

Parent-Student Handbook

SY 2020-2021

***Excellence in Education for Every Student,
Every Day, Every Where***

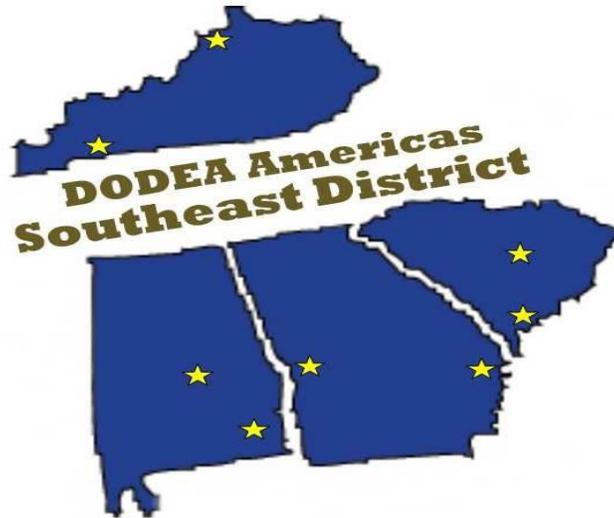
Department Of Defense Education Activity (DoDEA)-Americas

DoDEA Americas

SOUTHEAST DISTRICT

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

DoDEA Vision: Excellence in Education for Every Student, Every Day, Everywhere



Americas Southeast District Superintendent's Office

900 Santa Fe Rd

Fort Benning, Ga 31905

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

Ellis D. Parker Elementary School

Bld. 21041, P.O. Box 620279

Fort Rucker, AL 36362

Office Hours: 7:00A.M.- 4:00P.M.

Phone: (334) 255-1607

Email: parkeres.office@dodea.edu

K-6

7:45A.M. Buses Arrive

8:00A.M. Instruction Begins

3:00P.M. Dismissal

*Thursday is Early Release at 1:45P.M.

PreK A.M.

8:00 A.M. - 11:00 A.M.

*Early Release Thursday 8:00A.M. - 10:30P.M.

PreK P.M.

12:30P.M.- 3:00P.M.

*Early Release Thursday 11:45A.M. - 1:45P.M.

Mission:

Engage And Empower Learners
For Excellence In A Global Society.

Vision:

Inspired And Compassionate Learners
Striving For Excellence

DoDEA_Fort_Rucker_Schools SY2020-21

<p>July 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>H</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>3 Independence Day (observed)</p>	S	M	T	W	T	F	S				1	2	3	4						H		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>August 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> 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(CCR)</p>	S	M	T	W	T	F	S			1	2	3	4	5					ER	PL		6	7	8	9	10	11	12		H	PK		ER			13	14	15	16	17	18	19					ER			20	21	22	23	24	25	26					ER			27	28	29	30				PL							<p>October 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td></td><td>H</td><td></td><td></td><td>ER</td><td></td><td></td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td></td><td></td><td></td><td></td><td>QE</td><td>TW</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>ER</td><td></td><td></td></tr> 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DoDEA Americas Southeast District Is A 21st Century Learning Community



Chain of Command

DoDEA Director**Mr. Tom Brady**

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

DoDEA Americas Southeast Superintendent**Dr. Christy Huddleston**

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Phone 706-545-7276
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DoDEA Americas Southeast Community Superintendent**Dr. Lisa Brooks Coleman**

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Fort Benning, GA 31905
706-545-8232

Ellis D. Parker Elementary School Principal**Dr. Vicki Gilmer****Ellis D. Parker Elementary School Assistant Principal****Ms. Mary Salerno**

Dr. Christy L. Huddleston

DoDEA Americas Southeast District Superintendent



Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012. Beginning with the 2016 – 2017 school year, Dr. Huddleston will serve as the Superintendent for the DoDEA Americas Southeast District; which include schools at Fort Knox, Fort Campbell, Laurel Bay, Fort Jackson, Fort Stewart, Fort Benning, Fort Rucker and Maxwell AFB.

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

starting in 2009.

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

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

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

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

Mr. Gregory Bull

DoDEA Americas Southeast District Chief Of Staff



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

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

Mr. Bull received a Bachelor of Arts degree from Coker College in Hartsville, South Carolina. He received a Master's degree in Special Education from the University of South Carolina in 2004. Subsequently, Mr. Bull also received a Master's Degree in Education Administration and Supervision from the University of Phoenix in 2009. "Mr. Bull has developed outstanding relationships with his colleagues, parents, community members and military partners on bases that he has served in his leadership capacity," said Dr. Huddleston. "Mr. Bull is a valued leader in the DoDEA organization and is often consulted by other leaders regarding his approach to crisis response, change management, and program implementation. He has a strong work ethic and can build trusting relationships resulting in improvement in organizational capacity."

