

MAHAFFEY MIDDLE SCHOOL
STUDENT/PARENT HANDBOOK
School Year 2020-2021



SchoolWebSite:<http://www.am.dodea.edu/campbell/mahaffey>

Department of Defense Education Activity (DoDEA)

Americas Southeast District

“Educate, Engage and Empower each Student to Succeed in A Dynamic World.”

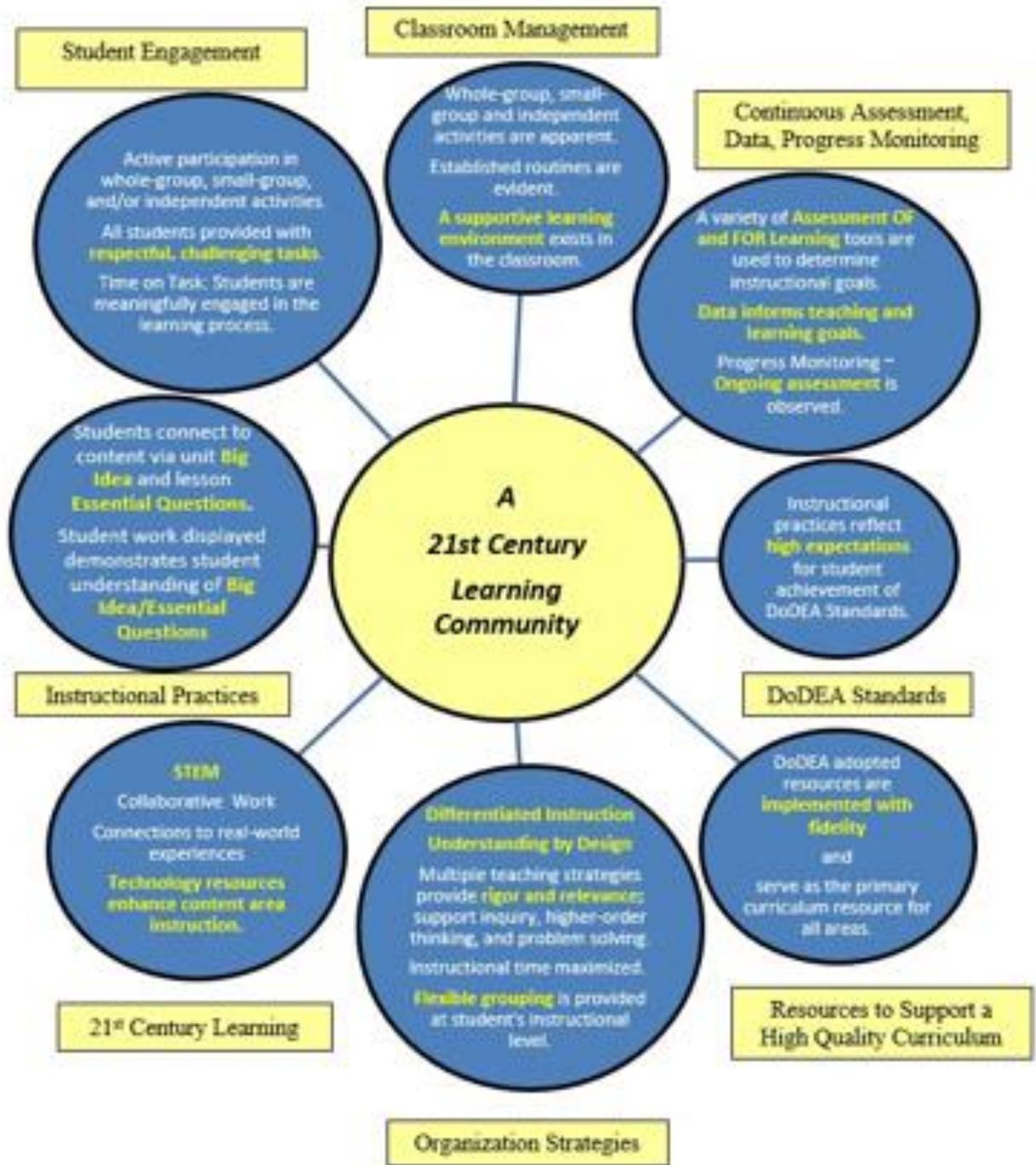
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**DODEA AMERICAS SOUTEAST DISTRICT IS A
21ST CENTURY LEARNING COMMUNITY**



DoDEA Americas Southeast District: Fort Campbell Calendar for SY2020-21

DoDEA Americas Southeast District: Fort Campbell Calendar for SY2020-21 (07.23.2020)

July 2020							August 2020							September 2020							October 2020							November 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	3	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
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12	13	14	15	16	17	18	23	24	25	26	27	28	29	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
							F	ER						27	28	29	30				25	26	27	28	29	30	31	29	30					
19	20	21	22	23	24	25	30	31								PL	ER						QE/ER			TW								
26	27	28	29	30	31																													
4	Independence Day (Observed)						17-18	Teacher Professional Learning (No School)						7	Labor Day (No School)						8	Parent/Teacher Conferences (No School)						6	1 st Quarter Report Cards Go Home					
							19-20	CCRS Professional Learning (No School)						8	First Day of School (Pre-K)						9	Professional Learning (No School)						10	CCRS Q2 Professional Learning (No School)					
							21-22	Teacher Work Days (No School)						28	CCRS Q1 Professional Learning (No School)						12	Columbus Day (No School)						11	Veteran's Day (No School)					
							24	First Day of School (K-12)													27	End of 1 st Quarter (49 days)						25-27	Thanksgiving Breaks (No School)					
																					30	Report Card Prep Day (No School)												

December 2020							January 2021							February 2021							March 2021							April 2021							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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Department of Defense Education Activity (DoDEA)-Americas



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

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



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

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

Dr. Christy Huddleston

DoDEA Americas Southeast District Superintendent



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

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

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

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

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

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

Mr. Josh Adams
Kentucky Community Superintendent



Mr. Josh Adams was named the Kentucky Community Superintendent for the Southeast District Department of Defense Education Activity (DoDEA) in 2020.

