



# SHAPE American Elementary School

## SHAPE, Belgium



## Parent - Student Handbook

### SY 2019 - 2020



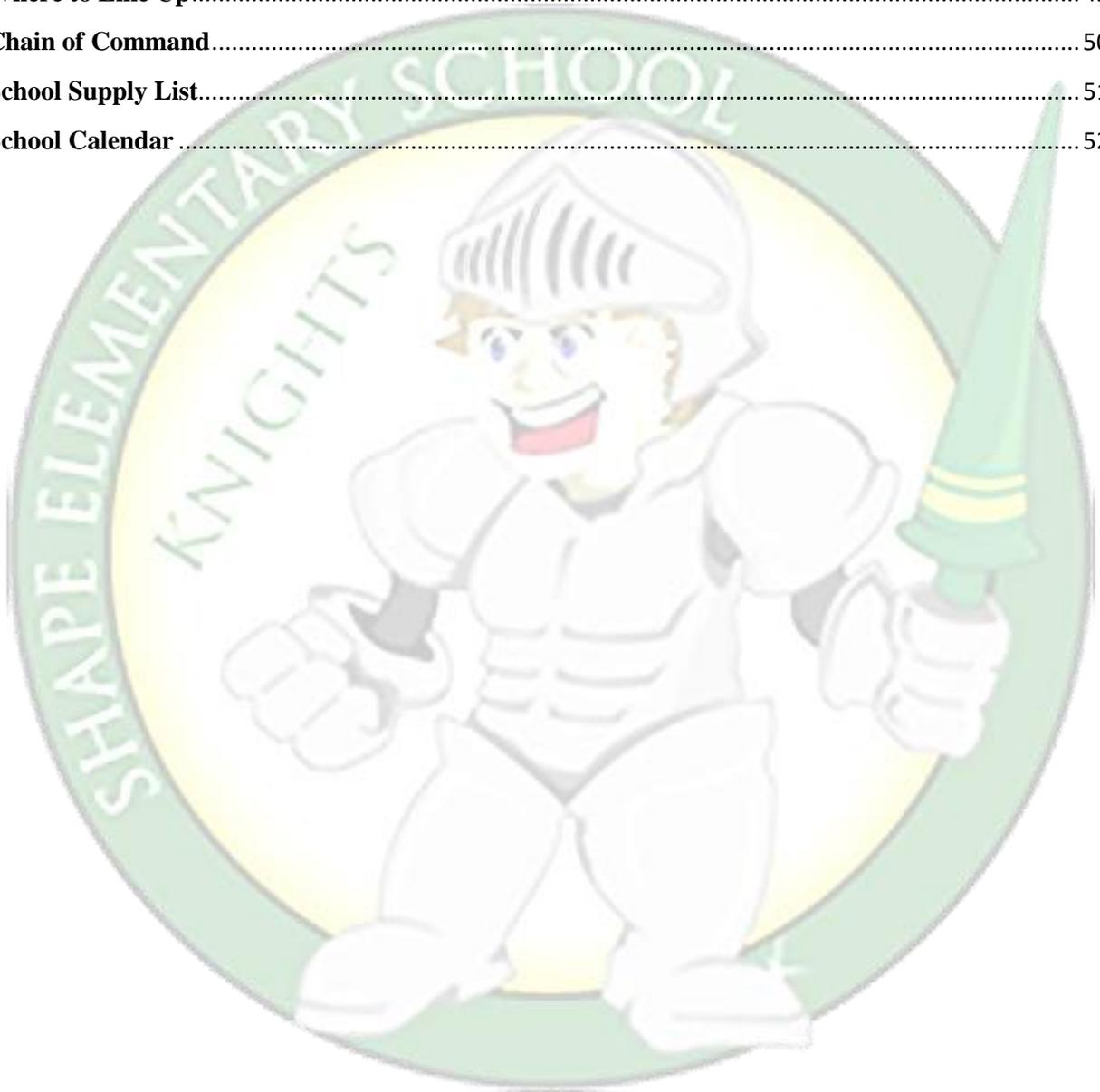
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## DoDEA School Rules, Regulations and Procedures

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

### General Information

#### Interstate Compact on Educational Opportunity for Military Children

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

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

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

#### Access to School Facilities

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

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

## **Visitors and Volunteers**

**For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school.** A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

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

**Policy Reference:** [DoD Instruction 1342.15, "Educational Advisory Committees and Councils," December 7, 2012](#)

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

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

## **Enrollment**

### **Student Registration Process**

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

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

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

Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended, and DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS),” March 4, 1997.

The following documents are necessary to complete the registration process:

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

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

### **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.

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

**Immunization Exemptions**

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

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

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

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

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

DoDEA immunization requirements can be found at:  
<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:  
<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

### **Student Grade-Level Placement**

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

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

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, 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. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA 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 1–8.

Grade-level status (grades 9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

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

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

### **Transcripts/Records Policy/Access to Student Records**

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

### **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.

## **Accelerated Withdrawal**

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

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the parent/sponsor presents permanent change of station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student’s teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

## **Home-school Students**

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

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

## **Report Card and Grading Information**

### **Grading and Grading System**

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

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

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

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

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

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

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

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

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

## **Parent-Teacher Conferences**

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

## **Attendance**

### **Student Attendance**

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

In accordance with the policy stated in 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 and that they successfully meet academic standards and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, student, classroom teacher, school personnel and, in some cases, the Command. Students with excessive school absences (or tardiness) shall be monitored by the Student Support Team to assist 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.

### **School Procedures**

All absences will be approved by the front office (i.e., excused or unexcused).

Excused absences will result in the student being allowed 7 calendar days from the date of return to school to make up missed work for full credit. Teachers will provide work to be made up UPON RETURN of the student to school.

Unexcused absences are unexcused. Students who have unexcused absences will not be allowed to make up work for credit; however, they can make up the academic learning missed by doing the work. Teachers will provide the work missed UPON RETURN to school.

Five or more unexcused absences will trigger a parent meeting with the school's administration. Excessive unexcused absences beyond 10 days will be referred to SHAPE NATO leadership for assistance.

## Assessments

### System-wide Assessment Program

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

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

All assessments selected for use within DoDEA shall:

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

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

## Special Education

### Special Education Services

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

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

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

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

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

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

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

### **Disability Accommodations and Nondiscrimination**

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

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

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

## **Reporting Abuse, Neglect, Suicide Risk and Threats**

### **Child Abuse and Neglect**

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

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

### **Suicide Risk and Threats Towards Others**

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

### **Suicide Risk**

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

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

### **Threats Towards 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.

## **System Programs and Services**

### **School Counseling Services**

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

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

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

Elementary school counseling programs are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and

responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

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

### **School Psychology Services**

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

Policy Reference: [DoDEA Manual 2946.4, “School Psychological Services,” June 2004](#)

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

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

### **School Health Services**

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

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

The school nurse's responsibilities include:

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

### **Student Illness**

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

The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.

- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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

### **Parent Notification**

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

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

### **Allergies and Chronic-Acute Conditions**

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

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

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions.

Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

### **Medication at School**

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

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

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

### **First Aid and Emergency Care**

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

School personnel will administer first aid as efficiently as possible to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. In accordance with Section 6 of DoDEA

Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

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

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

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

## **Student Rights and Responsibilities**

### **Discrimination-Free Education Programs and Activities**

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

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.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under "Student Conduct and Discipline"), or impermissible disparate impact based on a student's protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

## **Student Rights and Responsibilities**

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

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

Students shall:

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

## **Scholastic Integrity**

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

## **Freedom of Religious Expression**

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

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

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

### **Student Dress Code**

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

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

### **Search and Seizure**

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

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

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item. Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

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

## Student Conduct and Discipline

### Discipline

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

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

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. Student behavioral management consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members.

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

**LEVEL 1 BEHAVIORS – DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21**

<ul style="list-style-type: none"> <li>• Didn't obey instructions (E3.5.12)</li> <li>• Disruptive behavior (E3.4)</li> <li>• Dress code violation (E3.4) <i>see school policy</i></li> <li>• Eat-unauthorized area (E3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in horseplay (E3.4)</li> <li>• Excessive noise (E3.4)</li> <li>• Failure to comply with rules (E3.5.11, E3.5.12)</li> <li>• Hall pass violation (E3.5.12)</li> </ul>	<ul style="list-style-type: none"> <li>• Internet violation (E3.5.21) <i>see school policy</i></li> <li>• Offensive behavior (E3.5.11)</li> <li>• Public displays of affection (E3.5.11)</li> <li>• Tardies (E3.4) <i>see school policy</i></li> <li>• Unsafe Behavior (E3.5.11)</li> </ul>
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**LEVEL 1 BEHAVIOR CONSEQUENCES**

	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>	<b>5<sup>th</sup> and Subsequent Offenses</b>
<b>School</b>	Admin Counsel and/or parent contact	Reflective Assignment	Loss of Privilege	Parent Conference Referral	Detention
<b>Bus</b>	Warning	1-5 days suspension	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension

**LEVEL 2 BEHAVIORS - DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21**

<ul style="list-style-type: none"> <li>• Abusive acts/lang (E3.5.11)</li> <li>• Aggressive behavior (E3.5.11)</li> <li>• Alarm violation/offense (E3.5.11)</li> <li>• Attendance violation (E3.5.20)</li> <li>• Biting/Spiting (E3.5.11)</li> <li>• Bullying (infrequent) (E3.5.11)</li> <li>• Changing grades (E3.5.18)</li> <li>• Cheating (E3.5.18)</li> <li>• Damage to property (E3.5.11)</li> <li>• Detention violation/no show (E3.5.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespect to adult (E3.5.11)</li> <li>• Disrespect to student (E3.5.11)</li> <li>• Forgery of signature (E3.5.18)</li> <li>• Insubordination (E3.5.11)</li> <li>• Lying (E3.5.11)</li> <li>• Off limits violation (E3.5.11)</li> <li>• Plagiarism (E3.5.18)</li> <li>• Portable electronic device (E3.5.16)</li> <li>• Received stolen property (E3.5.11)</li> <li>• Safe rule violation (E3.5.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Scuffling (E3.5.11)</li> <li>• Sexual off behavior (E3.5.10, E3.5.11)</li> <li>• Stealing (E3.5.9, E3.5.11)</li> <li>• Tamper with equipment ( E3.5.8, E3.5.11)</li> <li>• Threats of damage (E3.5.11)</li> <li>• Throw/Shoot objects (E3.5.11)</li> <li>• Truancy (E3.5.20)</li> <li>• Uncooperative with staff (E3.5.11)</li> <li>• Verbal abuse/gesture (E3.5.11)</li> </ul>
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**LEVEL 2 BEHAVIORS CONSEQUENCES**

	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>	<b>5<sup>th</sup> Offense</b>
<b>K - 2 School</b>	Admin Counsel and/or Parent Contact	Reflective Assignment Loss of Privilege Referral	Parent Conference Detention 1-2 Days Suspension	Loss of Privilege 2-5 days Suspension	5-10 days Suspension Referral
<b>3<sup>rd</sup> - 5<sup>th</sup> School</b>	Reflective Assignment Loss of Privilege Referral	Parent Conference Detention 1-2 Days Suspension	2-5 days Suspension	3-10 days Suspension Referral	5-10 days Suspension
<b>Bus</b>	Warning	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus

**LEVEL 3 BEHAVIORS - DODEA REGULATIONS: E3.5.1, E3.5.3, E3.5.4, E3.5.8, E3.5.10, E3.5.11, E3.5.12, E3.5.13, E3.5.14, E3.5.15, E3.5.21**

<ul style="list-style-type: none"> <li>• Abusive behavior to peers (E3.5.1, E3.5.11)</li> <li>• Bullying (frequent) (E3.5.11, E3.5.15)</li> <li>• Excessive detentions (E3.5.11)</li> <li>• Fighting (E3.5.11, E3.5.14)</li> <li>• Gambling (E3.5.11, E3.5.13)</li> <li>• Harassment all categories (E3.5.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Left campus without permission (E3.5.11, E3.5.12)</li> <li>• Sexual Harassment (E3.5.10, E3.5.11)</li> <li>• Sexual Off Behavior (intent) (E3.5.10, E3.5.11)</li> <li>• Smoking Tobacco Products (possession) (E3.5.4, E3.5.11)</li> <li>• Threatening behavior (intent)(E3.5.1, E3.5.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Tobacco/Alcohol (possession) (E3.5.3, E3.5.11)</li> <li>• Unauthorized presence (E3.5.11, E3.5.12)</li> <li>• Vandalism (minor) ( E3.5.8,E3.5.11, E3.5.17)</li> </ul>
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**LEVEL 3 CONSEQUENCES**

	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
<b>School</b>	Parent Conference Reflective Assignment Loss of Privilege	Detention 2-5 days Suspension Referral	3-5 days Suspension	3-10 days Suspension  Discipline Committee 5-10 days Suspension ---- Additional offenses may lead to Expulsion
<b>Bus</b>	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus

**LEVEL 4 BEHAVIORS - DODEA REGULATIONS: E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6, E3.5.7, E3.5.9, E3.5.11, E3.5.17, E3.5.19**

<ul style="list-style-type: none"> <li>• Alcohol related (using) (E3.5.3)</li> <li>• Arson (E3.5.17)</li> <li>• Bomb Threats (E3.5.17)</li> <li>• Burglary(E3.5.7)</li> <li>• Damage/Vandalism/Theft – Major (E3.5.7, E3.5.8, E3.5.9, E3.5.17)</li> </ul>	<ul style="list-style-type: none"> <li>• Drug Paraphernalia (E3.5.6)</li> <li>• Drug Related (E3.5.5)</li> <li>• Explosive Device* (E3.5.17, E3.5.19)</li> <li>• Fireworks (E3.5.19)</li> <li>• Full/Partial Nudity (E3.5.11)</li> <li>• Illegal Substances (E3.5.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibited Item (E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6)</li> <li>• Robbery/extortion (E3.5.7)</li> <li>• Smoking Tobacco Products (using) (E3.5.4)</li> <li>• Substance Abuse (E3.5.5)</li> <li>• Weapon (E3.5.2)</li> </ul>
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**LEVEL 4 CONSEQUENCES**

	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>
<b>School</b>	Parent Conference 3-10 days Suspension Referral	Discipline Committee 5-10 days Suspension *Additional offense may lead to Expulsion
<b>Bus</b>	30 plus days – loss of bus privilege	Loss of bus privilege

\*These are guidelines. The school administration reserves the right to determine consequences.