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

Dr. Lisa B. Coleman **Community Superintendent, Georgia/Alabama**



Lisa Brooks Coleman is the Community Superintendent for the Georgia/Alabama District, encompassing Fort Benning, Fort Rucker, and Maxwell AFB Schools. Prior to being named to this position, she served as the Georgia/Alabama District's Assistant Superintendent. She began her career in 1986 as a high school biology teacher in Charlotte, North Carolina. She taught 7th grade life science in Hinesville, Georgia and special education in Greenville, South Carolina. In 1991, she taught high school biology at Central High School in Phenix City, Alabama, and later she transferred to South Girard Junior High School where she served as a guidance counselor. She then served as the Assistant Principal at Central High School where her primary focus was on curriculum/instruction and professional development. In 2000, she was selected and served as an elementary school principal. In 2003, she was named as the

District Director of Career and Technical Education for Phenix City Schools. Beginning in August 2009, Dr. Coleman served as the District Director of Secondary Curriculum and Instruction and Federal Programs. Dr. Coleman has experience working in school settings at all grade levels (elementary, middle, and high school) as well as leadership positions at the district office.

Dr. Coleman completed her Doctorate of Philosophy in Administration, Supervision and Curriculum at Auburn University in the School of Educational Foundations, Leadership, and Technology in 2016. She holds an Educational Specialist and Master's add-on in Educational Leadership and School Administration from Troy University. She also holds a Master's Degree in Guidance and Counseling from Troy and a Bachelor of Science in Biology from South Carolina State University.

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

Dr. Vicki Gilmer

Principal, Ellis D. Parker Elementary School



Dr. Vicki Gilmer has over 30 years of experience with DoDEA serving as a teacher and an administrator. Dr. Gilmer has proudly devoted her career to the Fort Rucker military community. Dr. Gilmer began her career with DoDEA at Fort Rucker Primary School serving 20 years teaching kindergarten, first grade, second grade, Reading Recovery. In 2000, she was selected as the Teacher of the Year. She began her administrative career as the assistant principal at Ft. Rucker Primary School. Dr. Gilmer earned a Bachelor's of Science degree from the University of Alabama, a Master's degree from Troy University and a Doctoral (PhD) degree in Curriculum and Instruction from Auburn University. Dedicated to the field of education, Dr. Gilmer also serves as an adjunct instructor at Troy University-Dothan.

Dr. Gilmer and her husband, Shawn, reside in Headland, Alabama, with their two children, Delaney and Sam. In school year 2010-11, Dr. Gilmer was selected to be the Principal at Fort Rucker Elementary School and has thoroughly enjoyed being a member of the Ft. Rucker family.

Mrs. Mary Salerno Assistant Principal, Ellis D. Parker Elementary School



Mrs. Salerno earned a Master's of Science in Education, with a specialization of Leadership in Educational Administration from Capella University in 2007. She has also completed a Master's of Art with an emphasis in Teaching English as a Second Language from Nova University in 1993. She received her Bachelor of Science in Elementary Education and Library Science degree from the University of Wisconsin, Eau Claire in 1985. Mrs. Salerno has dedicated her life to supporting military families in education. While teaching in Panama, she enjoyed the opportunity to be involved with all branches of the military stationed in the Canal Zone. Next, she supported mainly Army families in Livorno Italy while working at Livorno Unit School. She held her first administration position as Assistant Principal at Hohenfels Elementary School in Germany. From there she was promoted to Principal of Rainbow Elementary School in Germany. When Rainbow

Elementary closed in 2015, Mrs. Salerno transferred to Ramstein Intermediate School on Ramstein Air Base where she served as principal for four years. Mrs. Salerno currently serves as Assistant Principal at Ellis D. Parker Elementary School.

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Accreditation

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

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

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

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

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

DoDEA School Rules, Regulations And Procedures

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

Interstate Compact On Educational Opportunity For Military Children

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

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

Visitors and Volunteers

[Policy Reference: https://www.dodea.edu/Offices/Security/upload/Volunteer-Operational-Guide.pdf](https://www.dodea.edu/Offices/Security/upload/Volunteer-Operational-Guide.pdf)

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

Access To School Facilities

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

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

School Board

School Boards act in an advisory capacity, providing input to the community superintendent and administrators in the area of fiscal, personnel and educational policies, procedures and programs. The DoDEA community superintendent makes the final decisions on matters affecting the school community. School board members are expected to attend all open and executive session school board meetings.

Enrollment Information

Registration

[Policy Reference: DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," December 2008, 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 all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

Student Immunization Requirements

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

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

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

Acceptable forms of official proof of immunization status may include, but are not limited to:

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

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

For a list of required immunizations please visit:

https://www.dodea.edu/Offices/Regulations/dodea_forms/upload/DoDEA-2942-0-M-F3.pdf

Immunization Exemptions

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>

Student Grade-Level Placement

[Policy Reference: DoDEA Regulation 2000.03, "Student Grade Level Placement," March 26, 2004](#)

[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.

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.

Alternative placements will go through the school's grade placement committee.

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

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

An English Language Learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007, DoDEA's ESOL Program is 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.

