



KESSLER ELEMENTARY SCHOOL

HOME OF THE EAGLES

“EDUCATION AND GOALS LET EVERYONE SOAR”

EXCELLENCE IN EDUCATION FOR EVERY STUDENT, EVERY DAY, EVERYWHERE



Mission

Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

DoDEA’s Plan For the 2020-2021 Return to School

Please follow this link for detailed information: <https://www.dodea.edu/returntoschool.cfm>

DODEA FORT STEWART SCHOOL CALENDAR SY 2020-2021

July 2020	August 2020	September 2020	October 2020	November 2020																																																																																																																																																																																																																																																																																																																																																							
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3:30 PM) 17 First Day of School (K-6) 31 First Day of School (Pre-K)</p>	S	M	T	W	T	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15		PL	PL	PL	PL	TW	TW	16	17	18	19	20	21	22		F			ER			23	24	25	26	27	28	29					ER			30	31							PK						<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>ER</td><td>PL</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td></td><td>H</td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td>PL</td><td></td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p>4 Professional Learning #1 (No School) 7 Labor Day (No School) 9 Open House (4:00 PM - 6:30 PM) 17 Q1 Progress Reports 26 CCR Day - Quarter 1 (No School)</p>	S	M	T	W	T	F	S						ER	PL	6	7	8	9	10	11	12		H			ER			13	14	15	16	17	18	19					ER			20	21	22	23	24	25	26					ER	PL		27	28	29	30				<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>ER</td><td></td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td></td><td>H</td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td></td><td></td><td>QE</td><td></td><td>ER</td><td>TW</td><td></td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> </table> <p>12 Columbus Day (No School) 20 End of 1st Quarter 23 Report Card Prep (No School)</p>	S	M	T	W	T	F	S						ER		4	5	6	7	8	9	10					ER			11	12	13	14	15	16	17		H			ER			18	19	20	21	22	23	24			QE		ER	TW		25	26	27	28	29	30	31					ER			<table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td></td><td>TC</td><td>TC</td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td></td><td></td><td>PL</td><td>H</td><td>ER</td><td></td><td></td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td></td><td></td><td></td><td>H</td><td>H</td><td>H</td><td></td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>29 Parent Teacher Conferences (No School) 30 CCR Day - 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PATRICK L. KESSLER ELEMENTARY SCHOOL PRINCIPAL



Dear Parents, Students, and Community,

It is with great pleasure that I welcome you to Patrick L. Kessler Elementary School. Kessler ES is one of the three elementary schools located on Fort Stewart and is a part of the Department of Defense Education Activity (DoDEA) Southeast District. I take pride in being a leader in an educational community whose mission is to Educate, Engage, and Empower military-connected students to succeed in a dynamic world. This means Kessler strives to provide ALL students with a student-centered, rigorous educational experience that will prepare them for college, career, and life.

My professional experience began in 1992 as a third grade teacher at Kingsolver Elementary School, Fort Knox, Kentucky. I went on to serve as a teacher, guidance counselor, and administrator at schools on Yokota Air Base, Japan and Misawa Air Base, Japan. In 2011, I became the principal at Kessler Elementary School.

My educational credentials include a Bachelor of Science in Early Elementary Education from the University of Louisville and a Masters of Art in Education from Western Kentucky University. In 2009, I received my Doctorate of Education for Instructional Leadership from Argosy University, Sarasota.

My father served in the U.S. Army for 25 years, so I am familiar with the unique challenges associated with our military children. I am married to Warren and we have two grown children, Leonard and Shanae. I look forward to serving you in my continued pursue of Excellence in Education for ALL our military connected children.

It's going to be a great year at Kessler Elementary School!

Sincerely,

Djuna F. Crowder Ed.D.
Principal, Kessler Elementary School

School Hours

Kindergarten-6th Grade

Monday, Tuesday, Wednesday, and Friday 8:20-3:05
Thursday** 8:20-1:50

Pre-K

Monday, Tuesday, Wednesday, and Friday AM Class 8:20-10:55
Thursday** AM Class from 8:20-10:30

Contact Information

Kessler Elementary School
Bldg. 7560 1127 Austin Road
Phone: 912-368-3598 Fax: 912-368-5048

AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT'S OFFICE

900 Santa Fe Rd, Fort Benning, GA 31905
Phone: (706) 545-7276 Fax: (706) 545-8227

The DoDEA Blueprint for Continuous Improvement is on our website at <https://www.dodea.edu/Blueprint/index.cfm>

DoDEA's Plan For the 2020-2021 Return to School

Please follow this link for detailed information: <https://www.dodea.edu/returntoschool.cfm>

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.

DODEA AMERICAS SOUTHEAST COMMUNITY SUPERINTENDENT



"I am truly honored to have the opportunity to serve the South Carolina/Fort Stewart community as the community superintendent". I am excited to work with our principals, teachers, support staff, parents, commands, and other stakeholders of our DoDEA schools, as we strive for excellence for every student, every day in the South Carolina/Fort Stewart schools."

Mr. Perry began his educational career in 2001, in Montgomery, Alabama, where he taught physical education at Maxwell Air Force Base (AFB) Elementary School. He served as assistant principal there from 2006 to 2009. During the 2008 to 2009 school year, Mr. Perry closed Robin Air Force Base Elementary School, located in Warner Robins, Georgia, while serving as the assistant principal for both Maxwell AFB Elementary and Robins AFB Elementary schools. He became the principal at Pierce

Terrace Elementary located on Fort Jackson, South Carolina from 2009 to 2013. Afterward, Mr. Perry became the principal at W.T. Sampson Elementary High School, located in Guantanamo Bay, Cuba, from 2013 to 2016. He moved to Fort Knox, Kentucky and was selected as principal at Fort Knox High School from 2016 to 2018. In 2018, he became principal at Charles P. Murray Elementary until being named as the community superintendent.