\*\*Schools have a variety of detention and suspension options.

\*\*\*Student Reflection Sheets may also be filled out by students.

## **School Bus Behavior**

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

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, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended. **Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct**

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

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

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

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

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

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

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to

someone they know, a student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA's "Sexual Harassment Awareness and Prevention" webpage to learn more at [www.dodea.edu/sexualHarassment](http://www.dodea.edu/sexualHarassment).

## **Technology**

### **Computer Access/Internet Policy/Electronic Devices**

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

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

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

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

### **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.

## Transportation

### Student Transportation Services

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

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

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

# SHAPE American Elementary School

## SHAPE International School

The SHAPE International School (SIS) is a unique institution operating under the authority of the Supreme Allied Commander, Europe (SHAPE). The new SHAPE Elementary School and SHAPE American Middle School moved under one roof. The HS relocated to their new building in February 2015. They are operating side by side with the coordination and support of an International General Services Unit under the direction of the Director-General. On most military posts or bases, the local school is independent of the military organization it serves, except for the provision and maintenance of school facilities and the development of local contracts and services such as janitorial and transportation.

The national sections are responsible for the selection of their staff and the determination of their curriculum. The SHAPE International School Board, representing each nation with students enrolled in the school, draws up the policies of SHAPE International School as a whole. Their National Military Representative (NMR) appoints members of the Board. The School Board President represents the Supreme Allied Commander Europe (SACEUR). The Principals' Committee, chaired by the Director-General, implements the policies established by the School Board and, in turn, makes recommendations to the Board.

## Administration

The SHAPE American Elementary School Administrators are Dr. Dr. William Hill, Principal; and Dr. Karen Jerome, Assistant Principal. They are the schools instructional leaders and are responsible for the administration of all DoDEA policies and regulations.

## School Addresses

Military: SHAPE American Elementary School Unit 21420  
APO AE 09705 -1420

Belgian: SHAPE American Elementary School Rue de Vilnius  
Bldg. 750C  
7010 SHAPE, Belgium

## Telephones

DSN: 366-6934/6935

COMM: (32) 065-32-6934/6935

## **School Hours (Monday – Friday)**

School hours for all students (PSCD, Kindergarten, and Grades 1-5) are from 0850 to 1525. Every Wednesday, students are released at 1500. In support of student safety, children not using school bus transportation must not arrive on the school grounds prior to 0830. Students arriving after 0850. must be signed in at the front office by a parent or guardian, prior to entering their classroom.

## **Mission Statements**

### **DoDEA MISSION STATEMENT**

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

### **SAES VISIONS STATEMENT**

**Educate and inspire, every day, in every way!**

## **CSI**

### **Continuous School Improvement (CSI)**

All DoDEA schools have a Continuous School Improvement (CSI) plan drawn up by teachers, staff and parents, which focus on learning goals developed to meet the unique needs of the school.

### **Curriculum Standards**

The scope of the elementary curriculum standards is available in an electronic format through the DoDEA website. The program of studies in the elementary grades is organized into specific content areas: language arts, mathematics, social studies, intercultural education, art, music, science, physical education, health, and safety. Provisions are made for teaching study and work skills. The curriculum standards establish the parameters for multi-modal instruction, enabling each child to engage in tasks within his/her range of abilities, interests, and special talents.

## **Getting to / Leaving the School**

### **Bus Service**

School bus service is the responsibility of SHAPE International Headquarters and Support Command (IHSC) Transportation Branch, School Bus Section – Bldg. 710, Tel: DSN 423-4013, Comm.: 065-44-4013. Sponsors must register their children with the School Bus Section if school bus service is desired. Any problems, including discipline, should be brought to the attention of the Transportation Branch; parents are encouraged to contact the bus office, directly for any bus concerns.

Children riding the school bus will follow the safety rules distributed by the transportation office. Children must get on the buses promptly and remain seated on the buses. Parents or guardians are encouraged to walk to the curb with their children until departure and meet the children at the curb upon arrival.

In Belgium, motor vehicles are not required to stop when buses discharge passengers. Caution your child to wait until the bus has departed before he/she attempts to cross the street.

If you have any questions pertaining to the bus services, you may contact the bus office directly at DSN 423- 4013 or Comm. (32) 065-44-4013. School Bus office hours: 0915 - 1115.

1330 - 1430.; 1600 - 1700. School Bus Hotline for school or bus delays: call 065-44-2000 and enter code 6033.

### **Bicycles**

Children riding bicycles to school will get off at the edge of the school grounds and walk them to the designated parking area. ALL BICYCLES should be placed in the rack and locked. When leaving school grounds, bicycles will be walked to the sidewalk before boarding. Bicycles are not allowed on the grounds during school or lunch hours or taken for rides during the school day.

### **Walking To School**

Children who walk to and from school must stay on the sidewalk and cross at the corners or safety crosswalks. Walkers should not arrive at school earlier than 0830.

### **Appointments**

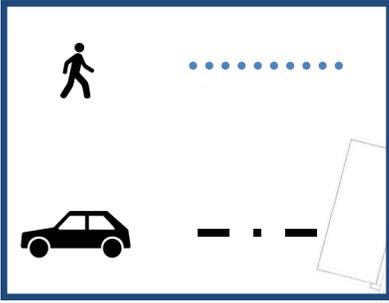
Children may need to be excused from school for medical or dental appointments. Parents who desire to pick-up their child during the school day need to send a note to their child's teacher prior to the scheduled appointment. When picking up a student early, parents should sign him/her out at the front office and should not go to the classroom. Students will be called out of class upon arrival of the parent. If the child returns prior to the close of school, the parent needs to sign him / her in at the school office.