Transcripts/Records Policy/Access To Student Records

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

Accelerated Withdrawal

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

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 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.

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

Change In Student Information

It is imperative we maintain accurate, up-to-date information on each student enrolled in our school. We are legally required to maintain current orders or extension to orders in order to enroll or reenroll all students. Please notify the school immediately of changes including, but not limited to the following. Information can be updated via DORS portal or by email parkeres.office@dodea.edu.

- Home, Mailing, or Email Address; Cell or Work Telephone numbers
- Emergency Contact Information
- Rotation Date or Updated Orders
- Student's Name; Student Health Concerns or Allergies

Non Custodial Parent Rights/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.). Court orders are maintained in the student's registration 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 is attending school, consider obtaining a special power of attorney to be used in case of emergency. Also, inform the school office, school nurse, and teacher of the name, address, and telephone number of the person taking care of your child. The School Registrar will keep a copy of the power of attorney in your child's file.

Withdrawals And Transfers

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

Elementary school withdrawal is different from higher grades regarding requirements and is based on the 20-day rule. With ten days prior notification, parents are welcome to pick up student records from the office on the last day of student attendance, after 2:30 p.m. The sponsor/spouse must sign for records.

Home-School Students

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

Attendance Information

Student Attendance

[Policy Reference: DoDEA Regulation 2095.01, "School Attendance," August 12, 2013, 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.

Appointments or Illness

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 And Appointment Notification And Release Of Students

Parents must report to the school office and sign-out or sign-in their student. Students will not be released from school on the basis of a phone call. Students will only be released to parents, approved emergency contacts, or a person designated by the sponsor's military unit. Absence notification is required via email: parkeres.office@dodea.edu. Extended absences, more than 3 days, require prior administrative approval.

Transportation Information

Student Transportation Services

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

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

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

Student Transportation And Bus Procedures

Student transportation is the responsibility of the Transportation Office with support from the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools. All Pre- Kindergarten, PSCD and Kindergarten students MUST be picked up by a parent/guardian at the child's bus stop location. Bus drivers are not authorized to release these students if the parent/guardian is not there to pick them up. Students will be brought back to the school office and parents will be notified to come pick them up. Students must be picked up immediately after the sponsor is notified, or Security Forces may be notified. Parents, sponsor, guardians and students are reminded that bus transportation to and from school is a privilege, which can be revoked administratively when students violate the expected standards of conduct and discipline while riding the bus.

Students should follow the same basic guidelines as listed under Behavior Management Plan. When a student violates these rules which have been provided for student safety and well-being, school administrators or transportation officials can suspend student's bus privileges. It then becomes the sponsor's responsibility to provide transportation to and from school for the student during the period of suspension. All questions concerning student transportation should be addressed to the transportation office (334) 709-4009.

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.

Ellis D. Parker Elementary Standard Operating Procedures For Student Transportation Change Requests

1. References:
 - a. GC Policy Memo 18-39 (Fort Rucker Child Supervision Policy), 23 August 2018.
 - b. Parent and Student Handbook, SY 2020 – 2021.

2. Transportation change will be e-mailed by parents to the following e-mail: parkeres.office@dodea.edu. Emails must be received from an email address on file in the school office. The changes must include full name of the child, child's grade level and teacher, normal transportation type, date(s) of requested change, and a full explanation of the change to include a new address and/or new bus number.

3. One time transportation changes will only be received and implemented no later than 12:00 CST on the actual day of the change. AM Pre-K notices must be received no later than 10:00 CST. Recurring changes will only be accepted no later than the above designated times on the first day of implementation and do not require daily or weekly contact from the parent. Recurring changes will be tracked and monitored by office personnel.

4. Teachers are responsible for ensuring Substitute teachers are aware of this policy and the procedures for each school. Teachers in Neighborhoods and grade level teams will assist Substitute teachers with this dismissal procedure. This policy will also be included in the Substitute Teacher Information binder.

5. When an e-mail is received by the designated Ellis D. Parker Elementary office staff member, a reply will be sent to the parent, parkeres.office@dodea.edu, bus contractor, and student's homeroom teacher. The reply to all will be "Received". The e-mail will then be printed and important information highlighted. Each grade level will utilize the following procedure:
 - (1) The change is written on the transportation change board in the child's grade level neighborhood next to the teacher's name. If a change is for several days it will be left on the board until the child resumes regular transportation.

 - (2) Teachers check the board and put a transportation change sticker on the child's backpack strap on top of regular bus tag. The change (new bus number or walker/car rider) and date will be written on the sticker. The sticker will be removed by parents at home or by teachers the following day unless the change is for more than one day.

 - (3) If there is a change for a certain day of the week, the teacher will place bus or car rider sticker above or below the normal transportation sticker or on opposite strap as space allows and write in big, bold letters ie. "Car Rider Tuesday Only". These changes are not left on the board. Teachers will post this on transportation charts in their classroom.