Mr. Adams will oversee ten DoDEA schools located on Fort Knox and Fort Campbell, serving more than 5,100 students. His focus in this role is to provide leadership and support in teacher collaboration to advance student achievement, inspire and motivate teaching and district staff, and support the DoDEA mission.

Mr. Adams began his educational career in Oregon in 2000. During his tenure in Oregon, he served as a middle school assistant principal and elementary principal, as well as serving as the district human resources director. He begins his DoDEA career in 2010 in Germany. Mr. Adams served as principal at Landstuhl Elementary/Middle School and Ramstein Middle School until 2016. In 2016, he was selected as a community superintendent for the Europe East District in Kaiserslautern, Germany. As a community superintendent, he served schools across Germany with a primary focus on school communities in Baumholder, Wiesbaden, and the Kaiserslautern Military Community.

Mr. Adams's education includes a bachelor's degree in Political Science from Portland State University in Portland, Oregon, a Juris Doctorate from the University of Oregon, in Eugene, Oregon, and two graduate certifications in Educational Administration from the University of Oregon.

Mr. Adams and his wife of 27 years have five children. All five of his children have attended DoDEA schools and the four oldest graduated from DoDEA schools.

Mr. Adams stated, "It is a real privilege and honor for me to serve our military families and their students. I am ready to work with our educators, parents, command, and all others, as we strive for excellence for every student, every day."

Mrs. Linda Haberman, Prínicipal



Ms. Linda Haberman began her teaching career after graduating with a BA in Education from the University of South Florida. Her career began in Florida where she spent the first 7 years of her professional life. In 1990, Ms. Haberman joined the Department of Defense Education Activity where she has spent the last 28 years. During her years of service with DoDEA, Ms. Haberman has held positions in both instruction and administration at the elementary and middle school levels at Fort Campbell, Fort Bragg, and Fort Knox. Ms. Haberman has written and published for graduate level study blending medical and educational models for Mosby publishing. She was awarded the Assistant Principal of the Year for DODEA Americas in 2006. She was honored as DoDEA America's Elementary (grades K-8) Principal of the year for 2019. In addition, Ms. Haberman has earned her graduate degree in educational leadership from Florida Atlantic University and completed post graduate work in leadership at Murray State University. Mrs. Haberman maintains that one of the greatest privileges of her professional career has been to serve the families of our heroic service members.

Mrs. Michelle Brandt, Assistant Prínicipal



Mrs. Brandt began her teaching career after graduating with a BA in Interdisciplinary Studies from Austin Peay State University. Her career began with DoDEA in 2004 as a sixth grade math teacher at Wassom Middle School. In 2009, Mrs. Brandt earned her Master's degree in Educational Leadership from Austin Peay State University. During her 15 years of teaching, Mrs. Brandt taught variety of classes to include math, social studies, creative thinking, and research. She also became AVID certified during that time. Mrs. Brandt was an Army medic prior to teaching. She also grew up as a military child who attended DoDEA schools. Mrs. Brandt's husband is a retired Army Combat Engineer and they have two children. Mrs. Brandt is honored to continue to support the students and families of the Fort Campbell Community.

Mahaffey Middle School

Contact Information

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Fax: (270) 439-3472

<http://www.am.dodea.edu/campbell>

DoDEA Mission

Educate, Engage, and Empower each student to succeed in a Dynamic world.

DoDEA Vision

To be among the world's leaders in education, enriching the lives of the military-connected students and the communities in which they live.

Mahaffey Middle School Mission Statement

Mahaffey Middle School is committed to empowering, encouraging, and equipping all students to be compassionate, self-motivated, lifelong learners.

School Improvement Goals

Goal 1: 80% of our students will demonstrate proficiency in Literacy.

Goal 2: 80% of our students will demonstrate proficiency in Math.

Mascot

Helicopters

Points of Pride

- **21st Century Teaching and Learning**
- **Staff Highly committed to the education of military connected children**
- **Strong collaborative culture with active Professional Learning Communities**
- **Spring of 2018 summative assessment shows that Mahaffey outperformed DoDEA in five of the six tested areas**
- **DoDEA Amercias Southeast District scored a 355.45 as compared to the AdvanceED Institutional Network 5-year average of 283.33. AdvanceEd is an accrediting organization that conducts rigorous, on-site external reviews of Pre-K-12 schools. They use a set of rigorous research-based standards, the accreditation process examines the whole school district-programs, cultural context, and the community stakeholders.**

Chain of Command

DoDEA Director

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4800 Mark Center Drive
Alexandria, VA 22350-1400

Area Director

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DoDEA Americas Southeast District Superintendent

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DoDEA Americas Southeast Kentucky Community Superintendent

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School Principal

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Dear Parents,

This handbook was built to assist you and your child with the information related to a DoDEA's Americas Middle School. It notifies parents/students and stakeholders of specific rules, regulations and procedures. The authorities pertaining to these rules, regulations and procedures may be found on the DoDEA Website. Policies can change throughout the school year. The most current policies can be found at: http://www.dodea.edu/official/policy_andlegislation/offices.cfm
As always, we are available to assist you in any manner.

Sincerely,

Mahaffey Administration

Interstate Compact

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.

Registration Information

Enrollment

Policy Reference: [DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended](#)

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, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended and DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997.

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including 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.

Online registration and re-registration at <https://www.dodea.edu/registration-process.cfm> was implemented in the spring of 2020 due to COVID 19.

Immunizations

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>

Grade-Level Placement

Policy Reference: [DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010](#)

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

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.