### **Leaving School Grounds**

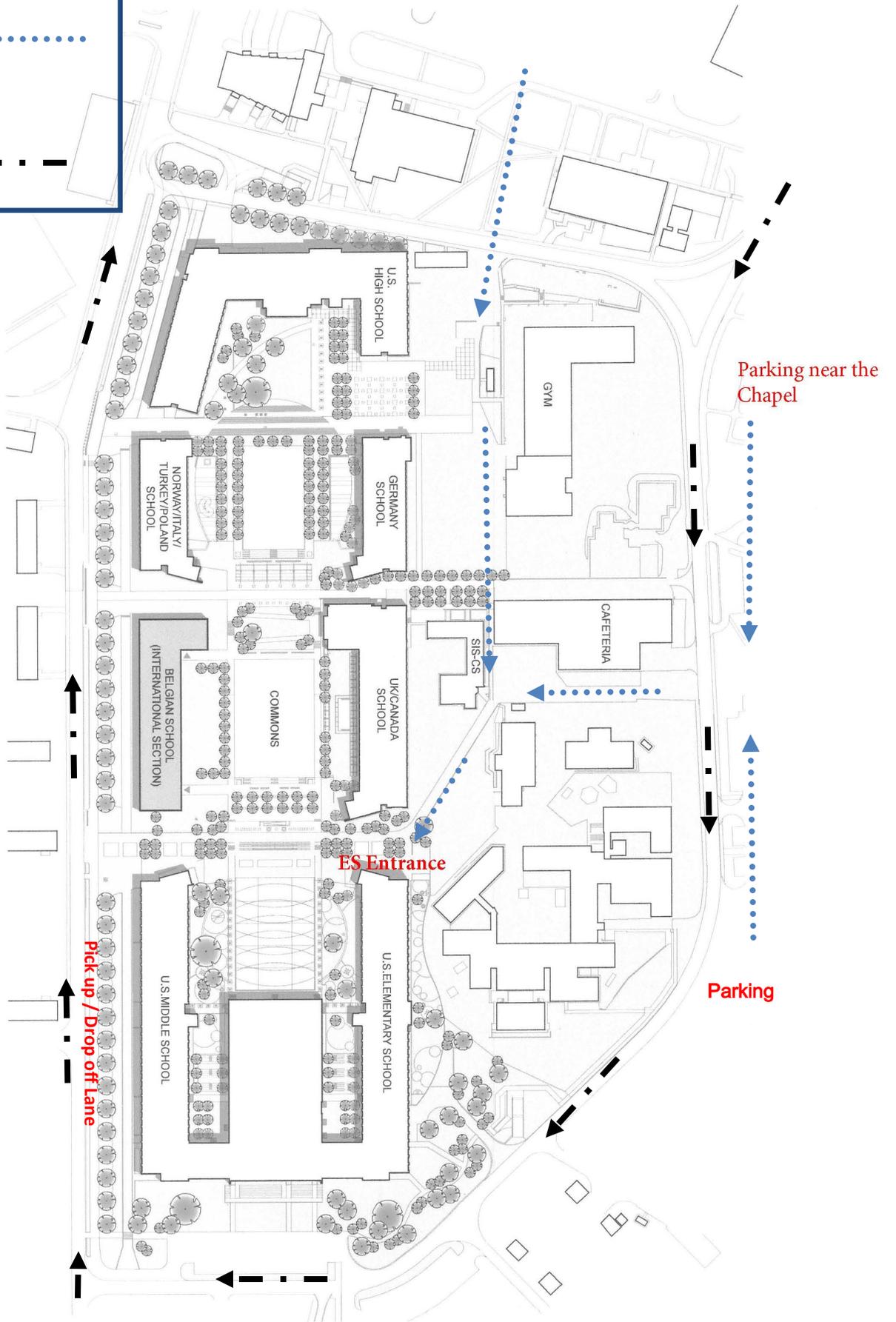
No child is allowed to leave the school grounds during the school day without the permission of the principal or assistant principal. NO child at any time during school hours may leave the school grounds to attend a medical appointment without being accompanied by a parent or guardian.

Children should be cautioned against accepting rides from anyone without parental permission. They should also be encouraged to go directly to their buses or to go straight home immediately at dismissal. If for any reason a child misses his/her bus or needs something from the classroom after school, the child must report to the school office. Under most circumstances, children will not be allowed to return to their classrooms after they have left the building.

# KEY



Carrefour Car Park



Parking near the Chapel

ES Entrance

Pick-up / Drop off Lane

Parking

# Guide to Child Supervision

From the USAREUR Child Supervision Memorandum

*Parents should not give the degree of self-management and responsibility allowed in this policy to children with a history of Attention Deficit Hyperactivity Disorder (ADHD), Developmental Delay, behavioral problems, impulsivity, or other physical or developmental impairments.*

## HOME ALONE?

- Birth - 5<sup>th</sup> Grade - **NEVER**
- Grades 6 & 7 - Up to 6 hours (in 24 hour period) with ready access to adult supervision (**NEVER** overnight)
- Grades 8, 9, and 10 - Yes (**NEVER** overnight)
- Grades 11 & 12 - Yes (may be alone for up to 48 hours, but an adult neighbor or adult friend must check on them at least every 12 hours)



## BABYSITTING?

- Birth - 5<sup>th</sup> Grade - **NEVER**
- Grade 6 - May babysit *siblings only* for up to 3 hours with ready access to adult supervision
- Grade 7 - Up to 6 hours with ready access to adult supervision (**NEVER** overnight)
- Grade 8, 9, & 10 - Up to 12 hours with ready access to adult supervision (**NEVER** overnight)
- Grades 11 & 12 - Yes



## UNATTENDED IN VEHICLE?

- Birth - 3<sup>rd</sup> Grade - **NEVER**
- Grades 4 & 5 - Yes, for up to 10 minutes (keys removed and handbrake applied)
- Grades 6 & 12 - Yes

## UNATTENDED OUTSIDE?

- Birth - 4 years - **NEVER**
  - K - 3<sup>rd</sup> Grade - If in a playground or yard, **MUST** be in sight or hearing distance from a parent or supervising adult **at all times**
  - Grades 4-5 - If in a playground or yard with ready access (**in person**) to adult supervision at all times
  - Grades 6 & 7 - Up to 6 hours with ready access to adult supervision
  - Grades 8 & up - Yes
- K & below may not walk to and from school or other supervised activities alone
- 1<sup>st</sup> - 5<sup>th</sup> Grade - May walk to and from school and supervised activities alone



Questions? Call the Family Advocacy Program at ACS (DSN 366-6861 or 065-32-6861) or Social Work Service in the clinic (DSN 423-5801 or 065-44-5801). For Brussels, contact ACS at DSN 368-9693 or 02-717-9693. For the complete Child Supervision Guidance Memorandum, please contact ACS or Social Work Service.

## **Leaving Your Child(ren) Under Someone Else's Care**

The school requires from the sponsor a letter with:

- Dates of departure and return
- Name and phone numbers of the person(s) who will take care of your child (ren) during your absence.

## **Cancellation of School**

### **Cancellation of School**

In the interest of our children's safety during the winter period, adverse weather or road conditions may make it necessary to cancel or delay the school bus service. The decision to cancel the school bus service will be made by the SHAPE International School or Support Command, by 0600, on the morning concerned.

Parents have five ways to know if there is school that day:

- 1) Tune in to AFN SHAPE (106.5 FM) radio + RTBF HT-VIVACITE (97.1 FM) +SUD Radio (Mons 102.0 La Louviere 94.5, Mons-Borinage 94.9). They will broadcast the closure between 0630-0800, repeating this message every 15 minutes. Also check our Facebook page at [https://www.facebook.com/ SHAPECS](https://www.facebook.com/SHAPECS) for updates
- 2) Parents can call 065-44-2000 and enter 6033 for the bus office. An automated message on their answer phone will inform you if the buses are not running.
- 3) The SHAPE2DAY website at <http://www.shape2day.com> will also display school closure information. If a school bus has not reached its pick-up point 20 min later than normally scheduled, please consider the transportation cancelled.
- 4) Call the school at 065-32-6934/6935. An automated message will provide the information.

If a school bus has not reached its pick-up point 20 minutes later than normally scheduled, please consider transportation is possibly cancelled. Parents can call 065-44-2000; enter 6033 for the bus office. An automated message on their answer phone will inform you if the buses are not running.

There may be an occasion when the bus routes are clear in some areas and not in others. When this happens and a bus has not arrived 20 minutes after pick-up time, parents need to make their own arrangements to get their children to school.