 - (4) Permanent changes will be left on the board for a couple days and then erased. Teachers will change stickers on backpacks and transportation charts in the classroom.

6. The bus contractor will receive the email, acknowledge with a reply all email, and follow their own policies as well as the Garrison Command directives regarding transportation changes and drop off

procedures. The staff at Ellis D. Parker Elementary and the bus contractor will have open communication regarding these changes.

7. In the instance of a true emergency, transportation changes will be granted on a case by case basis by Principal, Assistant Principal, Administrative Officer, or other designated official. The parent will then be notified if the change is approved or disapproved.

Video Surveillance

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

Health Services

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 works with the school administrator to promote wellness and safety of all students and staff.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community. Please contact your school nurse for additional information regarding the DoDEA School Health Services Program.

Student Illness

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

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; he/she has diarrhea with temperature elevation of 100°F or greater; he/she has diarrhea and vomiting
- **Rash WITH Fever:** A body rash without fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye and thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with an ophthalmic solution prescribed by a healthcare provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment is initiated. Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by a medical care provider.

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

Parent Notification - Incident, Accident, Injury Reporting

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

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

Allergies And Chronic-Acute Conditions

[Policy Reference: DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 23, 2012, as amended](#)

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

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child's welfare in accordance with the

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

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

Medication At School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bedtime; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the

prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for students to carry 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 to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

Treatment decisions will be made exclusively by a healthcare 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.

Emergency Notification Procedures

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

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

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

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

AED Defibrillators

Powerheart AED Defibrillators are wall mounted and located at each school. The AED is accessible to all school personnel and the general public traveling inside the school buildings. Once the case is opened, audible instructions are given for the use of the device.

Grading System

Grading And Grading System

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

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

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

To create an account and access the EGB System please visit the [DODEA Electronic Grade Book](#) for instructions.

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

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

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

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

	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

Progress Reports/Report Cards

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

In accordance with the policies and procedures in the DoDEA Regulation 1377.0, "Department it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Parent/Student/Teacher Communication and Conferences

Communication between parents, students and teachers 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.

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

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

Homework

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

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

1st grade: 10 – 15 minutes per night

2nd grade: 20 – 30 minutes per night

3rd grade: 30 – 40 minutes per night

4th grade: 40 – 50 minutes per night

5th grade: 50 – 60 minutes per night

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

Students are responsible for ensuring that they:

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

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

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

Assessment Programs And Services

[Policy Reference: DoDEA Regulation 1301.01, "Systemwide Assessment Program," October 4, 2018.](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with DoDEA Regulation 1301.01. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

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

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

Special Education Services

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

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

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.

Disability Services

[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 Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in

the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

School Counseling Services

[Policy Reference: DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009 & 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. Please contact your school counselor for additional information regarding the school counseling program.

School Psychology Services

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

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.03. 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.

Reporting Abuse, Neglect, Suicide Risk And Threats

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: Dodea Family Advocacy Program Process For Reporting Incidents Of Suspected Child Abuse And Neglect.](#)

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.

Child Abuse And Neglect

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

In accordance with DoDEA policy in the DoDEA Regulation 1356.01, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect", November 5, 2018, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Family Advocacy Program

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

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 1356.01, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee's immediate supervisor.

Curricular Area Specials

Art Program

The Art Program has four primary goals:

1. Create Works of Art - Refers to the creation of artwork, art vocabulary, skills development and learning about the elements and principles of design.
2. Demonstrate Aesthetic Perception - Focus upon acute awareness, well- developed observation, appreciation and taste, sense of beauty, intuitiveness, insight and comprehension.
3. Develop Knowledge of Art Heritage - Delineates the expected outcomes of learning about cultures, individual artists, art masterpieces and art careers.
4. Utilize Critical Judgment of the Visual Art - Refers to the recognition of difference, evaluation, and analysis, comparison, appraisal, discrimination and wisdom in artistic choices.

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

Music Program

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

1. Participate in Various Forms of Musical Expression - The experiences of singing, playing, listening, moving to, and creating music lead to an understanding of musical concepts.
2. Demonstrate an Understanding of Musical Concepts - To translate or articulate the unique language of music, one should be able to use the vocabulary and notation of music.
3. Display an Awareness of the Interrelationship between Music and Society - Music is a vital part of any society's heritage. Hearing and performing a variety of diverse music helps one to understand the role music has played and continues to play in the lives of all people.
4. Display an Understanding and Appreciation of Music as an Art Form - Music evokes intellectual, aesthetic, emotional, and physical responses. One learns to be sensitive to the power and beauty of music alone and in its interaction with other art forms.

