occurrences.



This policy helps ensure that the home and the school are engaged . in timely communication about any child who is not in attendance at school. Since the school will be calling the homes of all children for whom they cannot account, parents can help make this process more efficient by notifying the Feltwell Elementary School (FES) Main Office prior to the starting time for school on the day of the child's absence. For your convenience, you may choose from the following options when contacting the FES Main Office:

Email - Feltwell.Attendance@dodea.edu

Phone: 226-7003

We realize that this policy can be an added inconvenience for parents, and involves more work for the school, but our children are worth it. We need to work together to maintain the safety and welfare of our children.

Awards Program

The Presidential Academic Awards are presented to students in grade 5 only (the school's exiting grade level), who have met rigorous academic requirements in two categories:

- Gold - A student must have a cumulative grade point average of 3.5 for Grades 4-5, and have scored at or above the 85th percentile in Reading or Math on the Terra Nova or other standardized test.
- Silver - A student must have displayed exceptional drive and determination in the pursuit of academic excellence and not have qualified for a gold award.

Bus and Traffic Safety



Children need to be taught the importance of practicing good traffic safety habits while in England. For some children, this will be their first experience in a foreign country, and traffic practices here differ from those in the US. In the U.S., school buses have the right of way over other vehicles, and all traffic must stop when the bus is loading or unloading passengers. Such is not the case here in the UK. It is imperative that all children understand this and do not try to cross the road in front of or behind a stopped bus. They must wait until they have a clear view of traffic from both ways before doing so. In the UK, children ride British coaches that look very much like tour buses. Parents of bus riders should wait for their children on the side of the street that children are loaded and

unloaded from the bus. Fatal accidents have resulted from an excited child running across the street greet his/her mother or father. Local laws require mandatory seat belt usage while on school buses.

PREPARE YOUR CHILDREN. Talk with your children about the importance of bus safety and avoiding rough play while waiting for the bus and while riding on the bus. Remind your children to stand back at least three giant steps from the curb or edge of the road while waiting for the bus. Parents who are waiting for children at the bus stop should wait on the same side of the road that their children enter and exit the bus. Remind your children to look right, then left, then right one last time before crossing the street. On occasion, the buses run late due to traffic, so children should remain at the bus stops until 20-30 minutes after the scheduled pick-up time. Children need to listen to the bus driver at all times and follow all the safety measures that he/she has put in place. Finally, students should never interfere with the duties of security personnel or attempt to touch any of their equipment.

DON'T FORGET BUS PASSES ARE REQUIRED. Students must register with their respective school bus offices in order to reserve a seat. Students must have a valid bus pass, or they will not be allowed to ride on the bus. Bus drivers are required to ensure that all students on the bus are carrying a valid bus pass. The Feltwell bus office can be reached at 226-7013.

CHECK OUT THE BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS (Appendix A). It is up to each and every parent to ensure that their children are complying with the bus safety policies and procedures. As you already know, driving on the UK roads is dangerous without any disruption from children choosing to not follow the bus rules. The combination of narrow roads, fog and darkness are unfortunately the perfect combination for dangerous driving conditions. Since our children's safety is our top priority, we will be enforcing strict misconduct penalties for disobedient bus behavior (see DoDEA Europe Bus Discipline Matrix - Appendix B). Parent concerns related to instances of misconduct on the school bus should be addressed with the school. Please help us in keeping your children and our community children safe!

Chain of Command

As within the military community, the school has a proper chain of command for parents to follow when the resolution of a problem is unsatisfactory, or when commendations might be in order. It is always preferable to address problems at the most local level possible. Your child's teacher will be the first step in the ladder, and s/he should be afforded every effort to resolve a problem prior to elevating it to the level of the principal. If the problem relates to the school bus, please contact the School Bus Office (226-7013). For school-specific concerns, please follow the diagram in appendix C.

Child Find

Child Find is a DODEA program that actively seeks to locate and identify youth, ages 3 through 21 years of age, who may have developmental delays or educational disabilities and may need special education and/or related services. Child Find activities, when conducted in the school, may include teacher observations, parent observations, and conferences to discuss your child's strengths and needs. These activities may lead to a formal process designed to further explore ways to assist your child. This process may result in a recommendation allowing your child to receive special education services. If you are concerned about a child 3 years of age or older, please contact Feltwell Elementary School at 226-7003/4. For children 2 years and under, contact Early Intervention Services at 226-8926. They can provide you with information about Child Find and schedule a screening, if needed.