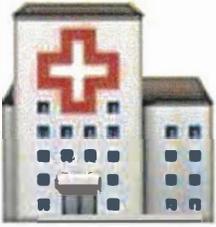
- 5) Monitor information provided by the SHAPE Notification Alert App for emergency school announcements. Please download the app to your iPhone or Android device.

### **Emergency School Closure**

The SIS Director - General may determine the need to close school early because of weather conditions or other emergencies. It would be impossible to notify the all parents involved. If the children are unable to remain in the school building because of an emergency condition such as a bomb threat, their teachers will take them to designated safe havens until such time as it is safe to return to school or the normal end of the school day.

Parents are requested to establish a safe haven near their homes, a place where children are expected to go if their parents are unexpectedly away when they reach home.

# I NEED TO STAY HOME IF...

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100.4 or higher	Within the past 24 hours	Within the past 24 hours.	Body rash with itching or fever.	Itchy head, active head lice.	Redness, itching, and/or "crusty" drainage from eye.	Hospital stay and/or ER Visit

# I AM READY TO GO BACK TO SCHOOL WHEN I AM....

Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash itching, or or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Evaluated by my doctor and have note to return to school	Released by my medical provider to return to school.
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## REQUEST FOR APPROVAL OF PLANNED ABSENCE

**\*\*This form must be signed by the parent at the time it is requested \*\***

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Parent's/Sponsor's Name \_\_\_\_\_

Parent's/Sponsor's Email Address \_\_\_\_\_

Inclusive Dates of Absence \_\_\_\_\_

Reason for Absence:

- Personal Illness (to include medical, dental, and/or mental health appointments)
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a relative
- Religious holiday
- Parent deployment or reintegration
- Unique family circumstances (Provide additional information below)
- Other (Provide additional detailed information below)

Please note that the [Be Here! Attendance Policy](#) of DoDEA states that extended family vacations during school hours are discouraged and may result in negative academic impact to students. Extended family absences for these occasions are unexcused.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Excused**       **Unexcused**

If excused, the student and parent/sponsor is expected to contact the student's teachers to complete any missed homework/assignment/project.

## **Attendance**

Please inform your child's teacher by email AND the school at [shapes.attendance@eu.dodea.edu](mailto:shapes.attendance@eu.dodea.edu) if your child is:

- Sick
- Going to be late for school
- Has an appointment during the middle of the school day

A doctor's note is required for days missed due to illness. Informing the school office in advance of the day's medical or personal appointment will help facilitate the speedy departure of your children.

You can also call the school on DSN 366-6934 or +32 65 32 6934.

If you know in advance about a planned trip, please complete the SHAPE ES - Request for Approval of Planned Absence form.

All absences will be approved by the front office (i.e., excused or unexcused).

Excused absences will result in the student being allowed 7 calendar days from the date of return to school to make up missed work for full credit. Teachers will provide work to be made up UPON RETURN of the student to school.

Unexcused absences are unexcused. Students who have unexcused absences will not be allowed to make up work for credit; however, they can make up the academic learning missed by doing the work. Teachers will provide the work missed UPON RETURN to school.

Five or more unexcused absences will trigger a parent meeting with the school's administration. Excessive unexcused absences beyond 10 days will be referred to SHAPE NATO leadership for assistance.

## **School Lunch**

### **School Lunch (Grades K – 5)**

The food service in the cafeteria for grades K - 5 is provided under contract with AAFES. Meal accounts for full meals are available from the PX (Customer Service) and are sold daily during normal store hours.

Meal accounts for full meals can also be set at the school cafeteria between 0915 and 1030 daily. When accounts have not yet been established, students may pay with cash. Cafeteria questions may be directed to the cafeteria manager at DSN: 366-6916 or CIV: 065-32-6916. U.S. parents may qualify for free or reduced lunch. CYSS can provide information on the free and reduced lunch program.



# School lunch account application

Please provide the following information and return completed form to PX, Customer Service or School Cafeteria for processing

## Sponsor Information:

Rank/Grade:	First Name:	Last Name:
Unit/Organization:	Email:	
CMR:	Box:	APO AE:
Home phone:	Duty phone:	

## MY PAYMENTS PLUS (MPP) ACCOUNT

**For new accounts, please follow the below steps:**

1. Visit [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com)
2. Register as "New Customer"
3. Select "Exchange (EX)" as your State
4. Select "AAFES DODDS" as your District
5. Use your children's DoDDS ID as Student IDs
6. Add Student
7. Repeat for additional students
8. Complete Registration Process
9. **For Mobile Access, download the Horizon App from iTunes/Google/Android stores**

Visit <https://freeandreducedapps.aafes.com> to apply for free or reduced lunch program

\*\*\*Do not include Housing allowance in total income \*\*\*

**Student Information:**

First Name:	Middle Name:	Last Name:
Birth date:	School:	Grade:
Student ID:	Purchasing Restrictions:	Spending limit:
Food Allergies: NO YES	If yes, please list:	

**Student Information:**

First Name:	Middle Name:	Last Name:
Birth date:	School:	Grade:
Student ID:	Purchasing Restrictions:	Spending limit:
Food Allergies: NO YES	If yes, please list:	

**Student Information:**

First Name:	Middle Name:	Last Name:
Birth date:	School:	Grade:
Student ID:	Purchasing Restrictions:	Spending limit:
Food Allergies: NO YES	If yes, please list:	



# New to DoDDS overseas...follow these 4 easy step. Returning? Jump to #3



## HEALTHY MEALS ON THE MENU:

Tasty and nutritious meals on the menu Daily offerings consist of a hot lunch, vegetarian option, and either a sandwich or an entrée salad choice. Fresh fruit and a variety of milk flavors are offered daily as are NEW a la carte options to complement their meal. School meals meet dietary guidelines.

### 1. REGISTER YOUR CHILD AT SCHOOL AND OBTAIN A DODEA STUDENT ID# (10-digit)

- Obtain DoDDS student ID# for all children, including Sure Start students, from registrar to set up a lunch account, MyPaymentsPlus (MPP) parent account and/or apply for Free or Reduced Meals
- Provide school nurse a Dr.'s letter regarding any special dietary needs or allergies so menu substitutions may be made by cafeteria staff as necessary

### 2. SET UP A LUNCH ACCOUNT WITH AAFES EXCHANGE

- Visit your AAFES EXCHANGE Customer Service to set up a student accounts
  - Deposit money into the "Meal" account for school lunches
  - Deposit money into the "General" account for additional entrée and/or a-la-carte food and beverages that are screened to meet USDA's SMART SNACK guidelines
- You will receive a **6-Digit PIN** number assigned to your child to use for all purchases
- **ALL** students, including Sure Start and those eligible for Free & Reduced meals, **MUST** have a LUNCH ACCOUNT

### 3. SET UP A PARENT ACCOUNT THROUGH MYPAYMENTSPLUS (MPP)

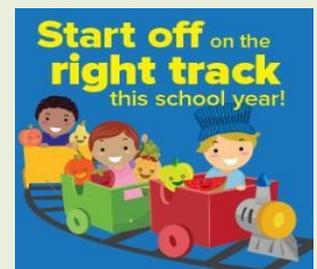
- To create a new account, visit [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com) or on mobile app (must download first) Follow the onscreen directions and register your student using their DoDDS Student ID number. For additional support, contact MyPaymentsPlus at: +1-877-237-0946.
- Benefits for using MPP
  - View student balances and purchase history from your mobile device or computer anytime, anywhere
  - Make payments to your student's cafeteria account online or mobile app
  - Set up alerts and reminders so you know when the balance is low
- Deposits made at the AAFES EXCHANGE or school cafeteria are FREE of charge
- Online deposits have a small nominal administrative fee to cover credit card fees