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

Physical Education Program

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

1. Personal and Social Development Skills - Students apply responsible personal and social development skills in the Physical Education setting. They learn to perform activities safely, follow the rules of the class and game, as well as display behaviors that are age appropriate and supportive.
2. Motor Skills and Movement Patterns - Competency in motor skills and movement patterns is needed to perform a variety of physical activities. The ability to apply movement skills in sequence from simple to more complex will help build a foundation for the other skills to be learned and will assist the student to be successful in future physical activities.
3. Physical Activity and Fitness - A physically active lifestyle is essential to maintaining a health-enhancing level of physical fitness. Students participate regularly in activities that develop cardio-

respiratory endurance, muscular strength and endurance, and aerobic capacity. These activities enhance and support the acquisition of lifetime skills.

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

Advanced Academic Programs and Services (AAPS)

The Department of Defense Education Activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. The goal of the DoDEA AAPS 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 AAPS. Schools consider individual strengths in matching students 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 AAPS.

Read 180 and Leveled Literacy Instruction

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades 4-6. Leveled Literacy Instruction is an intensive reading program for students in kindergarten-grade 3.

Food Service

Student Meals ~ Lunch And Breakfast Program

A nutritious USDA compliant hot lunch is served in our school cafeteria. Menus are distributed to students via email once a month and are published on the schools website.

Free and Reduced Lunch: Parents interested in applying for free or reduced lunches may pick up an application in the school office. Families are required to reapply each year. Until students are approved for free or reduced lunches they must either pay full price for lunches or bring a lunch from home. Please notify the Child Nutrition Program if you have a child beginning school this year whose sibling was in the Free/Reduced Lunch Program last year. Free/Reduced Lunch Applications for those children who were in the system last year must be renewed each year within the first thirty (30) operating days of the school year.

Food Allergies

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

Outstanding Lunchroom Balances And Charges

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

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

If a student charges 2 meals, an attempt to contact the sponsor will be made by telephone. If the sponsor cannot be contacted after three attempts, a letter will be mailed requesting that the outstanding charges be paid. If the balance is not paid within ten (10) working days, the assistance of the superintendent and the sponsor's military commander may be sought. Parents may call for an account balance at any time. Money may be sent with the student in an envelope marked with the student's name and teacher, or parents may come to the cafeteria to make payments. Please do NOT come to make a payment during serving hours.

To better monitor your child's balance, please inform the cashier/manager if you do not want your child to purchase ala carte items with money in their account. Milk sold separately is considered ala carte. If the child does not bring a drink and doesn't have money in his/her account, a cup is given for water from the drinking fountain. Students should not borrow money or lunch from another student or use another student's PIN number to charge lunch on another student's account. If you write a check make sure your current contact information is printed on the check to include phone number and correct military unit. While pre-payment is preferred, it is not mandatory, and students may pay cash on a daily basis. All students are required to pay cash at the time of purchase for ala carte items.

Funds can also be added to the student's account via the web at www.k12paymentcenter.com. It is a secure, easy and convenient way to apply funds directly to your student's account online. Parents can check the account balance, monitor purchases, and receive notifications. Please contact your student's school for their student identification number.

Parents/guardians making payments for more than one student in the family should indicate the names of the students and teachers. Please write separate checks for each school, made payable to

"Dependents School Lunch Fund." Personal checks submitted for payment that have insufficient funds will be charged a \$30.00 minimum service charge and will be collected through CheckCare collections agency.

Ellis D. Parker Elementary School Meal Prices

Breakfast: \$1.60 Reduced: \$.30 Lunch: \$2.80 Reduced: \$.40 Milk: \$.50

Lunch from home should contain a variety of nutritious foods and does not require the use of the microwave or refrigerator, does not contain carbonated drinks and is not packed in an unsafe food container. A drink should be included with the student's lunch from home. Commercial (restaurant) foods brought in for consumption will not be allowed in the cafeteria. The school may designate a location for families, students, and staff to consume commercial (restaurant) foods, if necessary.

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in edible, "birthday treats" to share. If such treats are brought, they must be store bought with ingredients clearly listed.

Lunchroom Behavior

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

Nutrition Break

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

Parties/Gifts

Invitations to private parties will not be handed out at school. There will be no exchange of gifts among students. Balloons and other gifts are not to be delivered to the students during the school day.

Student Rights And Responsibilities

Student Rights And Responsibilities

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

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

Students shall:

Comply with policies, procedures, and standards for student behavior;

Refrain from conduct or behavior that is disruptive;

Respect the rights and human dignity of other students and all school employees.

Attend school and classes regularly and punctually and make a conscious effort in all classes;

Participate in and take advantage of educational opportunities provided by DoDEA schools; and

Assist school employees in operating a safe school by abiding by the laws of the

United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

Non-Discrimination/Equal Opportunity In Federally Conducted Education And Training Programs

[Policy Reference: https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-AI-1443-01-Vol-1-EO-13160-Compliance-and-Appeals.pdf](https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-AI-1443-01-Vol-1-EO-13160-Compliance-and-Appeals.pdf)

[Policy Reference: https://www.dodea.edu/Offices/PolicyAndLegislation/upload/AI-1443-01-Vol-2-EO13160-Discrimination-Complaints-Processing.pdf](https://www.dodea.edu/Offices/PolicyAndLegislation/upload/AI-1443-01-Vol-2-EO13160-Discrimination-Complaints-Processing.pdf)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019.