Mr. Perry's education includes a bachelor's degree in Physical Education from Faulkner University in Montgomery, Alabama, a master's degree and an educational specialist degree in Educational Leadership from Auburn University in Montgomery, Alabama.

Mr. Perry and his wife of 18 years have three children. All three children were former DoDEA students and attended W.T. Sampson Unit School in Guantanamo Bay, Cuba

DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES

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

GENERAL INFORMATION

AdvancEd 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.

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 on Educational Opportunity for Military Children

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

The Department of Defense (DoD), in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides a uniform policy platform for resolving the challenges experienced by military children.

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

ATTENDANCE

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 within **3 days** 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.

Early Pickup

No student checkout during the last 30 minutes of the instructional day without principal approval or a doctor's note.

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) the sponsor designating another adult to pick up the student, listed on the authorized pick up form or (2) a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached.

Students arriving at school after the instructional day begins are considered tardy. A student who is tardy should report to the office accompanied by a parent and a note to obtain 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 must come in to the office to sign in their child.**

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.

Student Attendance

Policy Reference: [DoDEA Regulation 2095.01 - School Attendance, August 2013](#)

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
8. administration
9. College visits that cannot be scheduled on non-school days
10. 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.

BEFORE AND AFTER SCHOOL CARE

Before and After-School care should be arranged by the parent with child care providers or day care centers. Students may enter the building at 7:45 am for breakfast.

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

Students arriving before the designated time may be sent home. Students are not supervised prior to the start of school nor after school dismissal. 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.

BOOKS, MATERIALS AND TECHNOLOGY

Books on Loan

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

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

Care of Books and Materials

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

New	100% of cost	Good	75% of cost	Fair	50% of cost
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Any student who willfully cuts, defaces, or otherwise damages any property, real or personal, may be suspended from school. Sponsors will be liable for all school damages. Report lost or damaged materials to the supply office within one week of occurrence. Payment is made at the front office by check or money order, made payable to Treasurer of the United States, NOT to the school.

Computer Access/Internet Policy/Electronic Devices

Policy Reference: [DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010](#)

Each student, together with the student's parent or guardian (if applicable), shall acknowledge and sign Form 700, "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is assigned a user account. In accordance with Enclosure 4 of DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

Students shall use DoDEA information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.

- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear; use vulgarities; or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

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.

Lost and Found

All articles found at school are to be turned into 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.

CAMPUS SAFETY

Animals or Pets

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

When bringing and picking up children, NO dogs are allowed on the school campus. *Exception: **Service Dogs** with the proper paperwork.

Access to School Facilities

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

Bicycles

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

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

Student Drop-Off and Pick-Up

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

Drop-Off and Pick-Up Procedures:

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

VISITORS AND VOLUNTEERS

Policy Reference: [DoDEA Operational Guidance for Volunteers, October 2018](#)

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

CLUBS / EXTRACURRICULAR ACTIVITIES

All after school clubs and activities (i.e. art, music, math, sports, etc.) will normally meet only on days that the school follows a full day schedule, NOT on early release days. There is no extra-curricular activity bus for students who participate in these activities. Parents must make transportation and/or other arrangements for the student to be picked up from school following the activity. Notification of these activities will be published in the parent newsletter along with the day and time of the activity. In addition, due to unforeseen training, meetings, or teacher absences, an activity may be canceled without advanced notice. The sponsoring teacher will endeavor to notify students and parents of the

canceled activity if time permits. If the activity is canceled at the last minute, teachers will be notified by the front office to let their students know.

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.

COLLEGE AND CAREER READY STANDARDS

Arts (CCRSA)

DoDEA has adopted College and Career Ready Standards for the Arts (CCRSA) based on the National Core Arts Standards. The CCRSA focuses on the development of artistic literacy through Creating, Performing, Responding, and Connecting. Artistic Literacy is having the knowledge, understanding, and skills necessary to engage authentically in the arts. Rooted in backwards design, DoDEA's outcome-based approach to the arts curriculum and instruction emanates from four artistic processes; eleven anchor standards, and performance standards that encompass the Kindergarten through 12th grade instructional program. The standards are organized by disciplines (Music, Theatre Arts, and Visual Arts) around four artistic processes:

1. Creating: Conceiving and developing new artistic ideas and work.
2. Performing: Realizing artistic ideas and work through interpretation and presentation.
3. Responding: Understanding and evaluation how the arts convey meaning.
4. Connecting: Relating artistic ideas and work with personal meaning and external context.

For more information about DoDEA's College and Career Ready Standards for Arts (CCRSA), go to <https://www.dodea.edu/Curriculum/FineArts/index.cfm>

History/Social Studies (CCRSH/SS)

DoDEA has adopted the College and Career Ready Standards for History/Social Studies (CCRSH/SS). The CCRSH/SS begin at grade 6. CCRSH/SS Standards for K-5 will be integrated into K-5 Reading standards during SY 19-20. These new standards are anchored in the College and Career Ready Standards for Literacy (CCRS), the New York State Learning Standards for Social Studies, and the College, Career and Civic Life (C3) Framework for Social Studies. Each instructional priority allows teachers to be intentional about supporting students to become ready for college, career, and civic life. The C3 Framework has three foundations:

Disciplinary Literacy – emphasizing the foundation of literacy through an integration of the CCRS-H/SS and through unique disciplinary literacies of Social Studies in civics, economics, geography, and history.

Civic Life – a cornerstone of the DoDEA College and Career Ready Standards for History/Social Studies beginning in Kindergarten and culminating in United States Government: Participation in Government (required for graduation).