Download your MPP mobile app



### 4. APPLY ONLINE FOR FREE OR REDUCED MEALS

- Paper applications are no longer available.
- Parents must apply online for benefits every year
- Sure Start students **MUST** apply online for free lunches as part of the program
- Applications for the next school year begin on/around 01 July of every school year
- Apply at: <https://freeandreducedapps.aafes.com/>



<b>Grade</b>	<b>Lunch</b>	<b>Ends</b>	<b>Recess</b>
<b>1</b>	<b>10:55</b>	<b>11:20</b>	<b>11:20-11:45</b>
<b>2</b>	<b>11:00</b>	<b>11:25</b>	<b>11:25-11:50</b>
<b>4</b>	<b>11:10</b>	<b>11:35</b>	<b>10:45-11:10</b>
<b>3</b>	<b>11:30</b>	<b>11:50</b>	<b>11:05-11:30</b>
<b>K</b>	<b>11:30</b>	<b>11:55</b>	<b>12:00-12:30</b>
<b>5</b>	<b>12:00</b>	<b>12:25</b>	<b>12:25-12:50</b>

## Study Trips

### Study Trips

Study trips are extensions of the curriculum. Educational excursions are made to various locations of interest to enrich the curriculum and to better understand the host nation. These trips are conducted during the school day under teacher supervision and guidance. Parent participation on study trips is welcomed. However, siblings may not attend study trips.

Parents who act as chaperones will receive additional information and guidance. Parents should note that no smoking or drinking is permitted on study trips. Parents who volunteer to act as chaperones must be prepared to abide by this rule. They must also submit the complete and approved volunteer packet prior to the trip. Study trips will normally return to SHAPE prior to the departure of the school buses at 1540. Notification will be made when parent pick-up is required for late return. Study trips may be cancelled or rescheduled at any time based on threat levels, teacher absences, or general safety precautions. When the study trips are late to return, call the MP's at 065-44-3333 for information.

## SAC

### School Advisory Committee (SAC)

Public Law and DoD Directive, to foster the concept of participation in school affairs, establish the advisory committee by members of the school community. The committee is responsible for making recommendations and advising the principal on all matters within the jurisdiction of the SAC. These include:

1. School policies involving students and parents
2. Instructional programs and educational resources
3. Allocation of resources to achieve educational goals
4. Student services (health, special education, testing, etc.)
5. Student conduct and discipline standards
6. DoDEA policies and standards related to the above issues.

Unlike the PTSO, the SAC does not raise funds to procure school equipment and supplies or grant student scholarships. Elected members of the SAC include four parents and four teachers. Liaison members (without vote) include the school principal and the school's liaison officer. SAC meetings are the third Thursdays of each month. Parents may bring suggestions or problems before the SAC by contacting a SAC member, or attending a SAC meeting. If a parent would like to be more involved, he/she may contact the school office.

## Miscellaneous

### School Pictures

Individual photos are taken in the early fall of the school year, class photos in the spring. This is coordinated by the PTSO. An announcement well in advance of the date will be in the parent newsletter. Pictures are usually available within four to six weeks from the date they are taken.

### Personal Items

Occasionally, a teacher may designate a “Sharing Day.” This is the only time personal items from home should be brought to school. We urge parents to exercise good judgment and caution when making a decision about personal items being brought to school. Neither the school, nor its employees shall be held accountable if a personal item is damaged or stolen. The owner is fully responsible for the personal item. **Toy guns, swords, or other types of replica weapons are NOT allowed at school.**



<p><b>Level 1:</b> Low level annoying and mildly disruptive behaviors that impact the student</p>	<p><b>Level 2:</b> Low level behaviors that interfere with the learning of others</p>
<p align="center"><b><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> *</b></p> <p><b><u>Element 3: Managing for Effective Learning</u></b></p> <p><b>3A Effectively manages student behavior</b></p> <ol style="list-style-type: none"> <li>1) Create a courteous, respectful classroom climate</li> <li>2) Establish appropriate classroom rules, routines and expectations</li> <li>3) Reinforce positive student behavior in a consistent manner</li> <li>4) Demonstrate respect, empathy, fairness, consistency and firmness in handling student behavior</li> <li>5) Utilize appropriate intervention strategies in managing behavior</li> </ol> <p><b>3B Organizes the classroom for effective learning</b></p> <ol style="list-style-type: none"> <li>1) Arranges the classroom and uses routines to support the designed learning activities</li> </ol>	<p align="center"><b><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> *</b></p> <p><b>3A and 3B</b></p> <p><b><u>Element 2: Presenting Organized Instruction</u></b></p> <p><b>2C Engages all students in the learning process</b></p> <ol style="list-style-type: none"> <li>1) Provides for learner active involvement</li> <li>2) Structures pace to keep learners interested and involved</li> <li>3) Differentiates instruction as appropriate</li> <li>4) Adapts instruction based on student responses</li> <li>5) Provides opportunities for creative thinking and creative products</li> <li>6) Provides opportunities for students to make decisions regarding own learning or behavior</li> </ol>
<p><b><u>Student Behaviors:</u></b></p> <ul style="list-style-type: none"> <li>--Not prepared; no pencil or materials</li> <li>--Not completing homework</li> <li>--Out of seat</li> <li>--Breaking pencils</li> <li>--Not following directions</li> <li>--Whining</li> <li>--Playing in desk</li> <li>--Not doing class work</li> <li>--Not in line</li> <li>--Sleeping</li> <li>--Not listening</li> <li>--Leaning in chair</li> <li>--Refusing to work</li> </ul>	<p><b><u>Student Behaviors:</u></b></p> <ul style="list-style-type: none"> <li>--Blurting out</li> <li>--Visiting/talking/socializing</li> <li>--Inappropriate noises</li> <li>--Chronic tattling</li> <li>--Touching, poking others</li> <li>--Inappropriate use of furniture, such as standing on tables</li> <li>--Mimicking behaviors of others; disrespectful</li> <li>--Out of seat, bothering others</li> <li>--Crawling on floor, bothering others</li> <li>--Consistently not following directions</li> <li>--Making negative remarks to others</li> <li>--Constantly whining</li> <li>--Chronic Level 1 behaviors</li> </ul>
<p><b><u>Positive Methods for managing behavior:</u></b></p> <ul style="list-style-type: none"> <li>--Proactively manage students through eye contact, voice tone, proximity, removing distractions, non-verbal signaling...</li> <li>--Maximize time-on-task. Re-teach routines to minimize disruptions when transitioning, lining up, sharpening pencils, etc.</li> <li>--Involve students in problem solving and decision making via class meetings and solve-it tables</li> <li>--Reward students for correct behavior and cooperation; role-play expectations.</li> <li>--Redirect off-task behaviors; ignore minor behaviors while using specific praise to reinforce appropriate behaviors</li> <li>--Consistently follow through on clear class rules and interventions</li> </ul>	<p><b><u>Additional Positive Methods for managing behavior:</u></b></p> <ul style="list-style-type: none"> <li>--Practice and reinforce courtesy and respect</li> <li>--Explicitly teach social skills, active listening, and “filling buckets.”</li> <li>--Increase supervision</li> <li>--Administer consequences privately, fairly, consistently, non-emotionally.</li> <li>--Teach students to self-assess and problem solve their behavior</li> <li>--Pair disruptive student with older student or adult mentor</li> <li>--As a pre-SST referral, involve the grade level team</li> <li>--Engage student in learning activities. Incorporate his/her interests and use multi-sensory instructional strategies and materials</li> <li>--Provide appropriate structure, choice, challenge and pace</li> </ul>
<p><b><u>Consequence may include:</u></b></p> <ul style="list-style-type: none"> <li>--Natural consequences; retribution</li> <li>--Timeout in classroom</li> <li>--Phone call or email to parents</li> <li>--Child calls the parent (in teacher’s presence)</li> <li>--Loss of privileges such as computer time or recess</li> <li>--New seat assignment.</li> <li>--After school detention (older child)</li> </ul> <p><b>Input on Level 1 data chart</b></p>	<p><b><u>Consequences may include:</u></b></p> <ul style="list-style-type: none"> <li>--Longer timeout in classroom</li> <li>--Timeout in grade level colleague’s room</li> <li>--Student finds solution via solve it table or classroom meeting</li> <li>--Conference with parent, student, teacher, specialist, and/or administrator</li> <li>--Detention or loss of privileges</li> <li>--Natural consequences; restitution, apologies, seat assignment</li> <li>--Behavior report card/contract</li> <li>--Referral to the counselor or grade level team (pre-SST)</li> <li>--Referral for additional services such as SPED, GE, ESL or Nurse</li> </ul> <p><b>Input on Level 2 data chart</b></p>