Scholastic Integrity

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

Freedom of Religious Expression

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

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

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.

Clubs / Extracurricular Activities

All after school clubs and activities (i.e. jump rope, art, music, math, sports, etc.) will normally meet on days that the school follows a full day schedule, NOT on early release days. There is no bus transportation or "school provided" transportation for students participating in these activities. Parents must pick up their child/children or make arrangements for their student to be picked up from school following 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.

Student Dress Code

[DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#)
[Students are expected to dress in a manner that complies with the school's dress code policy as directed in: DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," April 17, 2012.](#)

Elementary School Dress Code

Clothing: Clothing should be neat and clean. Undergarments should not be visible. Shorts should be worn under skirts or dresses. Shorts, skirts, skorts and dresses must reach the end of the wearer's finger tips when arms are straightened loosely along sides. Yoga/spandex/tights worn as pants must be covered with a shirt or dress that meets the same length requirement listed above for shorts, skirts, skorts, and dresses. Prohibited attire and items include but are not limited to: clothing advertising drugs, alcohol, sex, signifying gang involvement or affiliation, violence, or hate speech; sheer or see-through clothing; crop or halter tops; spaghetti-strap tops. Pants must be worn at the waist and may not be excessively tight or baggy, have rips or tears.

Footwear: Footwear must be closed toed and low heeled. It is recommended that students wear tennis shoes or other athletic shoes.

Accessories: Headgear is not permitted inside school. Jewelry should be kept to a minimum. Jewelry that could cause injury, such as: long dangling earrings, large hoop earrings, long necklaces/chains, and

nose rings are not permitted. Hair should be of natural color and a style that does not detract from student learning.

Search And Seizure

[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. 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.

Bully Prevention

In the wake of school violence throughout the world, it is important to analyze the causes of violence and implement preventive measures to assure that every student and adult will feel secure in the school environment. District Schools implement a system-wide bully prevention program as a part of the Safe Schools and Character Education program. Bullying has been defined as a means to have power over another and it takes many forms: physical, verbal, and indirect such as gossip and isolation. Bullies have a higher incidence of antisocial behavior, domestic violence and crime as adults.

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

Student Discipline

[DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 2, 2017 , as amended & DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#)

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and

maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. 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. Long-term suspension or expulsion as a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others.

Computer Access/Internet Policy/Electronic Devices

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

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

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

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

Role Of Social Media

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

Parent Corner

In-Service / Staff Development Days / Early Release

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

Parental 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

Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office, 706-545-7276.

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

Change Of Classroom Assignment

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

Parental Involvement

Research demonstrates that parent involvement is essential for student success. Although you may not become involved in all committees and support organizations in the school, we encourage the following activities for your parental support: Join PTO and participate in meetings and activities. Have lunch at school with your child regularly. Volunteer in your child's classroom. Establish a daily study time at home (even when there's no homework). 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.

Parent-Teacher Organization (PTO)

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

Specific objectives include: Providing a medium for exchange of information among parents, teachers, and other interested groups. Encouraging and developing programs and activities, which serve to

enhance the quality of student education; Identifying and promoting opportunities for students to secure the highest advantage in their academic, physical, and social growth; Encouraging and maintaining a working dialogue between members, the local educational school system, the local government, and the community at-large on matters affecting the general welfare and education of students. Membership is open to all parents and legal guardians of students attending the school as well as school staff.

PTO works for a better school environment by providing both financial and volunteer support for our school programs. The PTO sponsors a variety of activities such as book fairs, school pictures, monthly birthday celebrations for all children, the sale of school t-shirts and many other events. PTO consists of the following positions: President, Vice President, Secretary, and Treasurer. In addition, there are several committee coordinator positions that vary by school, 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 email Ft. Rucker's PTO via ftuckerpto@yahoo.com.

Study Trips Guidelines For Chaperones

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

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.
3. Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
4. Under no circumstances are chaperones to smoke or drink alcoholic beverages at any time during a study trip.
5. Chaperones are required to accompany the class to and from the trip. Following the bus in their private vehicle is not close supervision.
6. Chaperones may not transport their student or any other student to and from the study trip. Students are required to ride the bus to and from the study trip. Under no circumstances may a child be checked out from the study trip (with the exception of a bona fide emergency). The child must return to the school and then he/she may be checked out at that time.
7. Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone.

Parking And Student Drop-off / Pick Up Policy

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

Drop-Off and Pick-Up Procedures:

Never drop-off students while stopped in the middle of passing traffic lanes. Pay attention to the teachers and the students performing crosswalk guard duty, and follow their commands. Drive forward all the way to the car parked in front of you. Do not block the pedestrian crosswalk. Load/unload the students on the passenger side of the vehicle. Please yield to the vehicles passing on your right when you are pulling out after the drop-off. Your school will provide additional information as needed.