The Inquiry Arc - a set of interlocking and mutually reinforcing ideas that feature the Four Dimensions of Informed Inquiry in Social Studies:

Dimension 1	Dimension 2	Dimension 3	Dimension 4
Developing questions (student and teacher generated) and planning inquiries	Applying disciplinary concepts and tools	Evaluating sources using evidence	Communicating conclusions and taking informed action

*For more information about CCRSH/SS, go to <https://www.dodea.edu/collegeCareerReady/ela-standards.cfm>

Literacy and Mathematics (CCRS and CCRSM)

DoDEA’s College and Career Ready Standards (CCRS) for Literacy and Mathematics are modeled after the Common Core State Standards in Literacy and Mathematics, which have been adopted by the majority of states, the District of Columbia, Puerto Rico and DoDEA. The standards are not a curriculum. Standards are targets for what students should know and be able to do in reading and mathematics from kindergarten through 12th grade. The standards align with the knowledge and skills needed to successfully enter college or the workforce, are benchmarked to the standards of the world’s top-performing countries, and share with the majority of U.S. public schools a common set of expectations for the nation’s students. DoDEA’s CCR for literacy and mathematics will be integrated into all subject areas.

The CCR Standards will guide teachers to make 6 major “shifts” or changes in their classrooms. There will be six shifts in Literacy and six in Mathematics.

LITERACY PRE-K THROUGH 12	MATHEMATICS PRE-K THROUGH 12
Reading fiction & non-fiction across subjects	Learn more about less; the how and the why
Learn about the world by reading	Build skills within and across grade levels
Read more challenging material, earlier	Fluent calculations; applying skills accurately
Talk about reading using “evidence” from text	Really know it, really do it, understand deeply
Write about texts using “evidence”	Use math in the real world
Broader and richer vocabulary in all learning	Balance understanding with lots of practice

*For more information about DoDEA’s College and Career Ready Standards for Literacy and Mathematics, go to <https://www.dodea.edu/collegeCareerReady/parentResources.cfm>

Physical Education Program

In 2014, Shape America (formerly known as the American Alliance for Health, Physical Education, Recreation, and Dance) developed the National Physical Education Standards (NPES) and grade-level outcomes for grades K-12 PE to clearly define what a physically literate student should know and be able to do. Physical literacy is defined as the ability, confidence, and desire to be physically active for life.

The use of the term “physical literacy” parallels efforts for inclusion of physical education with the CCRS. Guiding research in PE identifies several areas as critical to the direction and development of grade-level outcomes – motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. Through the implementation of the NPES and the grade-level outcomes, DoDEA students will have the opportunity to engage in well-designed PE programs of high quality, setting students on the road to enjoying a lifetime of healthful activities.

We ask that the following guidelines be followed:

- Wear proper physical education attire, shoes included.
- Always cooperate with the teacher and other students.
- Be prepared to exercise and have fun.

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

*For more information about DoDEA's Physical Education Program, go to

<https://www.dodea.edu/Curriculum/PE/index.cfm>

Science (CCRSS)

The DoDEA College and Career Ready Standards for Science are based on the fully adopted Next Generation Science Standards (NGSS). The vision for science education is that students will be actively engaged in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of core ideas in science and engineering. This creates a three dimensional learning experience of Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. Students develop an understanding of the four disciplinary core areas:

- Physical sciences;
- Life sciences;
- Earth and space sciences;
- Engineering, technology, and applications of science

During grades K–2, your child will begin to form connections between concepts and skills such as understanding relationships between objects, planning and carrying out investigations, and constructing explanations. Grades 3–5, students will begin to form connections between concepts and skills, such as evaluating methods for collecting data, revising models based on evidence, and analyzing data to make sense of phenomena. Our 6th grade students will begin to form connections between concepts, such as collecting evidence and drawing conclusions, understanding relationships between objects, and critical thinking that leads to designing effective solutions for problems.

* For more information about DoDEA's College and Career Ready Standards for Science, go to

<http://www.nextgenscience.org/>

EDUCATIONAL STUDENT SERVICES

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 [website](#) for further instruction based on your situation or discuss with an administrator at your student’s school.

Counseling Services

Policy Reference: [DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009](#)

Policy Reference: [DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K–12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009, and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for lifelong learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

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

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

Policy Reference: [DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007](#)

An English language learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA

Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007, DoDEA’s ESOL Program is 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 Education Program (CCRS-GE)

The National Association for Gifted Children (NAGC), Council for Exceptional Children and The Association for the Gifted developed six NAGC Pre-K- Grade 12 Gifted Programming Standards. The DoDEA College and Career Ready Standards for Gifted Education (CCRS-GE) are based on those standards. The six standards increase the focus on diversity and collaboration – principles which guide high-quality programs and services. The six standards use student outcomes for goals, rather than teacher practices, and they are grounded in theory, research, and practice paradigms, thus providing an important base for working towards meeting the needs of gifted learners at all stages of development.

NAGC's six standards focus on student outcomes in learning and development, assessment, curriculum planning and instruction, learning environments, programming, and professional development. All of the six standards are aligned with evidence-based practices effective in working with gifted students and are sensitive to the dual goals of equity and excellence. The 2014- 2015 State of the States in Gifted Education reported that 31 states use NAGC's Pre-K- Grade 12 Gifted Programming Standards to aid in the accountability process as well as guide state programming standards, evaluation tools, and reporting.

*For more information about DoDEA's Gifted Education Program, go to

<https://www.dodea.edu/Curriculum/giftedEduc/Gifted-Education-Learning-at-Home.cfm>

Health Services

Policy Reference: [DoDEA Regulation 2942.01, "School Health Services," September 2, 2016](#)

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

The school nurse's responsibilities include:

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

AED-Defibrillators

There are wall mounted, Powerheart AED Defibrillators 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.

Allergies and Chronic-Acute Conditions

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

Policy Reference: [DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended](#)

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies.

These include:

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

Emergency Notification Procedures

[DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 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.

First Aid and Emergency Care

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

School personnel will administer first aid 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.

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

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.

Medical Care for Overseas Non-DoD Dependents

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

Minor Injuries

Injuries requiring minor first-aid treatment such as scrapes, cuts, minor burns, and insect stings will be managed at the school level by one of our Registered Nurses or other appropriate school personnel.