In accordance with DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

All DoDEA students, including students with disabilities, English language learners (ELLs), and students with accommodation plans, should be afforded the opportunity to participate in the standard DoDEA secondary curriculum.

Retention Philosophy

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

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

Research does indicate that:

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

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

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

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

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

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

Court Orders

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

Power of Attorney

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

Accelerated Withdrawal of Students

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

Attendance

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

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

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

- 1). Absent up to 25% of the school day = absent one-quarter of the school day.
- 2). Absent between 26%-50% of the school day = absent one-half of the school day.
- 3). Absent 51%-75% of the school day = absent three-quarters of the school day.
- 4). Absent 76%-100% of the school day = absent full-day.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for

reasons other than school-related activities:

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year.

Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

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

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

Accept for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused.

Fort Campbell Truancy Policy

The Following procedures will be followed for all students 13 and over:

1. School officials will follow procedures outlined in DoDEA Regulation 2095.01
2. Parents may excuse up to 10 absences or tardies in a school year. After 10 parental excusals have been recorded, subsequent absences or tardies will be considered unexcused and adjudicated accordingly.
3. The school may notify the IPMO (Installation Provost Martial's Office) when the student accumulates 10 unexcused absences. If notified, the IPMO will inform the parent/sponsor and sponsor's Battalion Commander of the requirement for the sponsor and student to attend the JRB (Juvenile Review Board). A student's failure to attend the JRB will result in the IPMO preparing a request to bar the student from the installation IAW CAM Reg 190-6.
4. The school may notify the IPMO when the student accumulates 15 unexcused absences. If notified, the IPMO will inform the parent/sponsor's Brigade Commander of the requirement for the sponsor and the student to attend the appropriate off-post Juvenile Court at the appointed date and time.
5. The school may notify the IPMO when the student reaches 20 unexcused absences. If notified, the IPMO will prepare a barring request IAW CAM Reg 190-6 to bar the student from the installation.

The following procedures will be followed for all children under the age of 13:

1. School officials will follow procedures outlined in DoDEA Regulation 2095.01
2. Parents may excuse up to 10 absences or tardies in a school year. After 10 parental excusals have been recorded, subsequent absences or tardies will be considered unexcused and adjudicated accordingly.
3. The school may notify IPMO (Installation Provost Marshall's Office) when the student accumulates 10 unexcused absences. If notified, the IPMO will inform the parent/sponsor and the sponsor's Battalion Commander of the Installations policy on Truancy. The sponsor's unit will be notified to escort the sponsor to the IPMO where he/she may be titled and/or recommended for charges as appropriate.
4. The school may notify the IPMO when the student accumulates 15 unexcused absences. If notified, the IPMO will inform the parent/sponsor and the sponsor's Brigade Commander of the Installation's policy on Truancy. The sponsor's unit will be notified to escort the sponsor to the IPMO where he/she may be titled and/or recommended for charges as appropriate.
5. The school may notify the IPMO when the student accumulates 20 unexcused absences. If notified, the IPMO will inform the parent/sponsor as well as the Installation Commander of the student's accrual of 20 or more unexcused absences. The sponsor's unit will be notified to escort the sponsor to the IPMO where he/she may be titled as appropriate. The IPMO will prepare a packet to bar the student from the installation. The IPMO may also prepare a packet to bar from the installation any non-service member parent guardian who is suspected to be complicit in the student's truancy.

How parents can help:

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

Appointments or Illness

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

Procedures for Absence Notification

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

Parents will be informed of unexcused absences. Students will be required to make up all missed

school assignments. Parents are strongly encouraged to work closely with their child's teachers to ensure all class assignments are completed in a timely manner.

Release of Students Policy

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

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

Tardy

Students arriving to school late or being dismissed early from school are signed in and out through the front office. The time and reason for being absent from school is noted for accountability. The chart below is used to document Tardy and Early Pick-up absences.

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

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

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

Books and Materials

Books on Loan

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

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

Textbooks and educational supplies are issued to students for their use. Students are responsible for the proper care and return of these materials. Parents are encouraged to help by placing book covers

on the books. Payment for lost or damaged books will be required in the following manner:

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

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

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

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

Threats Towards Others

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

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

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

Sexual Harassment and other Related Abusive Misconduct

Policy Reference: [DoDEA Administrative Instruction 1443.02, "Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response," February 21, 2019](#)

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

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

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

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

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

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

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

Classroom Assignment

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

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

Communication

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.

Telephone Communication

To avoid disrupting instructional time, only emergency messages from parents will be delivered to teachers in classrooms. All other messages from parents will be placed in teachers’ boxes or sent to the teacher via email, which they may be able to receive when they do not have students. In addition, the school intercom system will not be used to deliver messages to students or to check your child out of the classroom unless there is an emergency approved by an administrator.

Due to classroom transitions throughout the school day, it is not always possible to relay phone messages to students. To avoid disrupting instructional time, only emergency messages will be delivered directly to classrooms. Please provide your child with transportation/pick-up instructions prior to start of school.

Social Media

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

Curriculum-Specialized Programs

AVID

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

English for Speakers of Other Languages (ESOL)

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 an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

Gifted

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

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

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

identified for gifted services.

At the middle school level, gifted services may include:

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

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

Special Programs for Children with Disabilities

Child Find

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

Special Education

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

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

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

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

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

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

Disability Accommodations and Nondiscrimination

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

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.

Student Discipline and Conduct

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.

School Bus Behavior

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

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

Student Conduct

E3.1. General. Regulation 2051.1 does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct:

E3.1.1. While on school property.

E3. I .2. While en route between school and home or any school activity.

E3.1.3. While on vehicles owned by the Government or contracted by DoDEA schools for the transport of students.

E3. 1.4. During the lunch period on a school day, whether on or off campus.

E3.1.5. During or while going to or from all school-sponsored or school-supervised events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, an evening school-related activities.