Contact Information

Telephones: The school telephones are for official school business only and may not be used for personal calls. For the purpose of minimizing interruptions to the instructional process, important messages to students should be routed through the main office. In an effort to further limit classroom interruptions, parents are kindly requested to discuss lunch and after-school plans with their children at home before school. When there is a change to a child's normal after-school routine, parents should send a note to the teacher or telephone the school office before 11 :00am.

APO Address:
DODEA CCSE/F
Unit 5108
APO AE 09461-5108

Local Address:
Feltwell Elementary School
RAF Feltwell, Thetford
Norfolk IP26 4HG

Telephone Numbers

DSN: 226-7003 or 226-7004
Commercial: 01638-527003 or 7004

Website Addresses

Feltwell Elementary School: <https://www.dodea.edu/FeltwellES/>
DoDEA Europe West District Office: <https://www.dodea.edu/Europe/west/>

Facebook Page

<https://www.facebook.com/FeltwellES/>



Counseling Program

The counselor at Feltwell Elementary School provides whole class guidance lessons throughout the school year. The counseling standards include three major areas of focus:

- Academic development
- Career exploration
- Personal/social development

The standard for academic development concentrates on the skills that children need to be successful in their current classroom setting, as well as those that will help them become life-long learners. Career exploration lessons help children develop an awareness of their personal abilities, skills, and interests, correlating these interests to available career opportunities. In personal/social development, children focus on such topics as: positive self-concept, expressing

their feelings appropriately, respecting and valuing individual and cultural differences, conflict resolution, decision-making skills, managing stress, dealing with peer pressure, and refining friendship skills.

Individual counseling and small group counseling is also available throughout the year. Both kinds of counseling provide an opportunity to work one-on-one or in a small group setting to help children become more successful. Meeting with a counselor is not seen as a punishment, and children are not viewed negatively for having participated in counseling. Some of the topics that we have previously offered in small group counseling sessions include: study skills, anger management, social/friendship skills, and improving self-esteem or self-confidence.

Your child can be referred for any of these groups, and children can even refer themselves. Parents who feel that their children would benefit from counseling can talk to their child's classroom teacher or call the school and speak to one of the counselors. Parent permission must be given in order for the counselors to meet with children on a long-term basis. If you have any questions please feel free to call the school and ask for the counselor.



Curricular Standards

The scope of the elementary curriculum standards is available in an electronic format through the DoDEA link at <https://www.dodea.edu/Curriculum/index.cfm>. The program of studies in the elementary grades is organized into specific content areas: language arts, mathematics, social studies, intercultural education, art, music, science, physical education, health, and safety. Provision is made for teaching study and work skills. The curriculum standards establish the parameters for multi-modal instruction, enabling each child to engage in tasks within his/her range of abilities, interests, and special talents. Your child's classroom teacher will be the primary provider for instruction in the major curricular areas. In addition, every child will receive instruction on at least a weekly basis from a specialist in the areas of Art, Music, Physical Education, Library, and STEM.



Art: Students complete age appropriate lessons tailored to meet the DoDEA Art Curriculum Standards. Students are introduced to a variety of art mediums, and their works of art may be found on display throughout the school before being returned to take home.

Music: Students have an opportunity to participate in various forms of musical instruction, demonstrate an understanding of musical concepts, display an awareness of the interrelationship between music and society, and display an understanding and appreciation of music as an art form.

Physical Education: Our vision for Physical Education at Feltwell Elementary School is to have students moving efficiently, enjoying physical activity, developing physical fitness, and pursuing wellness as a

part of a healthful lifestyle.

STEM: A Science, Technology, Engineering and Math Program was established in the fall of 2012 and all students attend as part of the specialist rotation.

Discipline and Student Conduct

The staff at FES endeavors to teach students personal responsibility for their conduct, and accountability for their actions. The ability to self manage behaviors appropriately may naturally develop in some children with maturity, but it can involve an educational process for others. FES strives to maintain fair and consistent procedures of discipline, but recognizes that each incident of misconduct involves unique circumstances that must be taken into account. Our primary goal when disciplining children will always be to ensure that the child fully understands the impact of their actions, and is provided with strategies that enable them to exercise more self control or more positively resolve a social challenge in the future. Depending on the nature of the incident, punitive consequences may be imposed, but will always be secondary to educating children to self manage their behaviors. The



school follows [DoDEA Regulation 2051.1](#) on disciplinary rules and procedures.