Parent Notification

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

Re-admittance Criteria

- Fever free for 24 hours after school exclusion for temperature 100° F or higher
- No significant nausea, vomiting, or diarrhea for 24 hours
- Chicken pox (Varicella) lesions crusted and dry, at least 5-7 days from onset
- Lice treatment initiated
- Impetigo lesions covered and under care of medical provider
- Conjunctivitis, signs of infection have cleared
- Ringworm covered, under care of medical provider
- Scabies, 8 hours after first prescribed treatment

If your child has any of the above mentioned communicable diseases please notify the school nurse.

DoDEA policy states that a child must be fever free (temperature less than 100°) for 24 hours WITHOUT Tylenol or Motrin. Unfortunately, many children return to school the day after they have been sent home with 100°+ temps. These children are still potentially infectious and they will be sent back home. Please help us protect our large population from the spread of all infectious occurrences.

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 [website](#) for further instruction based on your situation or discuss with an administrator at your student's school.

Leveled Literacy Intervention

Leveled Literacy Intervention (LLI) is a reading intervention program designed to meet the needs of struggling readers in grades K-3.

Psychology Services

Policy Reference: [DoDEA Regulation 2946.03, "School Psychological Services," May 21, 2010](#)

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.03, "School Psychological Services," May 21, 2010. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students' academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

Special Education Services

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

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

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).

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

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

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

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

Disability Accommodations and Nondiscrimination

Policy Reference: [DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 2012](#)

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended, students with disabilities shall be provided a free and appropriate education and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child's school for specific details. 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.

EMERGENCY PROCEDURES

Crisis Information Webpage

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

Emergency Evacuation

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

Fire Drill Evacuation Plan

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

Rainy Day Dismissal

We will use the rainy day dismissal plan on days when it is pouring, and/or there is thunder and lightning. If there is lightning, no students will be allowed to walk or ride their bike home. The decision will be made at 2:45p.m. based on the weather conditions at Kessler Elementary at that time.

Our procedure will be as follows:

- All car riders will dismiss to the gym as normal. All bus riders will dismiss as normal. Please do not exit your car and come into the building to pick up your child. We will try to expedite the departure of our students and need to ensure each child's safety. Please make sure your car rider sign is clearly displayed, so we may call your child(ren) as quickly as possible.
- All walkers will be staying in their classrooms and parents will be picking up their child(ren) from the classrooms at 3:05 p.m. Staff will be stationed throughout the building to assist parents with multiple children or provide directions to the classrooms.

School Closure

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

The AtHoc-Networked Crisis Communications System allows for each school to contact all of their parents and/or staff with one phone message through an automatic dialing system. At the District level it allows a message to be sent to all parents and/or staff in the same method. This allows greater security and sharing of information with parents and staff.

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

Severe Weather

The hurricane 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 broadcasted on local TV channels and/or local radio stations.

ENROLLMENT AND REGISTRATION

Accelerated Withdrawal

Policy Reference: [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, of DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014. Accelerated withdrawal will only be considered if the parent/sponsor presents permanent change of station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

Change In Student Information

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

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

Change of Classroom Assignment

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

Grade-Level Placement

Policy Reference: [DoDEA Regulation 2000.3 - Student Grade Level Placement, March 2010](#)

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.

Home-School Students

Policy Reference: [DoDEA Administrative Instruction 1375.01, "Home-School Students," October 15, 2018](#)

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

Immunization Requirements

Policy Reference: [DoDEA Regulation 2942.01, "School Health Services," September 2, 2016](#)

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

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

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

It is the responsibility of the sponsor/parent/guardian to provide their child's most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

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

Immunization Exemptions

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

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

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

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

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

DoDEA immunization requirements can be found at:

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

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

Noncustodial Parent Rights

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

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.

Registration Process

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

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA Regulation 1342.13,

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence

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

Student Withdrawals and Transfers

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

Elementary school withdrawal is different than higher grades regarding requirements and is based on the 20-day rule. With five schooldays prior notification, parents are welcome to pick up student records from the office on the last day of student attendance, at 3:05 p.m. The sponsor/spouse must sign for records, provide a copy of orders, and present an I.D. to receive the child's school records.

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

Transcripts/Records Policy/Access to Student Records

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

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.

GRADING AND REPORT CARD PROCEDURES

Grading and Grading System

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10)

calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

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

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

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

For grades K–3, achievement codes rather than letter grades will be used.

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

Homework

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

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

Some teachers follow these general guidelines when assigning homework:

- 1st grade: 10 – 15 minutes per night
- 2nd grade: 20 – 30 minutes per night
- 3rd grade: 30 – 40 minutes per night
- 4th grade: 40 – 50 minutes per night
- 5th grade: 50 – 60 minutes per night
- 6th grade: 50 – 60 minutes per night

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

Students are responsible for ensuring that they:

- Understand the homework assignment.
- Take home all books and materials needed to do the assignment.
- Complete the homework in the assigned format and turn it in when it is due.
- Participate actively and cooperatively in the evaluation of their homework when appropriate.

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

- A quiet place to work.
- Necessary materials.
- A regular study time.
- Review the student planner.
- Encouragement and praise.
- Parent-Teacher Conferences.

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

Parent/Student/Teacher Communication

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

Parent-Teacher Conferences

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

Progress Reports/Report Cards

Policy Reference: [DoDEA Regulation 1377.01, "Student Progress Reports," September 4, 2018](#)

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

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

Retention

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.

System-wide Assessment Program

Policy Reference: [DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018](#)

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

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

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

IN-SERVICE / STAFF DEVELOPMENT DAYS / 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.

MEAL PROGRAM

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

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

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

Computerized Lunch System

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

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

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

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

Money may be added to the account Monday through Friday, 8:30 AM – 10:00 AM and 12:30 PM – 1:30 PM. While prepayment is preferred, it is not mandatory, and students may pay cash on a daily basis.