E3. I .6. When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of- school actions. For out-of-school actions that involve First Amendment rights, there must be substantial disruption to the school.

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

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

E3.4. Discipline for Minor or First Offenses. A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat of danger to self or others through the use of written or oral reprimands or notice to the sponsor/parent/guardian, time out, teacher/student/conferences, suspension of school or extracurricular privileges, and by any other teacher intervention deemed by the teacher or principal to be appropriate. Minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity.

Nothing in this paragraph precludes the imposition of more serious disciplinary actions when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence than contemplated by this paragraph. Grade (score) reduction as a disciplinary action is not an appropriate means of discipline.

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

E3.5.1. Causing, attempting to cause, or threatening to cause, physical injury to another person; or has threatened to use or has used physical force against any person, including physical force that causes serious bodily injury to a person, as defined by section I 365(h)(3) of 18 U.S.C.(reference (k)).

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

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

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

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

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

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

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

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

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

E3.5.11. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This provision includes not only horseplay and other forms of disorderly conduct, but also includes: lying to and/or making false statements to school personnel, and/or the violation of other rules and guidance established for an orderly educational atmosphere.

E3.5.12. Failing to leave the school, the school grounds, the school bus, or otherwise failing to follow the instructions/directions of the principal or staff member in charge after being told to do so; or is otherwise not authorized to be present in such areas (e.g., expelled or removed).

E3.5.13. Gambling in any form.

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

E3.5.15. Bullying (including cyber bullying) another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to:

comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person).

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

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

E3.5.18. Forging, cheating, or plagiarizing the work of others. E3.5.19. Possessing or using fireworks

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

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

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

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

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

E3.7. Confiscation of Property. Authorized school officials may immediately confiscate any property

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

See appendix B for discipline Chart

Prohibited Items

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

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

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.

Surveillance

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

Virtual Classroom Expectations

The need to provide virtual instructions was apparent in spring of 2020. All students were provided with general expectations to promote learning and respect for all. Student behavior in the virtual environment is managed by the teacher and administration in partnership with parents. Please see below our virtual expectations:

InterNET + ETIQUETTE = NETIQUETTE (good manners for the internet)	
DO	DON'T
Be clear. Be on topic. Be respectful. Be brief. Be encouraging. Be considerate of limitations of teacher and other students. If using a profile picture remember to keep it school appropriate.	Acronyms and emoji’s. – Not universally understood. Be humorous – Not always interpreted the same. CAPS - All capital letters indicates yelling. Don’t offer criticism to any other students’ work unless specifically instructed to so as a part of the assignment. Don’t make excessively long posts. Don’t insult or discuss inappropriate topics. Don’t have extra information in your profile beyond what is requested.

When situations occur and learning and respect for others is impacted, discipline consequences may be initiated by the school. Please also see Student Discipline and Conduct on pages 25-28.

Weapons at School – DoDEA Policy

DoDEA has ZERO tolerance for weapons infractions.

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

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.

Political Freedom of Expression

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

Religious Expression

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.

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

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

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.

Fort Campbell Dress Code

Purpose

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

Guidelines

Clothing, jewelry, and accessories that promote illegal activity, or that are decorated with lewd, vulgar or obscene illustrations or language are not allowed. Clothing suggestive of: illegal drugs, drug paraphernalia, tobacco products, alcohol, sex, violence, hate speech, gang symbols, gang affiliation, obscenities, or lewd, vulgar or obscene language are specifically prohibited. The School Principal may exercise broad discretion in determining what is considered to be offensive. The School Principal also reserves the right to deem what is appropriate and/or offensive at after school functions.

Masks

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

Accessories

- Hats, scarves (worn as head coverings), bandanas, caps, rakes, picks, combs, or sunglasses may not be worn inside the school unless for religious or medical purposes previously coordinated with the School Principal.
- Dangerous jewelry such as dog collars, fish hooks, wallet chains, belt chains, spike jewelry or chains larger than 1/4 inch diameter are not allowed.

Pants

Pants must conform to the following:

- Leggings and spandex may only be worn under shorts, skirts, skorts, or dresses, long tunics, long shirts and not alone. Tunics and long shirts should be mid-thigh length if worn with leggings.
- Pajamas, sweat pants, athletic shorts and pants, flannel pants and lounging pants are not allowed.
- Sagging pants or visible underwear are not allowed.
- Pants that drop below the waist are not permitted.
- Jeans/pants will not have rips, tears, holes, or frayed areas.

Shorts/Skirts/Skorts/Dresses

- Must clearly be mid-thigh length.
- Be composed of nontransparent material at least to length of student's mid-thigh.

Shirts/Blouses/Tops

All shirts must meet the following criteria:

- All blouses and dresses must cover the tops of the shoulder; undergarments should not be visible.
- Sleeveless tops are authorized as long as the top of the shoulder is covered.
- Muscle shirts, tank tops, sheer or see-through tops, off-the-shoulder tops, spaghetti straps and shirts with cut out sleeves are not permitted.
- Low cut shirts revealing cleavage are not permitted.
- The back, tops of shoulders, and mid-section of the body are to be covered at all times.
- Shirt hems should be no shorter than hip/pockets.

Footwear

- Footwear must be worn at all times. Shoes may be sandals or backless shoes, dress or athletic.
- House shoes and flip-flops are not permitted.
- Any other footwear deemed unsafe will not be allowed during the school day; such as shoes with wheels or cleats.

Jackets and Bags

- Light jackets (jean jackets, letterman jackets, and school sport/club jackets), pullovers, and sweatshirts with and without hoods may be worn. Hoods must be down at all times. This practice will be reviewed in January 2017 to determine compliance. If it is determined that students are continuously being corrected by teachers for wearing hoods during the school day, the dress code will be amended and hoodies will not be permitted for the remainder of the school year. Heavy winter coats/outerwear must remain in the locker throughout the day.
- Coats, book bags, backpacks, gym bags, athletic bags, purses, etc. are to be stored in the students' lockers during school hours.