At FES, we believe it is important for all children to feel safe and secure at school. We try to teach children to take control of a situation in which they feel they are being victimized. If however, the circumstances are too overwhelming for them, a supervising adult to whom your child can report such a matter will be within eyesight throughout the entire school day (with the exception of restroom breaks). Sometimes, though, these situations can be too intimidating for a child to report. If parents learn of such situations, it is crucial to report the matter to the teacher. The concept is simple - No bullying of any kind will be tolerated.

In rare instances when an incident of a serious nature occurs, suspensions from school may be imposed. These incidents usually involve violating another person's safety, security, authority or heritage. Such incidents might involve, but are not limited to, bullying, fighting, making prejudicial statements or actions, possessing a weapon (or using a common implement in a dangerous manner); committing vandalism, indecent acts, insubordination, or sharing prohibited items or substances.

Each teacher has a management plan and a set of rules posted in the classroom. Parents are highly encouraged to become familiar with the plan, so that they better understand the classroom culture and can support their child and the teacher. FES teachers appreciate the importance of keeping parents informed, and will notify them of any instances of serious misconduct, but incidents of a minor nature may be handled within the classroom. One should always keep in mind that children frequently remember favorable details, but sometimes seem to "forget" those details that they might not be comfortable sharing with Mom and Dad. For this reason, whenever a parent is confused or upset by something their child reported to them, they are strongly encouraged to get in touch with the teacher to ensure that they are getting the full story.

District and School Action Plan

The Europe West District Office established the District Action Plan (DAP) with the goal of providing access and equity to rigorous instruction. The DAP focuses on two objectives.

The SMART objective for Literacy is as follows:

By the end of the 2020-2021 school year, Europe West district will increase the number of students who meet or exceed expectations in Literacy as measured by the DoDEA CCRS Summative Assessment, from 49.0% to 55.0% in secondary, and a baseline target of 40% for elementary, by supporting all students in the implementation of the CCRS.

The SMART objective for Mathematics is as follows:

By the end of the 2020-2021 school year, Europe West district will increase the number of students who meet or exceed expectations in Mathematics as measured by the DoDEA CCRS Summative Assessment, from 39.2% to 45.0% by supporting all students in the implementation of the CCRS.

Based on the DAP SMART objectives, the School Action Plan (SAP) is developed by staff members, parents, and students to meet the unique needs of the school.

Dress Code

Students are expected to come to school clean, neatly groomed and dressed in clothing that is appropriate for the activities and weather conditions of the day. In cooler weather we strongly suggest that children wear "layered" clothing that can be put on or removed as the weather changes. Clothing should cover the shoulders and midriff areas (i.e. no spaghetti straps), and should not contain messages or pictures that might be interpreted as violent, profane, or suggestive of age-inappropriate activities. The school administration will contact parents to come to the school with a change of clothing if a child comes to school dressed in such a manner.

*Please be sure that all removable items of clothing such as sweaters, jackets, hats and gloves, as well as personal property such as back packs and lunch boxes are clearly marked in permanent marker with your child's first and last name.



Emergency Contact Information for Sponsors

It is crucial that the school maintains the most current contact information for the sponsor of each child. This information should include addresses and telephone numbers (to include cell phones) for the home, workplace, and for **the individual you designate to act on your and your spouse's behalf** in the event that an emergency arises, and you and your spouse cannot be reached. Please notify our School Registrar promptly of any changes in this information.

Grade Placement - Acceleration/Retention

Children are placed on an age-appropriate basis with September 1st serving as the cutoff date for kindergarten and 1st grade entry. FES teachers are trained to provide differentiated instruction to challenge higher performing students as well as remediating lower performing students. As a reference for parents with preschoolers, it should be understood that British Reception is comparative only to American preschool, and completion of it does not constitute placement in kindergarten.