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

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

Commercial Food

Please insure that the lunch:

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

During the meal service in the cafeteria the distribution of commercial foods in their advertised containers (i.e., Subway, McDonalds, Burger King, Pizza Hut, and Popeye's etc.) is prohibited. These foods may stay wrapped; however they must be put in a noncommercial container or bag. In addition, students may only eat the food provided to them through the school food service program or the food provided to them from their parents/guardians. Food may not be brought into the cafeteria to share with a child's classmate, or other children. This prohibits the practice of bringing cupcakes or other food items into the cafeteria during meal service and into the classroom at any time to share with students to celebrate a student's birthday or other celebrations.

Meal Prices

Breakfast	Lunch
Free	Regular \$2.60
Free	Reduced \$.40
	Milk \$.50
Adult \$2.75	Adult \$4.00

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

Menus

Menus are e-mailed to parents once a month and are published on the school website.

Offer VS Serve

The Fort Stewart Schools' Food Service Department is using O.V.S (Offer VS Serve).

Students are offered Five Food Components (Groups).

This requires students to make selections.

Students may decline one or two out of the five components offered (Students are required to select ½ cup of Fruit of Vegetable from the five).

This may encourage more student participation and reduce food waste.

Unpaid Meal Charges

Sponsors and legal guardians are responsible for your dependent's decision to select a school meal. The payment of all student purchases in the student meal program must be made no later than at the point of sale. A new procedure for handling outstanding lunchroom charges has been adopted by DoDEA to insure that sponsors are informed of the status of their child's lunch account as well as to enable the District to collect these balances in a timely manner. The procedure follows:

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

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

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

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

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

Parties and Parents in the Lunch Room

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

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in "birthday treats" to share. Celebrations and/or Parties that involve food will be limited to once per month per class. These events cannot take place during the meal service times. A designated location will be provided for celebrations and parties. These events cannot take place in the classrooms.

PARENT INVOLVEMENT

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

- Join PTO and participate in meetings and activities.
- Have lunch at school with your child regularly.
- Volunteer in your child's classroom.
- Establish a daily study time at home (even when there's no homework).
- Join the faculty on the first Wednesday of the month for our School Improvement Leadership Team meetings
- Keep informed of school events and activities by reading the School newsletter and your child's classroom newsletter.

- Communicate frequently with your child's teacher.
- Prepare for and participate in parent-teacher conferences.
- Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

Guidelines for Chaperones on Field Trips

- All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
- 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.
- Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.

UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.

- Chaperones are required to accompany the class to and from the trip. Following the bus in their private vehicle is not close supervision.
- 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.
- Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone. Please allow 10 business days for processing of all volunteer request forms.

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

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

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

School Pictures

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

School Liaison Contact Information

The Fort Stewart School Liaison Office recognizes that the Military Family's well-being is a priority of its Soldiers.

As a Child, Youth and School Services (CYSS) program, the School Liaison Office works to inform and assist Military Families on youth education and transition issues in collaboration and coordination with local schools.

Greg Cooke/School Liaison Officer

School Liaison Services

Phone: 912-767-6533

Email: greg.cooke@us.army.mil

School Newsletter

School newsletters are published twice a month. The school office will email the newsletter to all parents whose 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.

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.

Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office, 912-369-6691.

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.

PLAYGROUND

Use of Equipment

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

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

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

Children should play in a safe and friendly manner. Children may not throw objects (sticks, rocks, dirt, etc.), call others names, argue, or play in a manner that is too rough. "Play fighting" typically results in real fighting and is prohibited. The school will not support "hitting back". When two children fight at school, both will be considered wrong. Adults are present in all school situations and should be used as a means of intervention before a fight occurs.

Children should play only in designated areas and obtain permission from the playground supervisor in order to leave for any reason.

Walk to the playground on the sidewalk in an orderly, quiet manner. This is necessary because you will pass classrooms that are in session. Use only "whisper" voices until you get to the playground. Students must use the sidewalks around our building for safety purposes and to save our grass. We want to keep our school campus looking great!

RECOGNITION AND AWARDS

HONOR ROLL: Students in grades 4 - 6 earning A's and B's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science, and Social Studies, qualify for the Honor Roll. These students will be honored with a certificate of achievement following the issuing of report cards on a regular school day.

PRINCIPAL'S HONOR ROLL: Students in grades 4 - 6 earning academic excellence by making all A's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science and Social Studies, qualify for the Principal's List. These students and their parents will be honored following the issuing of report cards on a regular school day.

RIGHTS AND RESPONSIBILITIES

Discrimination-Free Education Programs and Activities

Policy Reference: [DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended](#)

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019](#)

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended, students with disabilities shall be provided a free and appropriate education and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child's school for specific details.

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs

[DoDEA Administrative Instruction 1443.01, Vol 1- Compliance Requirements and Appeals, February 2019](#)

[DoDEA Administrative Instruction 1443.01, Vo1 2 - Executive Order 13160 Administration: Discrimination Complaints Processing](#)

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.

Freedom of Expression

Students have a responsibility for showing proper respect for those who wish to participate in the Pledge of Allegiance, in flag salutes, or in patriotic ceremonies, and to respect the customs and flags of all nations. Students have a responsibility for the content of their expression and for assuring that such expression does not interfere with the freedom of others to express themselves. They have a responsibility to avoid libel, slander, obscenity, profanity, known falsehood, and disregard for truth.

Noncustodial Parent Rights

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

Parent Responsibilities

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

Religious Holiday Observance

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

According to Enclosure 3 of DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012, students may observe religious practice in school, such as celebration of religious holidays, engaging in private prayer, saying grace before meals, and wearing yarmulkes and head scarves, so long as the practice does not violate

student standards or cause substantial disruption. Students may engage in independent religious discussion to the same degree that they may engage in other types of permissible speech. The freedom to engage in religious expression in school does not include the right to compel other students to participate in religious practices or discussion.