Enforcement

The school administration shall have the right to evaluate any clothing, hair style, or piercings to determine its acceptability within the guidelines of the dress code. Administrators shall also have the right to make an interpretation on the decency and appropriateness of any garment. The administration recognizes the inconvenience involved for parents to bring corrective clothing to school during the day; however this may be required if the student is unable to or chooses not to correct the infraction with alternate clothing.

- It is the responsibility of the **student** to be knowledgeable of and comply with Fort Campbell Schools' dress code.
- It is the responsibility of the **parent** to ensure that the dress code is observed.
- It is the duty of the **teacher** to ensure that the dress code is enforced fairly and consistently.
- It is the final decision of the **administration** to deem what meets or does not meet dress code.

Consequences

Violations corrected **prior to the tardy bell** for their **first class** will not count as a dress code offense.

Students found in violation of the policy **after the tardy bell for their first class** will be sent to ISS.

Students will be encouraged to contact their parent if necessary for proper clothing and given an

opportunity to comply with dress code. Once students are in compliance, they will be able to return to class.

- **1st offense** - Dress code is corrected and parent is notified.
- **2nd offense** - Dress code is corrected, parent is notified, and the student will receive 1 after school detention.
- **3rd offense** - Dress code is corrected, parent is notified, and the violation will result in appropriate disciplinary action. The student may receive in-school or out of school suspension or a combination of both.

Dress code violations beyond 4 will be referred to the administration. If the dress code violation cannot be corrected, the student will remain in ISS and classwork will be provided.

Education Student Services

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

Counseling

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

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

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

School 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.

Student Illness

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child's benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.

- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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

Parent Notification

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

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

Allergies and Chronic-Acute Conditions

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

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

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

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

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

Medication at School

When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Consent Form. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

First Aid and Emergency Care

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

School personnel will administer first aid as efficiently as possible to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding

the delivery of emergency care for the dependent student.

It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.

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

School Psychology

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.

EXTRACURRICULAR ACTIVITIES

All after school clubs and activities (i.e. intramurals, art, math counts, etc.) will normally meet only on days that the school follows a full day schedule, NOT on early release days. Extended Learning Opportunity (ELO) will be provided to students prior to meeting and is for those that are in after school clubs and activities only. There is an extra-curricular activity bus for students who participate in these activities. Notification of these activities will be published in the parent newsletter along with the day and time of the activity. In addition, due to unforeseen training, meetings, or teacher absences, an activity may be canceled without advanced notice. The sponsoring teacher will endeavor to notify students and parents of the canceled activity if time permits. If the activity is canceled at the last minute, students will be notified through the school intercom system at the end of the instructional day.

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.

At Fort Campbell, many of our students participate in competitive sports at the high school.

Athletics

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

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Facilities

Access to Facilities

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

If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

Grading and Report Card Procedures

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

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4–12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System. To create an account and access the EGB System, please visit the [DoDEA Web site \(https://dodea.gradespeed.net/gs/Default.aspx\)](https://dodea.gradespeed.net/gs/Default.aspx) 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)

Students may earn high school credit at the middle school level

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Policy Reference: [DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children,” February 4, 2016](#)

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

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.

System Wide Assessments

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

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01,

“Comprehensive Assessment System,” October 4, 2018. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

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

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

Homeschool

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.

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



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

Students are responsible for ensuring that they: Understand the homework assignment.

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

Complete the homework in the assigned format and turn it in when it is due. Participate actively and cooperatively in the evaluation of their homework when appropriate.



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

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

Information Center (Library)

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

Lunch Program

Cafeterias operate in all Fort Campbell schools and serve nutritious breakfasts and lunches. Daily menus are online at www.am.dodea.edu/Campbell/FCCSCO/Pages/Menu3.htm.

Breakfast and Lunch Prices

BREAKFAST: Free Breakfast: NO CHARGE
CHARGE Reduced Breakfast Daily (1 meal):\$0.30
Full Price Breakfast Daily (1 meal): \$1.85
Extra Milk .40
Adult Breakfast 2.50

LUNCH: Free Lunch
Reduced Lunch: \$0.40
Full Price Lunch: \$2.45
Extra Milk .40
Adult Lunch 3.50

Food and Nutrition Services Meal Account

For each student, the Food and Nutrition Services Office creates a meal account. Parents have the responsibility to ensure adequate funds are available in the meal accounts at all times to avoid negative balances. Meal account payments are taken daily in the cafeteria. Checks are no longer accepted as payment for meal accounts. For those parents interested in making payments by credit/Debit Card, www.k12paymentcenter.com provides access to a 45-day history of what students are buying for breakfast and lunch. For more information parents may go to the website to register or contact the FCS Food Service office at 640-1211 extension 5011 or 5024.

Food Allergies

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

Outstanding Lunchroom Balances and Charges

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

Negative balance letters will be sent out at least twice a month when students have charged seven meals to their account.

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

Parents may call for an account balance at any time. Money may be sent with the student, or parents may come to the cafeteria to make payments.

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

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

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

Free or Reduced Priced Meals Application

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

You can now apply for Free and Reduced

Lunch online: Go to

www.LunchApplication.com

Note: No student will be deprived of a meal at school regardless of lunch account balance.

However, we encourage families to keep lunch account balances current.

Sack Lunches for Field Trips

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

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

Lunch

Please ensure that the lunch:

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

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

Parties and Parent's Lunch at School

All children eat at school whether they buy or bring their lunch. If you wish to eat lunch with your child on special occasions, please sign in at the front office.

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in "birthday treats" to share.