Current research informs us that while grade retention may have some short-term benefits the following school year, the long-range effects are usually neutral or negative. The few cases in which retention elicits a positive impact generally involve students who have missed a majority of the school year or whose 2nd language is English. Immaturity and learning problems are the most common reasons a student is considered for retention, but surprisingly, these children show the poorest rate of success from retention. In the rare cases where grade retention is considered by either the school or parents, the process will begin prior to the 4th quarter of school. The FES School Placement Committee will be formed composed of the following members:

- Both parents of the child
- The child's classroom teacher
- School Counselor
- Other school support personnel as appropriate
- Principal

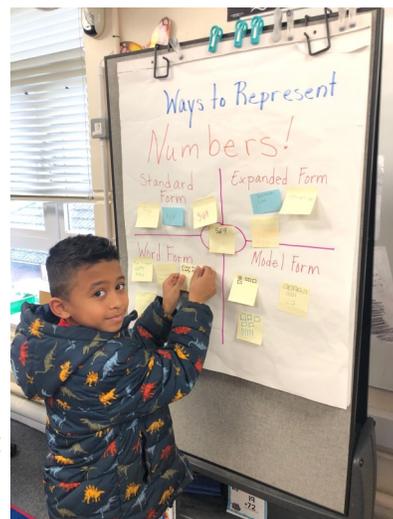
If the committee agrees that grade retention is in the best interest of the child, an educational prescription, designed to promote success, will be developed

The research behind accelerating children, or double promoting them, is quite mixed. Many children are academically capable of performing at a higher grade level than their same-age peers, but other factors tend to present unexpected challenges such as self confidence, peer pressure, and a lack of success in outside activities such as athletics. High achieving students who are placed with same-age, but have their curriculum modified to present more challenging assignments appear to be better adjusted than their accelerated peers.

Morning Arrivals

Children who walk or are dropped off at school by their parents should arrive no earlier than 0820. Adult supervision is not available prior to that time, and we don't want your child to start their school day as a victim of an avoidable accident or fight.

Children are dismissed at 1500 hours, and must report home before continuing with neighborhood activities. Since supervision of your child at school is not available after 1500, please be prompt in picking up your child. When a child's after-school transportation plan is changed for any reason, parents should notify the child's teacher as soon in advance as



possible with a written note and current contact information. If such a note is not provided, the child will be sent home according to his/her regular after-school plan. Other circumstances in which written notification needs to be provided to the teacher include:

- If your child is to be picked up from school prior to dismissal time, please state the approximate time of pickup, so that the teacher can see that your child has homework and needed supplies. If you also call the office just prior to pickup, the office staff will see that your child is waiting in the office when you arrive.
- If your child normally walks home or rides the bus, but you plan to pick him/her up instead - The teacher needs a note with instructions to not board your child on the bus or release him/her to walk home.

Study Trips

Study trips are intended to enrich the classroom curriculum, and as such, all children are encouraged to participate. Permission slips will be sent home well in advance, and are required to be signed by the parent of each child participating in an off-base trip. Due to liability considerations, siblings may not accompany classes on any trips. Additionally, adults volunteering as chaperones must accompany the class to and from the trip site on the school bus to assist with supervision.

Because many of the trips require advance payment by the school, all study trip fees must be paid **in cash by the date** established on the study trip permission form. It is much appreciated when payment is made in exact change and with the designated currency. No checks will be accepted, even for the 5th grade overnight field trips. It should be remembered by parent chaperones that smoking and the use of alcohol are prohibited on all study trips.



Student Activities - Guidelines for Supervising DODEA-Europe

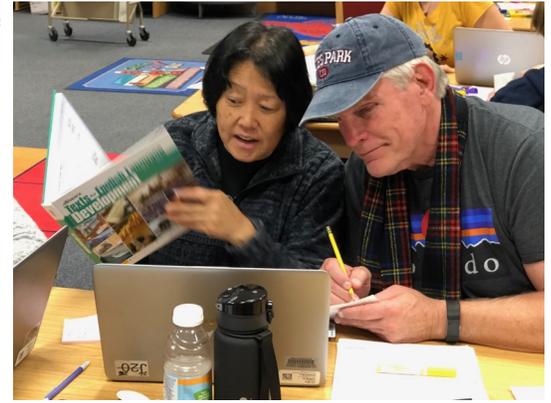


This guide has been prepared to outline those duties and expectations for adult supervisors, who are acting in an official capacity preparing and accompanying DODEA students on DODEA sponsored activities. It is designed to insure the safety and well being of DODEA students. District Superintendents, Principals and activity project officers may add to this guideline but may not delete any items.