Scooters And Skateboards

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

Playground

A playground should allow children to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age related abilities and should be ones that children can perceive and choose to undertake. Children are expected to use our playground equipment for the purpose it was intended. Consequences of breaking the playground rules may lead to restriction of playground activities or stronger disciplinary action if the behavior is severe or persistent. Children should play only in designated areas and obtain permission from the playground supervisor in order to leave for any reason. Our playgrounds are closed to the public.

Classroom Environment Animal Or Pets

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason the animal or pet owner must first have written approval from the Principal. Animals that could cause injury or harm to any person, will not be brought to school. The pet owner will provide a copy of the Veterinarian certificate for the Principal and School Nurse prior to bringing the animal or pet into the school. A copy of this certificate must be kept in the classroom at all times and a copy retained by the School Nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If your child has any animal allergies, please notify our School Nurse in the school Health Office.

Water Bottles

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

Harassment Policy

Sexual Harassment

[DoDEA Administrative Instruction 1443.02, Prohibited sexual, sex-based, and other related abusive misconduct reporting and response February 2019.](#)

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

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

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one's ability to learn, study,

work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

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

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

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

Adult-to-Student Sexual Abuse, Sexual Harassment, And Other Inappropriate Behavior Or Conduct

[DoDEA Administrative Instruction 1443.02, Prohibited sexual, sex-based, and other related abusive misconduct reporting and response February 2019.](#)

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

Safety and Security

<https://www.dodea.edu/Offices/PolicyAndLegislation/upload/AI-6055-01-DoDEA-Safety-Program-Signed-27-Nov-2017.pdf>

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

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

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

Prohibited Items

Electronic devices, including cell phones, smart watches, electronic communication devices, Skateboards, scooters, roller blades, roller skates, wheelies, skate shoes, Nicotine containing products, cigarettes and their alternatives, JUUL, Vaping, E-Cigarettes, tobacco, lighters, Weapons and ammunition of any kind, real or fake. Toys of any kind, collectible cards and card games.

Searches

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

Weapons

DoDEA Has A Zero Tolerance For Weapons Infractions

Inherently Dangerous Items and Deadly Weapons

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

Dangerous/Potentially Dangerous Items

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

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

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

Emergency And Safety Procedures

Civil Disturbances And Acts Of Terrorism

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

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

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

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures.

Emergency school closure occurs when unforeseen circumstances such as broken water pipes, flooding, loss of power, severe weather, etc., warrant closure to be initiated during non-school hours. The decision to close the school is made through input from the administrators, our superintendent, and the Commander. An announcement of the closure will be broadcast on TV and/or radio, One Call, and through the base command units. The AtHOC system (emergency notification system) allows for each school to contact all of their parents and/or staff with one phone message through an automatic dialing system. At the District level it allows a message to be sent to all parents and/or staff in the same method. This allows greater security and sharing of information with parents and staff. There is a POC at each location with necessary codes to access the system.

There are situations in which school may be canceled during school hours. Once again, this decision is made by the individuals stated above. Once the decision has been made to release students, staff members will alert all classrooms. Students who ride the bus will be released to board the bus at a set time. For those students who walk, ride a bike, or are picked up, they may be released once their parent/guardian has been contacted and agree with that process. If we are unable to reach a student's parent/guardian by the time teachers are released, the teacher will bring them to the office and the office staff will assist in contacting the parent. For these emergencies students are not permitted to leave

school grounds parent/guardian being notified. As stated before, please ensure all contact numbers are updated at all times with both your child's teacher and the school office.

Fire Drill Evacuation Plan

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

Fire Alarm Pull Switches

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

Severe Weather

The tornado season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions. School will be dismissed when the Commander deems it a necessity. Updated information is regularly broadcast on local TV channels and/or local radio stations.

Appendix A

APPENDIX A: 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. Administrators discretion applies to all areas where there is a choice or range of days for consequences.

Unacceptable Actions		Consequences		
Action/Behavior	1st offense	2nd offense	3rd offense	
Alcohol possession/use/evidence of Intoxication ** possible 11 day suspension with expulsion hearing if sale and distribution	5 days suspension Counseling referral Notification of Military Police **	6 days suspension Expulsion hearing		
Assault (Physical) of a staff member	** Over 10 days suspension Expulsion hearing//Military Police notice// anger management Referral			
Assault (Physical) of a student, inflicting serious harm to others	** Over 10 days suspension Expulsion hearing//Military Police notice// anger management Referral			
Assault Sexual (to include groping, fondling and consensual sexual acts)	** Over 10 days suspension Expulsion hearing//Military Police notice// anger management Referral			
Bus Behavior Infractions See consequences for bus Infractions				
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	2 days after school detentions, teacher gives no credit on assignment, Teacher-Parent-Student conference	1 day of Saturday School or 1 day of In School Suspension Teacher gives no credit on assignment Teacher-Parent-Student conference.	2 days of In School Suspension or 2 days of Saturday School or 1 to 3 days of suspension Teacher gives no credit on assignment. Teacher-Parent-Student conference.	
Computer-Abuse- or Crime- Access or supplying access, hacking into school database or inappropriate website, pornography, and downloading illegal materials	2 days out of school suspension Parent conference, loss of technology privileges for 10-Days	5 days out of school suspension Referral to counseling, loss of technology privileges for 30 days	6 days out of school suspension Expulsion hearing	