GLOSSARY

FBA = Functional Behavior Assessment    BIP= Behavior Intervention Plan    SST=Student Support Team

\* DoDEA Educator Performance Appraisal Companion

<p><b>Level 3:</b> Behaviors that affect an orderly environment and that are <b>chronic</b>, disruptive, hurtful, and/or conflict generating</p>	<p><b>Level 4:</b> Behaviors which are harmful, dangerous, disruptive and/or unsolved. <b>IMMEDIATE office referral.</b></p>
<p><b><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> *</b> <b>3A, 3B, 2C</b> <b>3C Maximizes use of resources and materials</b></p> <ol style="list-style-type: none"> <li>1) Collaborates with colleagues, school-based specialists, resource personnel and community resource persons</li> <li>2) Provide a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives</li> <li>3) Incorporate multi-sensory materials to meet varied student learning styles</li> </ol>	<p><b><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> *</b> <b>2C</b> <b>3A, 3B, 3C</b> <b><u>Performance Element 4: Monitoring and Assessing Student Achievement</u></b> <b>4A Uses a variety of assessment tools and strategies</b></p> <ol style="list-style-type: none"> <li>1) Communicates assessment criteria and standards to students</li> <li>2) Uses information from student assessment to guide instruction</li> <li>3) Communicates student progress to parents</li> </ol>
<p><b><u>Student Behaviors:</u></b> --Talking back to adult; disrespect to others --Throwing things – objects not causing harm --Teasing --Lying or Cheating --Forgery --Inappropriate language; profane hand gestures --Tantrums --Mischievous in the bathroom or hallway --Pushing, shoving --Leaving room without permission --Purposely try to stop instruction through misbehavior --Pinching and scratching --Vandalizing property --Throwing food; spoiling others' food by spitting, etc. --Bullying</p>	<p><b><u>Student Behaviors:</u></b> --Actions that harm or are perceived to have caused harm --Stealing --Fighting --Drugs --Weapons and look-alike weapons including hand gestures that convey a threat --Kicking --Punching --Biting --Throwing things that are heavy and sharp and could hurt others --Threatening to do injury to person or property --Sexual harassment or sexual behaviors --Chronic bullying --Leaving campus without permission --Malicious spitting --Willful disobedience toward any school authority</p>
<p><b><u>Additional Positive Methods for Managing Behaviors:</u></b> --<b>Intervene early.</b> Re-teach school rules/expected behaviors --Consistent application of rewards and consequences; link rewards to appropriate behaviors --Consult with colleagues, resources (books, CD) and community specialists --Involve students in solution via solve it table or class meeting --SST referral --FBA, Behavior Report Card and BIP --Involve parents in problem solutions --Differentiate curriculum and instruction according to readiness, interest and learning style; Adjust the pace or structure of instruction --Involve student in developing a plan for being more responsible and respectful</p>	<p><b><u>Additional Positive Methods for Managing Behaviors:</u></b> --Progressively longer time-outs --High levels of supervision: seat assignment, room arrangement, buddy --Adjust BIP; link rewards to appropriate behavior --Alternative classroom placement --Mandatory individual or small group counseling for suspended student(s) --Parent meeting --Involve student in making a plan for being more responsible and respectful.</p>
<p><b><u>Consequences will include one or more:</u></b> --Timeout in colleague's room, counselor's office, administration office --Detention or structured lunch/ recess areas --Conference with parent, student, teacher, specialist, and/or administrator --Behavioral report card/contract with adjustments --Student Support Team (SST) referral --Parent sits with child in classroom or time out room --Sent home with parent --Meeting with parent's Commander or the School Liaison Officer --Suspension (exclusion for first-time offense unless injuries resulted)</p> <p><b>Input on Level 3 &amp; 4 Referral Form</b></p>	<p><b><u>Consequences will include one or more:</u></b> --As per DODEA discipline policies (2051.1) * 1-4 days suspension (in-school or at-home) * 5 days suspension requires FBA * 10 days suspension leads to SES Disciplinary Bd. Board decides on expulsion or other option * Weapon –immediate suspension and review by the discipline board --Battalion Command contact (Commander or Sgt Major) --Civilian Disciplinary Bd (minimum 10 years old) for Community Service --Law enforcement --School Liaison Officer</p> <p><b>Input on Level 3 &amp; 4 Referral Form—IMMEDIATELY!</b></p>

**GLOSSARY**

FBA = Functional Behavior Assessment    BIP= Behavior Intervention Plan    SST=Student Support Team

\* DoDEA Educator Performance Appraisal Companion

# Morning Line-Up



**Chain of Command**

**CLASSROOM TEACHER**



**SCHOOL ADMINISTRATION**

Dr. Karen Jerome, Assistant Principal

Unit 21420 APO AE 09705-1420

Telephone: DSN 366-6934 Commercial: 0032-6532-6934



**BRUSSELS COMMUNITY SUPERINTENDENT**

Mr. Walter Wihoit,

Community Superintendent DoDEA

West District Unit 28100 Box 26

APO AE 09714

Telephone: DSN 368-9925 Commercial: 0032 2717-9925



**DISTRICT SUPERINTENDENT**

Mr. Kent Worford, Superintendent Do DEA West DSO

Unit 28100 Box 26

APO AE 09714

Telephone: DSN 368-9925 Commercial: 0032-2717-9925



**AREA DIRECTOR**

Dr. Dell W. McMullen Unit 29649 Box 7000

APO AE 09002-7000

Telephone DSN 545-1503 Commercial +49-611-143-545-1503



# SHAPE American Elementary School Supply List SY 2019-2020

## GRADE 1

- 1 book bag
- 3 packs of #2 pencils
- 4 large soft erasers (preferably white)
- 2 boxes of colored twistable or regular colored pencils
- 2 boxes of 24 crayons
- 1 pack of colored markers
- 2 packages of assorted colors of dry erase markers
- 1 box assorted highlighters (thin or thick tip)
- 3 primary composition books (with space on top of each page to draw a picture)
- 3 plastic (not paper) pocket folders
- 6 glue sticks and 2 bottles of Elmer's glue
- 2 large boxes of tissues
- 1 set of personal headphones (not ear pods)
- 1 pair Fiskar (rounded tip) scissors