Role of Social Media

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

Scholastic Integrity

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

Search and Seizure

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

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis. The school affords students and parents adequate prior notice of its general search policy through the issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student's personal belongings, including bags and the interior of student vehicles on school property; and in a student's desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

A targeted search of a student's person shall only be conducted under exigent circumstances. When possible, a targeted search of the student's person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

Student Rights and Responsibilities

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

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

Students shall:

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

Water Bottles

- Students are allowed to use personal water containers (plastic only, please) in classrooms and other instructional areas as appropriate. Staff and administrators have the right and responsibility to check the contents of all water containers. Water bottles should be clearly marked with the student's name and teacher.
- *No food or gum will be allowed in the classrooms, hallways, playgrounds, or stage area.

REPORTING ABUSE, NEGLECT, SUICIDE RISK AND THREATS

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

<https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

Threats Towards Other

When a DoDEA student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

- A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
- Threats to bomb, burn, kill, or harm school personnel.
- Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate.

The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

STUDENT CODE OF CONDUCT AND DISCIPLINE

Accessories, Hats, and Headwear

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

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.

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

Bullying Prevention

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.

Dress Code

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

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

Footwear

Shoes must be worn at all times. Sandals may be worn provided they are safe and will not pose a hazard for the student. The heel on footwear should be no more than a half-inch high. Students should plan to wear tennis shoes or other athletic footwear when possible on Physical Education days. We strongly recommend that tennis shoes/athletic footwear be worn at all times.

Prohibited Items

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

Toys; e.g., Pokemon, Digimon, Yugi-OH, electronic pets and other related toys, other cards and games beepers, cell phones or other portable communication devices, cassette recorders, radios, walkmans, CD players, iPods or MP3 players, skateboards, scooters, roller blades, roller skates, wheelies or skate shoes, stink bombs, lighters, matches,

tobacco products, firecrackers, weapons and/or ammo (real or pretend), laser light pointers, medicines, cans or bottles of soda.

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

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

Policy Reference: [DoDEA Administrative Instruction 1443.02 - Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response, February 2019](#)

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.

Policy Reference: [DoDEA Administrative Instruction 1443.02 - Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response, February 2019](#)

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

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

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

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

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

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

School Wide Positive Behavior Intervention Support

Positive Behavior Intervention Support (PBIS) is a team effort and a commitment to shaping student behavior with positive reinforcement. The process focuses on preventing problem behavior through teaching and positively reinforcing appropriate student behavior. Instead of waiting for inappropriate behaviors to occur, PBIS will be used to prevent problems from happening in the first place. Furthermore, a sound school-wide PBIS plan is the foundation for an effective response to abnormal or unexpected student behaviors. Positive reinforcement is to be applied, across all settings, instead of negative reinforcement, positive punishment, or negative punishment. Our school pledge is the universal language that is used to communicate procedures, rules, and expectations. Kessler staff must communicate the expectations we have of our students and consistently reinforce their good behavior. Classroom rules and routines are individualized by grade level and setting.

*see Appendix C for the Expectation Matrix

DISCIPLINE

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended](#)

Policy Reference: [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 of DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012. Student behavioral management consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and

response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members.

In accordance with the policy stated in DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended, discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion following a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence, or the possession, use, or sale of drugs). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

Bus Behavior

Policy Reference: [DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended](#)

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

Fire Alarm 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.

Lunch 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.

Types of Suspension

- After School Detention
If it is necessary to detain a student after school for disciplinary purposes, contact with the parents will be made so that they may arrange transportation and know the whereabouts of their child. Therefore, the teacher will

either phone the parents or send home a slip which explains the date(s) and time(s) that the student will be expected to stay. The parents must sign this slip in order for the student to stay.

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

Weapons at School

DoDEA HAS ZERO TOLERANCE FOR WEAPONS

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

TELEPHONE MESSAGES

Students

Due to classroom transitions throughout the school day, it is not always possible to relay phone messages to students. To avoid disrupting instructional time, only emergency messages will be delivered directly to classrooms. All other messages will be sent to the homeroom teacher via email. The school office cannot guarantee delivery of phone

messages to students received after 2:35 p.m. Please provide your child with transportation/pick-up instructions prior to start of school.

Teachers

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

TRANSPORTATION

Student Transportation Services

Policy Reference: [DoDEA Administrative Instruction 4500.02, "Student Transportation Services," August 13, 2018](#)

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

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

APPENDIX A: CONSEQUENCES FOR BUS INFRACTIONS

LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5.14)

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Fighting, pushing, shoving, or tripping Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus) | <ul style="list-style-type: none"> Engaged in horseplay Getting on or off bus while bus is in motion Not properly seated Putting objects out of bus windows or hanging out of window | <ul style="list-style-type: none"> Making excessive noise or playing electronic equipment without using earphones Obstructing aisles, steps, or seats Pushing while boarding or leaving the bus |
|---|--|--|

UNSAFE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th and Subsequent Offenses
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Failure to remain properly clothed Public displays of affection Eating, drinking, or littering on bus**** | <ul style="list-style-type: none"> Using abusive/profane language and/or gestures Spitting or biting Harassing or interfering with other students | <ul style="list-style-type: none"> Failure to comply with bus driver's or monitor's instruction Disrespect, distraction, or interference with driver |
|---|--|--|

INAPPROPRIATE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Damaging private property (requires payment of damages) Throwing or shooting objects inside or outside of bus | <ul style="list-style-type: none"> Sitting in driver's seat or tampering with bus controls | <ul style="list-style-type: none"> Opening or trying to open bus door |
|--|---|--|

DESTRUCTIVE BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11)

- | | |
|--|--|
| <ul style="list-style-type: none"> Tampering with bus controls or emergency equipment | <ul style="list-style-type: none"> Violate any other school rule, law, or military installation guide |
|--|--|