False fire alarm/bomb threats, making a false bomb or terrorist threat or pulling a false fire alarm	** Over 10 days suspension Expulsion hearing//Military Police notice		
Unacceptable Actions		Consequences	
Action/Behavior	1st offense	2nd offense	3rd offense
Fighting , hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc.	1 to 3 days out of school suspension Counseling	3 to 5 days out of school suspension Counseling	7 days out of school suspension Expulsion hearing
Contributing to / spreading rumors, instigating a fight, failure to report a physical altercation, etc.	1 day out of school suspension or 1 day of Saturday School or 2 days of after school detention Counseling referral	2 days out of school suspension or 2 days of Saturday School Counseling referral	3 to 5 days out of school suspension Counseling referral
Forgery of signatures or initials	2 days after school detentions or 1 day of Saturday School or 1 day of In School Suspension and a counseling referral	2 days of In School Suspension or 1 to 2 days of Saturday School (administrator's discretion) and a Counseling referral	1 to 3 days of in school suspension or 2 days of Saturday School Counseling referral
Gambling	2 days after school detention	2 days of Saturday School	3 days of out of school suspension
Gang behavior – serious/legitimate (threats/hostile behavior made with hand signals, symbols, colors, language, etc.)	2 days of in school suspension or 2 days of after school detention or 1 day of Saturday School Notification of Military Police	2 to 3 days out of school suspension Notification of Military Police	7 or more days of out of school suspension Notification of Military Police Expulsion hearing
Gum Chewing	Teacher handles this in the classroom	Teacher handles this in the classroom	Teacher handles this in the classroom
Harassment and/or Peer abuse (Minor) For major infractions see bullying/discrimination, minor repetitive teasing, name calling not classified under Major Harassment /Bullying, pinching, biting, wedgies, leering, unwanted flirtations, etc.	2-3 days of after school detention or 2-3 days of in school suspension or 1 day Saturday School (administrator's discretion) and a counseling referral	2-3 days of out of school suspension and a counseling referral	7 days out of school suspension Notification of Military Police Expulsion hearing
Harassment, sexual/sexually offensive behavior (lewd and obscene actions to include unwanted, inappropriate touching, propositions, sexual slurs, degrading sexual description, threats, verbal abuse, and other minor sexually inappropriate actions.	1 to 3 days out of school suspension (administrator's discretion) and a counseling referral	3 to 5 days out of school suspension (administrator's discretion) and a counseling referral	7 days out of school suspension Notification of Military Police Expulsion hearing
Sexually Inappropriate Actions Sexual exposure and other major sexual actions not classified elsewhere	1 to 3 days out of school (administrator's discretion) suspension	3 to 5 days out of school suspension (administrator's discretion)	11 days out of school suspension Expulsion hearing
Unacceptable Actions		Consequences	

defacing property (personal or government) exceeding \$50 in value.	suspension or 2 days Saturday School Restitution and clean up Parent conference	suspension Restitution and clean up / Parent Conference / Military Police Notice	suspension Restitution and clean up / Expulsion hearing / Military Police Notice
Weapons carried, presented, or used with the intent of threatening or harming any individuals, or that are capable of causing death or serious bodily injury, ammunition, knives, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, fighting chain, heavy studded or chain belt, or objects designed to project a missile, pepper spray or any other similar propellant-no reasonable use to pupil at school or school activity	** Over 10 days suspension Expulsion hearing Military Police notice		
Weapons/Firearms -possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket.	Over 10 days suspension , expulsion hearing, possible expulsion one calendar year Military Police notified		

Appendix B

APPENDIX B: SCHOOL BUS SAFETY/BEHAVIOR STANDARDS

ON AND AROUND SCHOOL BUSES, STUDENTS WILL:

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

ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:

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

APPENDIX B: CONSEQUENCES FOR BUS INFRACTIONS

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

g	Failure to comply with bus driver's or monitor's instruction	1	2	3	4	5
h	Disrespect, distraction, or interference with driver	1	2	3	4	5
3 DESTRUCTIVE BEHAVIOR						
a	Damaging private property (requires payment of damages)		1		2	3
b	Sitting in driver's seat or tampering with bus controls		1			2
c	Opening or trying to open bus door		1			2
d	Throwing or shooting objects inside or out of the bus	1	2	3	4	5
4 PROHIBITED BEHAVIOR						
a	Tampering with bus controls or emergency equipment			1		2

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 on Form 4795 and may result in suspension or expulsion from school in addition to the loss of bus privileges.