Lunchroom Behavior

- *Conversation is allowed and encouraged, but quiet inside voices must be used. talking or yelling across tables is not allowed.
- *Once seated, the students will stay at that table and location for the entire lunch period.
- *Each student is responsible for cleaning up his/her area.
- *Good table manners are expected at all times.
- *Poor behavior in the lunchroom will lead to a different seating assignment and/or a referral to the Principal/Assistant Principal.
- *If a student needs to get up, he/she must raise his or her hand to get permission from an adult. A student must request permission to: use the restroom, get water, return to serving line, see the nurse or counselor, etc.



Lunch Program

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

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 with your child
- Volunteer in your child's classroom
- Establish a daily study time at home (even when there's not homework)
- Ask about joining the Continuous School Improvement meetings
- Keep informed of school events and activities by reading the School newsletter and our child's classroom newsletter
- Communicate frequently with your child's teacher. Prepare for and participate in parent-teacher conferences.

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

Parental Questions and Concerns

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

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

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

Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office, 270-439-1927

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

Parent/Teacher Conferences

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 Teacher Organization

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



PTO Objectives

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

Specific objectives include:

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

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

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

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

School Board

Policy Reference: [DoD Instruction 1342.25, "School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," October 30, 1996](#)

DoDEA school administrators, in partnership with sponsors/family members, students and military leaders, promote communication through the establishment of advisory committees to address issues (school initiatives, procedures and policies) at the local level. This is one way for parents to get involved in their child's education. Consult your child's school to learn more about school advisory committees (DoDEA-Europe and DoDEA-Pacific) or school boards (DoDEA-Americas).

Recognition and Awards

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

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

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

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

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

Safety

Animals and Pets

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes in session), the animal or pet owner must first have written approval from the Principal. Animals that could cause injury or harm to any person, **WILL NOT** be brought to school. The pet owner will provide a copy of the Veterinarian certificate for the Principal and School Nurse prior to bringing the animal or pet into the school. A copy of this certificate

must be kept in the classroom at all times and a copy retained by the School Nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If your child has any animal allergies, please notify our School Nurse in the school Health Office.

Emergency Evacuation

In accordance with our antiterrorism/force protection plan, the school will be evacuated unless otherwise determined by the command and our district office. In cases where the school has to evacuate the premises due to any safety concerns, the students and staff will evacuate to designated locations away from the threat. If we have to leave the school area and/or send students home we will make every effort to contact each sponsor.

During the time of any evacuation, all students will remain with their teachers. If information is received from our district office or from the Command Post to send students home, the school will then release the student(s) to the parent/guardian provided proper identification has been presented. We appreciate your cooperation during times such as these. Again, it is imperative that the school has updated contact information in case of any type of emergency. Please contact the school office to ensure all contact numbers are updated and current.

Emergency School Closure

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

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

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

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

School Closures due to Weather

There are times when weather situations could result in school closures. Updated information is regularly broadcast on local tv channels and/or local radio stations, as well as through our AtHoc system. Please remember that Fort Campbell Schools are independent of Christian County and Montgomery County schools.

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 school office and a contact name and number will be provided to you. The school is not responsible for the quality, misplacement, or services of school pictures.

Staff Development/Early Release

Teaching is a dynamic profession, therefore, teachers need to constantly receive in-service training to ensure that they are current and on the cutting edge of what is happening in the field of education. DoDEA incorporates in-service and staff development days throughout the school year. 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. These dates are noted on the school calendar as soon as planned and throughout the year in our school newsletters.

Student Hours

Before or After school care should be arranged by the parent with child care providers or Taylor Youth Center.

Students may enter the building at 7:00 AM. Breakfast is served every morning for interested students.

School Instructional Hours:

M, W, Th, F 7:25 -2:35 Tuesday 7:25-1:20

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

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

Student Drop Off/Pick up

Parking is permitted in designated areas only. Parents dropping off their students should enter off South Carolina Ave and come to the Southside of the building. Students will enter through the main doors. Parents should then proceed around the building to exit. Parents picking up their students are asked to park on the Southside of the building. If needed, parents may form a single line. Please try and provide enough room for cars to pass on your right. Extreme caution is always needed as students will be walking in this area.

Bicycles

Some students who live close to the school arrive and depart the school on bicycles. These students should wear helmets (due to past regulations) and safety equipment as needed. Take precautions, obey traffic rules and use extra care crossing streets when riding bikes to and from school. Students are to walk their bicycles on the sidewalk and not on the grass.

Bicycle Racks

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

Walkers

Due to the heavy traffic on Screaming Eagle Blvd., we will not allow students to cross this busy road without an adult chaperone.

Student Supplies

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

Study Trips

Academics are not restricted to the classroom, but take place in the community as well. Therefore, study trips may be ongoing throughout the school year. A letter from your child's teacher, to include the date, time, and destination of the study trip, will be sent home prior to the planned trip. At various times during the school year, classes may take study trips as part of the instructional program. Study trips are considered part of the instructional day. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the school. Parents may attend the study trip with the child if coordinated with the teacher in advance. Chaperones may not bring siblings/infants on a study trip. As an invited chaperone, one's responsibility must be to help supervise all the students in the classroom.

Guidelines for Chaperones

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

Technology

Computer Access/Internet Policy/Electronic Devices

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

Each student, together with the student's parent or guardian (if applicable), shall acknowledge and sign Form 700, "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is

assigned a user account. In accordance with Enclosure 4 of DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010, the following are required of all students:

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

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

Transportation for Students

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.

Visitors and Volunteers

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor’s badge, which is to be displayed conspicuously at all times while on school

grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

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.