1. Adult supervisors are expected to comply with those requirements for travel as outlined in [DoDEA Regulation 2051.1](#) concerning disciplinary rules and procedures and the Administrators Guide DoDEA-Manual 2005.1 concerning "School Sponsored Trips and Excursions." These documents are available on the DoDEA Website at www.dodea.edu (Regulations).
2. Prior to travel, student eligibility for participation will have been checked by the adult supervisor according to DODEA-Europe policy concerning DODEA-Europe student academic eligibility. Those students not meeting these requirements will not be allowed to participate in the activity.
3. Prior to travel, the students will sign copies of the document, "STUDENT BEHAVIOR EXPECTATIONS, Student Activities, DOD EA-Europe." The adult supervisor will review this document, item by item, with the students to insure understanding of the expectations. This document, signed by the student and parent/ guardian, **MUST** be returned to the Supervisor prior to travel.
4. Prior to travel, parents must complete and return to the adult supervisor an 'ACTIVITY MEDICAL RELEASE' form. This form **MUST** be in the possession of the travel supervisor at all times. When required, copies of this form should be given to the activity Project Officer. Failure to comply with this requirement will mean the

removal of the student from the activity. A standard Medical Release Form can be obtained from the Office of the Student Activities Coordinator, DODEA-Europe.

5. Supervision must be provided during the entire period of the activity to include travel in accordance with the DoDEA Administrator Guide DODEA Manual 2005. 1. It will be the responsibility of the "sponsors and chaperons to devote full-time supervision to the group members on the trip" from the point of departure to the point of return. It is the responsibility of the adult supervisor to make a reasonable attempt that the students comply with all of the rules, regulations, and expectations relating to the activity.
6. Supervisors will not possess, use, and/or consume alcoholic beverages or any other controlled substance while in the supervisory role.
7. Supervisor will make every reasonable attempt that student do not purchase and/or consume any prohibited or controlled substances such as alcoholic beverages, drugs, and cigarettes.
8. It will be the responsibility of the adult supervisors to note any violations of the rules and behavior expectations. In cases in which a serious incident, situation, or event occurs, the adult supervisor must immediately notify the principal and parents of the student(s) involved. Should the incident be determined as serious and affecting the safety and well being of the student(s), a subsequent report, by either the supervisor or any activity Project Officer, must be filed through the principal to the District Office and DODEA-Europe in accordance with the Administrators Guide, DoDEA Manual 2005.1
9. When a designated chaperon is acting as the adult supervisor numbers items 5-8 would apply.



Advanced Academic Programs and Services

The Department of Defense Education Activity (DoDEA) provides exemplary education programs that inspire and prepare all students for success. DoDEA is committed to the belief that gifted potential should be identified in all student populations, particularly among underrepresented groups, through fair and equitable methods. The focus of the program is to meet not only the academic needs, but also the socio-emotional needs of our advanced learners. Identification and programming takes the changing needs of the students into account such that students will be appropriately challenged, with a focus on academic and affective growth. The gifted program will include a continuum of levels of services, and students will be placed in various levels depending on their advanced academic needs as determined through the referral process.



Through a broad based curriculum focused on DoDEA College and Career Ready Standards, the gifted program addresses the unique needs, potentials, and strengths of each student. DoDEA is committed to providing challenging learning experiences that build on individual strengths and promote growth for all students. In order to meet the needs of a broad range of advanced learners, DoDEA offers a continuum of advanced academic services.

The Referral Process

Referral – Students are referred to the Advanced Academics Review Committee (AARC) through: screening data; nomination of parents/guardians, professional staff members, or self-nomination; and/or transfer of records showing evidence of participation/eligibility of advanced academic services.

Permission of parent or guardian – required before information is gathered and assessment made.

Assessment Phase – data gathered for a student profile folder including the following: student observation, student interview, parent questionnaire, record of differentiation in general education setting, teacher input, student

work portfolio, performance assessments, achievement tests, abilities tests.

Evaluation Phase – each candidate’s profile folder is reviewed by the AARC. The committee determines which Level of Service best meets the student’s needs.

Notification of Services – all parties involved in the referral process are notified of the AARC's recommendation.

Appeals – A parent, guardian, or student who disagrees with the services recommendation of the AARC may appeal the decision in writing to the school’s principal within 30 business days of issuance of the notification letter.