***These supplies, (except book bag) are shared by the class and do not need to be individually labeled***

**See PE supplies**

## GRADE 3

- 2 packs of #2 pencils
- 1 box of 24 crayons
- 1 box of colored pencils
- 1 pack of thin colored markers
- 4 EXPO Brand Dry Erase Markers
- 6 pocket folders
- 2 large erasers
- 2 packs glue sticks
- 1 pair of scissors
- 2 boxes of tissues
- 5 composition books, wide-ruled
- 2 wide-ruled spiral bound notebooks
- 2 highlighters
- Personal sturdy headphones (not ear pods)

**See PE supplies**

## GRADE 5

- 2 packs of #2 pencils
- 2 blue pens
- 1 4-color ballpoint pen
- 1 box of **24** crayons
- 1 box of colored pencils
- 8 dry-erase markers
- 1 highlighter
- 8 glue sticks
- 2 packs of loose-leaf paper (wide ruled)
- 1 pocket folder (3-hole punched)
- 2 erasers
- 1 pair of scissors
- 1 zipped pencil case with rings to fit in binder
- 4 American style composition books
- 1 1-inch or 2-inch three-ring binder (no 3-inch binders, please)
- 2 single subject spiral notebooks
- 1 set of notebook dividers
- 1 large box of tissues
- 1 pack markers
- 1 pocket folder (**For French special**)

**See PE supplies**

## PE SUPPLIES:

- 1 **oversized plain white** T-shirt labeled with child's name (front and back)
  - Tennis shoes (**non-marking sole**)
  - Cloth cinch sack with name labeled on it
- These can be left at school***

## GRADE 2

- 6 pocket folders
  - 3 boxes of no. 2 pencils
  - 2 boxes colored pencils
  - 4 WHITE erasers
  - 1 box thick colored markers
  - 1 box thin colored markers
  - 6 primary composition notebooks
  - 3 glue bottle
  - 15 glue sticks
  - 2 box of 24 of crayons
  - 3 packs of **BLACK** dry erase markers for WHITEBOARD
  - 1 large box of tissues
  - Plastic supply box
  - 1 pair of scissors
  - Small yellow reflective vest for study trips
  - 3 ring binder 3" thick (**for French Immersion ONLY**)
  - 1 pack of green pens (**for French Immersion ONLY**)
- These supplies are shared by the class and do not need to be individually labeled***
- See PE supplies**

## GRADE 4

- 6 packs of #2 pencils
  - 2 blue pens/2 red pens
  - 1 small 24 count box of crayons
  - 1 box of 24 or 36 colored pencils
  - 3 packs of 4 dry-erase markers
  - 2 large glue sticks
  - 1 pack of loose-leaf paper (wide lined)
  - 4 pocket folders
  - 7 large erasers (white)
  - 1 pair of scissors (adult size)
  - 6 bound composition books (American style)
  - 1 large boxes of tissues
  - 2 highlighters
  - Headphones or Earbuds
  - 1 protractor
  - 1 bottle of white glue
- See PE supplies**

## KINDERGARTEN

- Personal Headphones (not ear pods)
- 1 FULL SIZE backpack or book bag (no wheels please)

***The following supplies are shared by the class and don't need to be individually labeled:***

- 6 jumbo pencils (Ticonderoga)
- 1 large eraser
- 2 boxes of 24 crayons
- 1 box of thin and 1 box of thick colored markers
- 10 glue sticks (clear or white please) and 1 bottle of white glue
- 1 pair of round end scissors
- 3 boxes of twistable color pencils
- 1 package thin dry-erase markers
- 1 large box of tissues
- 1 primary composition book (with space on top of each page to draw a picture)
- 1 bath towel (for rest time) - your child's teacher will inform you if this is needed

**See PE Supplies**

***Please note that some of these supplies will need to be restocked during the school year.***



# SHAPE American Elementary School

## SCHOOL YEAR CALENDAR 2019-2020

Month	Day	Occasion
Aug 2019	12	Teachers' First Day at School
	19	First Day of School for Grades 1 - 5
	26	1st Day of School for Kindergarten
Sep 19	19	Teacher Work Day - No School
Oct 2019	10	Teacher Work Day - No School
	17	1st Quarter Ends
	18	Teacher Work Day - No School
	21	2nd Quarter Begins
	24-25	Parent-Teacher Conferences - No School for Students
	28-31	All Saints Recess - No School
Nov 2019	1	All Saints Recess - No School
	11	No School for Students + Teachers
Dec 2019	03	Teacher Work Day - No School
	20	Early Dismissal at 1300
	23-31	Winter Break
Jan 2020	01-03	Winter Break
	16	2nd Quarter Ends
	17	Teacher Work Day - No School
	20	3rd Quarter Begins
Feb 2020	10	Teacher Work Day - No School
	21	Early Dismissal at 1300
	24-28	Pre-Lenten Recess
Mar 2020	26	Early Dismissal at 1200 + 3rd Quarter Ends
	27	Teacher Work Day - No School
	30	4th Quarter Begins
Apr 2020	03	Early Dismissal at 1300
	06-17	Easter Recess
May 2020	01	Teacher Work Day - No School
	21	Teacher Work Day - No School
June 2020	01	No School for Students + Teachers
	15	4th Quarter Ends + Last Day of School
	16	Teacher Work Day

### August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	Q1	20	21	22	23	24
25	26	27	28	29	30	31

### September 2019

S	M	T	W	T	F	S
1	2	3	4	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					

### October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	Q2	22	23	PC	PC	26
27	28	29	30	31		

### November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	15	26	27	28	29	30

### December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	E	21
22	23	24	25	26	27	28
29	30	31				

### January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	Q3	21	22	23	24	25
26	27	28	29	30	31	

### February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	E	22
23	24	25	26	27	28	29

### March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	E	27	28
29	Q4	31				

### April 2020

S	M	T	W	T	F	S
			1	2	E	4
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		

### May 2020

S	M	T	W	T	F	S
					1	2
3	4	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						

### June 2020

S	M	T	W	T	F	S
	1	2	3	4	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				

	School Day
	Non-Duty Day / School Break
	In-service or Teacher Work Day
	Indicates the start of a Quarter
	Indicates the end of a Quarter
	Parent Teacher Conferences
	Early Finish

For the latest and greatest SHAPE American Elementary School updates:  
<http://www.dodea.edu/SHAPEES/>  
<http://www.facebook.com/SHAPECS>

Early Release every Wednesday at 3:05 PM



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**EUROPE**  
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