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

Mahaffey Middle School Supply List

updated 6/24/2020

6th grade	
<ul style="list-style-type: none"> • 2-inch three-ring binder • 1 set of 8-tab dividers • Zipper binder pencil pouch • Lined notebook paper • Pencils (no colored lead) • Lead refills (if using mechanical pencils) • Dry Erase Markers • Personal headphones 	<ul style="list-style-type: none"> • Highlighters (at least 2 colors) • Pens (blue and black ink only) • 1 composition notebooks • Glue sticks • Erasers • 2 one-subject spiral notebook • 2 pocket folder with brads(one green, one a different color)
7th grade	
<ul style="list-style-type: none"> • 4 packs of loose leaf notebook paper • Erasers (large or pencil top) • 2” three-ring binder or “Trapper Keeper” with 6 dividers • Pencils (please check throughout the year, if using mechanical pencil, student must have extra lead) • 2 three-subject notebooks with a red cover (Math) • Any Color Spiral Notebook (SS) 	<ul style="list-style-type: none"> • Five-subject spiral notebook (Science, for interactive notebook) • 4 Pocket folders for binder (red, blue, yellow, green) • 2 composition books (ELA) • 1 Bottle Elmer’s Glue • 2 Glue Sticks • Colored pens • Pencil pouch for binder • highlighters • personal headphones
8th grade	
<ul style="list-style-type: none"> • 2 or 3-inch ring binder • 1 set of Folders or dividers for 6 subjects (to go in binder) • loose-leaf paper • 2 composition books • 1 spiral notebook • Personal headphones 	<ul style="list-style-type: none"> • pens • pencils • highlighter • colored pencils • graph paper • 12 inch rule
Enrichment	
<p style="text-align: center;"><u>Spanish</u></p> <p>Any student taking Spanish (either a semester in 6th and 7th grade or Spanish 1 in 8th grade) needs the following: 1 spiral notebook, composition book, or a section for Spanish in their binder, and 1 red pen.</p> <p style="text-align: center;"><u>AVID</u></p> <p>9 plastic sheet protectors 7 different colored highlighters 7 colored tab subject dividers 1 Zipper pouch to store supplies, 3 hole punched (heavy duty and clear if possible) Please speak with the AVID teacher for assistance if your child has any difficulties furnishing these supplies.</p>	<p style="text-align: center;"><u>Band</u></p> <p>Band students need a folding or table top music stand for home practice. These may be bought commercially or made. Our band director can furnish instructions for those that wish to make. Percussion students for home practice require - Stick bag 7th & 8th Grade - Vic Firth T1 Timpani Mallets, Vic Firth M3 yarn Mallet or Equivalents. (Some arrangements may be made to sign these items out from the school.)</p> <p>FLUTE - Flute Swab CLARINET - 4 Working Reeds, (6th #2 ½, 7th & 8th #3 to #3 ½), Clarinet Swab SAXOPHONE - 4 Working Reeds, (6th soft to medium soft, 7th & 8th medium to medium hard), Saxophone Swab TRUMPET, FRENCH HORN, BARITONE, TUBA - Valve/Rotor Oil TROMBONE - Slide Oil or Cream.</p> <p>We encourage all parents and students to speak with our band director if there are concerns obtaining these supplies.</p>

**The school will be providing all students with 2 washable masks. Students may also wear their own mask and should have their name written on the mask with a permanent marker.
 NO backpacks at the beginning of the year. Utilize string/cinch bags instead of backpacks

APPENDIX B: MIDDLE SCHOOL DISCIPLINE CHART

DoDEA Regulation 2051.1 permits DoD schools to supplement the DoDEA regulation to address various disciplinary offenses. This is a "guide" to help students and parents understand the potential range of disciplinary consequences; however, this "guide" is subordinate to DoDEA Regulation 2051.1. Administrator's discretion applies to all areas where there is a choice or range of days for consequences.

Southeast District Discipline Matrix Secondary Schools

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

<p>Assault (Sexual) to include groping, fondling, unwanted Flirting, and non-consensual sexual acts</p>	<p>3 day Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p>	<p>3-5 day Suspension</p> <p>Notification to Parent</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Proof of out-of-school program support</p> <p>Removal from school sponsored events for agreed upon time frame</p>
<p>Cheating/plagiarism (To include copying papers, copying test/quiz answers, talking during test/exams, sharing test questions and answers, etc.) and plagiarizing the work of others</p>	<p>1 day after school detention, teacher gives no credit on assignment, Teacher-Parent-Student conference</p>	<p>1 day of In School Suspension</p> <p>Teacher gives no credit on assignment</p> <p>Teacher-Parent-Student conference.</p>	<p>2 days of In School Suspension</p> <p>Teacher gives no credit on assignment. Teacher-Parent-Student conference.</p>
<p>Dangerous Weapons Possessing, using, or transferring to another person any dangerous weapons at school or at school sponsored activities (ex: firearms, knife, explosive or incendiary device)</p> <p><i>*if firearm automatic 1 year expulsion*</i></p>	<p>5 Day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>5-10 day Suspension</p> <p>Notification to Parent</p> <p>Notification of Military Police</p> <p>Mandatory in school Counseling Program</p> <p>Removal from school sponsored events for agreed upon time frame</p>	<p>Suspension from school with Expulsion Hearing</p> <p>Notification to Parent</p>

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

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

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

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

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

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

Public display of affection, etc. (PDA)	1 day after school detention Counseling Referral	1 day of in-school suspension Counseling Referral	1- 3 days of out of school suspension and a counseling referral. Parent Conference requested.
Profanity/vulgarity, words gestures, cursing/swearing	1 - 3 days School Detention Notification to Parent	3-5 days School Detention Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	1 to 3 days Out of School Suspension Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame
Skipping class/Leaving Campus without Permission	1 - 3 days School Detention Notification to Parent	3-5 days School Detention Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame	3 days In School Suspension Notification to Parent Mandatory in school Counseling Program Removal from school sponsored events for agreed upon time frame

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

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

Appendix C: DoDEA-Americas, Fort Campbell School Bus Safety/Behavior Standards

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply with all school rules with the "Behavior Standards for School Bus Students."
2. Board and exit the bus in an orderly, safe manner.
3. Present bus pass when boarding the bus, and upon demand.
4. Remain seated while on the bus.
5. Talk with other passengers in a normal voice.
6. Keep all parts of the body inside the bus windows.
7. Keep aisles, steps, and empty seats free from obstruction.
8. Remain fully and properly clothed.
9. Treat the driver and fellow students with respect.
10. Promptly comply with the bus driver's or monitor's instructions.
11. Treat the bus and other private property with care.
- 12.