Guiding Principles

- Giftedness is evident in students’ abilities and achievements that are clearly at the upper end of the distribution of abilities and achievements of students of the same age.
- Giftedness is dynamic and constantly developing, requiring not only traditional assessments but a collection of information over time in active learning experiences to inform understanding of students’ abilities and potentialities.
- Giftedness is nurtured through appropriate educational experiences.
- Giftedness is exhibited across all gender, racial, ethnic, income-level, and exceptionality groups, and reflective of the demographics of the school.
- All students have equity of access to the referral process.
- Giftedness is enabled through development of students’ psycho-social skills as well as their cognitive skills.
- Early identification improves the likelihood that gifts will be developed into future potentialities.

E8.A2. ENCLOSURE 8 - ATTACHMENT 2**BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS
AND SPONSOR/PARENT/GUARDIAN ACKNOWLEDGMENT**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 bus¹
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.

¹ *Students may drink water and eat snacks on any daily commute bus that travels one-way in excess of one hour between the first pickup and drop-off. However, littering on the bus is still prohibited, and students are required to take their litter off the school bus. Any student who litters on the bus shall be disciplined in accordance with this regulation.*

CATEGORY **EXAMPLES OF INFRACTIONS** **FIRST REFERRAL** **SECOND REFERRAL** **THIRD REFERRAL** **FOURTH REFERRAL**

DODEA EUROPE BUS DISCIPLINE MATRIX

- 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 the severity, warnings, suspensions or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct incidences.
- The School Liaison Officer will be informed of major incidents.
- Possession of prohibited items; such as weapons, controlled substances, alcohol and other serious incidents will be reported to Security Forces, the School Liaison Officer and other appropriate authorities.

CATEGORY	EXAMPLES OF INFRACTIONS	FIRST REFERRAL	SECOND REFERRAL	THIRD REFERRAL	FOURTH REFERRAL
A MINOR MISCONDUCT	<ul style="list-style-type: none"> Boarding or exiting the bus unsafely to include crossing in front or behind the bus. No Bus pass or improper bus pass Standing while the bus is in motion or not being seated. Obstructing an empty seat, door, stairs or aisle while entering and exiting the bus. Making excessive noise Eating and/or drinking on the bus Littering 	** Verbal/Written Warning	** Assigned Seat	** 1-5-day Bus Suspension	** 10-day to Suspension of bus-riding privileges for remainder of SY
B SERIOUS INFRACTIONS	<ul style="list-style-type: none"> Failure to comply with the bus driver's instructions and/or supervisory adults. Exchanging or refusing to show bus pass. Hothead and/or spitting Throwing objects at, within, or out of the bus Sticking object or body parts out the window Causing minor damage to bus seat; such as, writing on the seat, making holes in the seat, etc. Using profane or obscene language or gestures Interfering with the duties of the gate guard Public display of affection 	** Assigned Seat	** 5-day Bus Suspension	** 10-20 day Bus Suspension	** Suspension of bus riding privileges for remainder of SY
C SEVERE OFFENSES	<ul style="list-style-type: none"> Sitting in driver's seat/tampering with controls interfering with driver/monitor and officials Unauthorized operation of emergency exits Serious threatening, fighting, hitting, biting, or pushing another person Vandalism or damage to bus that requires repair, cleaning and /or painting Socially offensive verbal comments and/or suggestions Theft or pilfering of anyone's personal items 	** 5-day Bus Suspension	** 10-day Bus Suspension	** 20-30 day Bus Suspension	** Suspension of bus riding privileges for remainder of SY
D ILLEGAL ACTS	<ul style="list-style-type: none"> Tobacco or alcohol use Possession or use of weapons or other prohibited items Possession of illegal substances Excessive/reoccurring bullying Socially offensive behavior/lewd or indecent acts to include full/partial nudity Direct or indirect acts causing injury to another person Bomb Threat 	Suspension/Expulsion Proceedings Initiated			

Older students are expected to behave more maturely and thoughtfully than younger students, therefore, will be held more responsible for consequences of their conduct.

**The purpose of this table is to provide guidance to administrators and should not restrict their use of discretion in handling misconduct issues with regard to unique circumstances or special needs students.

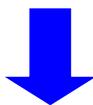
**Feltwell Elementary School
Chain of Command**

CLASSROOM TEACHER



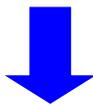
PRINCIPAL

Dr. Bernadette Schlueter
bernadette.schlueter@dodea.edu



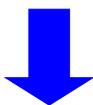
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