PROHIBITED BEHAVIOR CONSEQUENCES

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

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

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

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

APPENDIX B: ADMINISTRATIVE CONSEQUENCES FOR INFRACTIONS

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

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

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

Minor Infractions

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

Major Infractions

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

Unacceptable Actions		
Action/ Behavior	Pre-K- 2nd	3rd-5th*
Alcohol Possession Possession/use/evidence of Intoxication ** possible 11 day suspension with expulsion hearing if sale and distribution		1st Offense 1-3- Day Suspension Refer to Counselor 2nd Offense 3-5 Day Suspension Disciplinary Hearing Behavior Intervention Plan 3rd Offense 5-10 Day Suspension Expulsion Hearing
Assault (Physical) of a staff or student - inflicting harm to others.		1st Offense 1-3 Day Suspension Refer to Counselor 2nd Offense 3-5 Day Suspension Behavior Intervention Plan 3rd Offense 5-10 Day Suspension 4th Offense Expulsion Hearing
Assault (Sexual) 3rd-5th* grade-Indecent behavior of a sexual nature (to include sexual acts, exposure, or touching private parts) 6th grade- Indecent behavior of a sexual nature (to include groping, fondling and consensual sexual acts)	1st Offense Conference with counselor and parents 2nd Offense Conference with administrator and parents 3rd Offense Complete classwork in alternate location Establish Behavior Intervention Plan 4th Offense Behavior Plan to include diminishing disruptive behavior and refer to Family Behavioral Health	1st Offense 1-3 Day Suspension Refer to Counselor 2nd Offense 3-5 Day Suspension Behavior Intervention Plan 3rd Offense 5- 10 Day Suspension Referral to Behavioral Health 4th Offense ** Over 10-Day suspension Expulsion hearing//Military Police notice// Anger management Referral
Bus Behavior Infractions (See consequences for Bus Infractions)		

<p>Bullying Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention. 2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention ***Continual Offences Teacher, Parent and Student Conference. Follow the same progression</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention. 2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention 3rd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 3-Day Detention Suspension in serious case.</p>
<p>Computer Misuse (Personal email/entry into chat rooms/giving out password or using another person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.</p>		<p>1st Offense 5- Day loss of technology Teacher contact parents 2-day lunch detention 2nd Offense 10- Day loss of technology Teacher contact parents 3 day lunch detention 3rd Offense 10- Day loss of technology. Admin contacts parent 3 day lunch detention 4th Offense 1 Semester loss of technology. Parent admin conference 5th Offense 1 Year loss of technology. Parent admin conference</p>
<p>Disruptive Behavior Any action of behavior, verbal or physical, that significantly interrupts the learning environment</p>	<p>1st Offense Conference with counselor 2nd Offense Conference with administrator 3rd Offense Complete classwork in alternate location 4th Offense Complete classwork in alternate location Conference with parents 5th Offense Behavior Plan to include diminishing disruptive behavior</p>	

Drug Possession/ Sale/ paraphernalia/suspicion of use		1st Offense ** Over 10-Day suspension Expulsion hearing Military Police notice Drug Dog sweep is possible
Extortion		1st Offense 1-Day lunch detention Restitution 2nd Offense 2- Day lunch detention Restitution 3rd Offense 3- Day lunch detention Restitution Conference with parents 4th Offense 1- Day suspension Restitution
False Fire Alarm / Bomb Threat making a false bomb or terrorist threat or pulling a false fire alarm		1st Offense 3-5 Day suspension Refer to SST 2nd Offense 5-10 Day suspension 3rd Offense Expulsion hearing
Fight (minor) Contributing to / spreading rumor, instigating a fight. Failure to report a physical altercation.		1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 3-Day lunch detention 2nd Offense 5- Day lunch detention 3rd Offense 1- Day suspension 4th Offense 2- Day suspension Refer to SST 5th Offense 1- Day suspension
Fighting (mutual combat) hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc.		1st Offense 1- Day suspension 2nd Offense 3- Day suspension Refer to SST 3rd Offense 5- Day suspension 4th Offense 7- Day suspension Expulsion hearing 5th Offense Expulsion hearing
Forgery of signatures or initials		1st Offense Administration counseling & contact parents or administration assigns peer mediation if available

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

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

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

		<p>1-Day suspension</p> <p>4th Offense</p> <p>2-Day suspension Refer to SST</p> <p>5th Offense</p> <p>3-Day suspension</p>
<p>Teasing</p> <p>Name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves</p> <p>(Others to be determined at the discretion of the Administrator)</p>	<p>1st Offense</p> <p>If behavior happens in the classroom- warning, peer mediation</p> <p>student./ administrator call parent</p> <p>(If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available)</p> <p>2nd Offense</p> <p>Student/Administrator call parent</p>	
<p>Teasing (Cont)</p>	<p>Peer mediation is used if available /</p> <p>1-lunch detention</p> <p>3rd Offense</p> <p>Student/Administrator call parent /2- Days lunch detention. Attendance in pertinent counseling Refer to SST</p> <p>4th Offense</p> <p>Student/Administrator call parent</p> <p>Counselor/ teacher develop Individual Behavior Plan</p> <p>2-Day lunch detention</p> <p>5th Offense</p> <p>Student/Administrator call parent</p> <p>Counselor, administrator/ parent re-examine behavior plan 3-Day lunch detention.</p>	
<p>Theft</p> <p>Items over \$20</p> <p>Attempting to steal or wrongfully appropriate or receive stolen school, government, or private property.</p>		<p>1st Offense</p> <p>3- Day lunch detention</p> <p>Refer to SST Restitution</p> <p>2nd Offense</p> <p>Day suspension</p> <p>Restitution</p> <p>Notification of military police</p> <p>Behavior Plan developed</p>