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

1. Fight, push, shove, or trip other passengers
2. Use or possess unacceptable items identified in the school "Code of Conduct."
3. Push while boarding, on, or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps, or seats.
9. Engage in public displays of affection.
10. Eat, drink, or litter on the bus.
11. Use profane or abusive language or make obscene gestures.
12. Spit or bite.
13. Harass, bully, or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat, or touch bus operating devices or equipment.
17. Open or try to open bus door.
18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.
20. Violate any other school rule, law or military installation regulation.

Appendix D: Consequences for Bus Infractions

CHOOL BUS DISCIPLINE MATRIX (DoDEA Regulation 2051.1, E.8.A3)

LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5,14)

Fighting, pushing, shoving, or tripping • Use or possession of unacceptable items identified	<input type="checkbox"/> 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 w	<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
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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
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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
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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 	
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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, 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.

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

APPENDIX E: SCHOOL VOLUNTEER APPLICATION

SCHOOL VOLUNTEER APPLICATION

SCHOOL VOLUNTEER APPLICATION	
PRIVACY ACT STATEMENT	
<p>AUTHORITY: Section 113 of title 10 (Secretary of Defense), section 13041 of title 42 USC 13041 (Crime Control Act of 1990), and section 552a of title 5 (Privacy Act) of the United States Code, and E.O 9397 (SSN) authorize the collection of this information.</p> <p>PRINCIPAL PURPOSE: To obtain information to determine applicant suitability for acceptance as a DoDEA volunteer.</p> <p>ROUTINE USE: Disclosures of the Social Security Number and other personal information within the Department of Defense are authorized upon a demonstrated "need to know" to perform an official duty, including, but not limited to: (1) DoD attorneys rendering advice and assistance, and (2) DoD law enforcement or security activities concerning a law enforcement or security investigation. Other routine disclosures of relevant and necessary information are authorized to agencies outside of the DoD by DoDEA and DoD Privacy Act Systems Notices, and by government-wide systems notices which may be found at http://www.defenselink.mil/privacy/notices/osd/.</p> <p>DISCLOSURE: <u>VOLUNTARY</u>. Failure to disclose the information may delay or render an individual unable to participate in the volunteer program</p>	
Instruction: Provide complete information. Only completed applications can be considered.	
NAME:	SSN:
SPONSOR'S NAME:	SSN:
MAILING ADDRESS:	HOUSE ADDRESS:
Home telephone: (Area code first)	Duty telephone: (Area code first)
Facsimile number: (Area code first)	E mail Address:
List the school (s) where you are applying as a volunteer:	
1. _____	
2. _____	
3. _____	
Check all services for which you are interested in volunteering:	
<input type="checkbox"/> Classroom Activities	<input type="checkbox"/> Field Trips (Over night)
<input type="checkbox"/> Lunchroom Monitor	<input type="checkbox"/> Extracurricular Activities
<input type="checkbox"/> Bus Monitor	<input type="checkbox"/> Athletic Coaching
<input type="checkbox"/> Playground Supervision	<input type="checkbox"/> Chaperone for Student Field Trips
<input type="checkbox"/> Library Media Center	<input type="checkbox"/> Tutoring
<input type="checkbox"/> Field Trips (Day)	
<input type="checkbox"/> Other (Please specify all others)	
Complete the following questionnaire. If you answer yes, provide information requested in the space provided. If additional space is needed to answer a question, use a blank piece of paper with your name and SSN noted at the top of the page.	

SCHOOL VOLUNTEER APPLICATION

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

VOLUNTEER AGREEMENT FOR			
<input type="checkbox"/> APPROPRIATED FUND ACTIVITIES	<input type="checkbox"/> NONAPPROPRIATED FUND INSTRUMENTALITIES		
PART I - GENERAL INFORMATION			
1. TYPED NAME OF VOLUNTEER <i>(Last, First, Middle Initial)</i>			2. YEAR OF BIRTH
3. INSTALLATION		4. ORGANIZATION/UNIT WHERE SERVICE OCCURS	
5. PROGRAM WHERE SERVICE OCCURS		6. ANTICIPATED DAYS OF WEEK	7. ANTICIPATED HOURS
8. DESCRIPTION OF VOLUNTEER SERVICES			
PART II - VOLUNTEER IN APPROPRIATED FUND ACTIVITIES			
9. CERTIFICATION			
<p>I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services, tort claims, the Privacy Act, criminal conflicts of interest, and defense of certain suits arising out of legal malpractice. I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services I will be providing.</p>			
a. SIGNATURE OF VOLUNTEER			b. DATE SIGNED (YYYYMMDD)
10.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>		b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)
PART III - VOLUNTEER IN NONAPPROPRIATED FUND INSTRUMENTALITIES			
11. CERTIFICATION			
<p>I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services and liability for tort claims as specified in 10 U.S.C. Section 1588(d)(2). I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers, and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services that I am offering.</p>			
a. SIGNATURE OF VOLUNTEER			b. DATE SIGNED (YYYYMMDD)
12.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>		b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)
PART IV - TO BE COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR			
13. AMOUNT OF VOLUNTEER TIME DONATED		14. SIGNATURE	15. TERMINATION DATE <i>(YYYYMMDD)</i>
a. YEARS <i>(2,087 hours= 1 year)</i>	b. WEEKS	c. DAYS	d. HOURS
16.a. TYPED NAME OF SUPERVISOR <i>(Last, First, Middle Initial)</i>		b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)

Appendix F: 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