		3rd Offense 3-Day suspension Restitution Notification of military police 4th Offense 5-Day suspension Restitution Notification of military police
Theft Items under \$20 Will have lesser consequences		1st Offense 3 - Day lunch detention Restitution Parents notified Counseling referral 2nd Offense 5 - Day lunch detention Restitution Parents notified Counseling referral 3rd Offense 2 - Day school suspension Restitution/ Parents notified Counseling referral
Unauthorized Area Presence in: (examples) Opposite gender restrooms, posted areas		1st Offense Administration counseling or administration assigns peer mediation if available 1-Day detention 2nd Offense 2-Day detention 3rd Offense 5-Day detention 4th Offense 1- Day suspension 5th Offense Behavior improvement training and make up missing assignments Refer to SST
Use, possession and sale of drugs include illegal drugs, misuse of legal substances like nonprescription drugs, medicine prescribed for another person, sniffing glue, inhalants	1st Offense Student/administrator call parent 11- Days suspension pending expulsion hearing Military Police Notified	1st Offense 11- Days suspension pending expulsion hearing, Military Police notified
Vandalism (minor incident)		1st Offense 1- Day suspension 2nd Offense 3-Day suspension Refer to SST 3rd Offense 4-Day suspension 4th Offense 7-10 Day suspension

		5th Offense Expulsion hearing
Vandalism Destruction of Government or Personal Property Vandalism (Cont) to-include graffiti, defacing property (personal or government) exceeding \$50 in value.		1st Offense 1-3 Day suspension Refer to SST 2nd Offense 3-5 Day suspension *1 3rd Offense 4-7 Day suspension 4th Offense Expulsion hearing
Weapons carried, presented, or used with the intent of threatening or harming any individuals, or that are capable of causing death or serious bodily injury, ammunition, knives, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, fighting chain, heavy studded or chain belt, or objects designed to project a missile, pepper spray or any other similar propellant-no reasonable use to pupil at school or school activity	1st Offense 11- Days suspension pending expulsion hearing Military Police Notified	1st Offense Student/administrative call parent 11-days suspension pending expulsion hearing, Military Police notified.
Weapons/firearms possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket	1st Offense One calendar year expulsion	1st Offense Expulsion one calendar year Expulsion hearing Military Police Notified

KESSLER ELEMENTARY SCHOOL EXPECTATION RULES AND PROCEDURES MATRIX



Let Everyone S.O.A.R.

	<i>Make my classroom a safe and great place to learn.</i>		
S AFETY	<u>HALLWAY</u>	<u>CAFETERIA</u>	<u>PLAYGROUND</u>
	<ul style="list-style-type: none"> • Zero Voice Level! • Be aware of personal space! 	<ul style="list-style-type: none"> • Eat your own food! • Walk and take turns! 	<ul style="list-style-type: none"> • Be safe on equipment • Make good choices
	<i>Be responsible at all times.</i>		
O RGANIZATION	<u>HALLWAY</u>	<u>CAFETERIA</u>	<u>PLAYGROUND</u>
	<ul style="list-style-type: none"> • Walk in a straight line, stay to the right! 	<ul style="list-style-type: none"> • Clean up after yourself! 	<ul style="list-style-type: none"> • Check the playground for personal items and equipment!
	<i>Have the courage to do what is right.</i>		
A CHIEVE	<u>HALLWAY</u>	<u>CAFETERIA</u>	<u>PLAYGROUND</u>
	<ul style="list-style-type: none"> • Use appropriate routes to get to your destination as quickly as possible! 	<ul style="list-style-type: none"> • Keep yourself on GREEN! 	<ul style="list-style-type: none"> • Play with your friends or make a new friend!
	<i>Cares about others and treats them with respect.</i>		
R ESPECT	<u>HALLWAY</u>	<u>CAFETERIA</u>	<u>PLAYGROUND</u>
	<ul style="list-style-type: none"> • Keep hands and feet to self! 	<ul style="list-style-type: none"> • Use table manners! 	<ul style="list-style-type: none"> • Strive to be a good sport!

APPENDIX D: SCHOOL SUPPLIES

Kessler Elementary School Supply List SY 20-21

(Required Items)

Item Description	Pre-K	Kdg.	1 st	2 nd	3 rd	4 th	5 th	6 th
Book Bag w/o wheels	X	X	X	X	X	X	X	X
Notebook paper (Wide-ruled) (4 Packs)					X	X	X	X
#2 Wooden Pencils* (4 Packs)			X	X	X	X	X	X
#2 Large Primary Pencils*	X	X						
(2) Crayons (16 OR 24 box) large	X	X	X	X	X	X		
Colored Pencils (2 Packs)			X	X	X	1	X	X
(4)Plastic 2 Pocket Folder (3-prong)			X		X			
(2) Plastic Pocket Folder (3-prong)	X			X	X			X
(2) Plastic Pocket Folder (no prongs)						X		
1 ½" 3 Ring Binders				1	1	1		1 Any size
Plastic Only Pencil Box	X	X	X	X	X	X	X	X
Personal Water Bottle	X	X	X	X	X	X	X	X
Composition Notebooks					4	4	4	5
2 Primary Composition Notebooks		X	X	X				
Block Erasers	X	X	X	X	X	X	X	X
Glue Sticks*	X	X	X	X	X	X	X	X
Scissors			X	X	X	X	X	X
Washable Markers			X	X	X	X	X	X
Subject dividers/Colored Tabs (4 Packs)								X
(4) Dry Erase Markers						X	X	X
Personal Headphones (small kind)	X	X	X	X	X	X	X	X
(3) Highlighters any color				X	X	X	X	X

***replenish as needed**

APPENDIX E: 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

CHAIN OF COMMAND

DoDEA Director

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

Area Director

700 Westpark Drive
3rd Floor
Peachtree City, GA 30269

DoDEA Americas Southeast Superintendent

900 Santa Fe Rd
Fort Benning, GA 31905
Phone # 706 545-7276
Fax # 706 545-8227

DoDEA Americas Southeast Community Superintendent

376 Davis Avenue
Fort Stewart, GA 31315
Phone # 912-369-6691

School Principal

1127 Austin Rd.
Fort Stewart, GA 31315
Phone # 912-368-3598