

# SCOTT INTERMEDIATE SCHOOL

## STUDENT/PARENT HANDBOOK

**School Year 2020-2021**



**School Web Site:** <https://www.dodea.edu/ScottIS/>

**Department of Defense Education Activity (DoDEA)**

**Americas Southeast District**

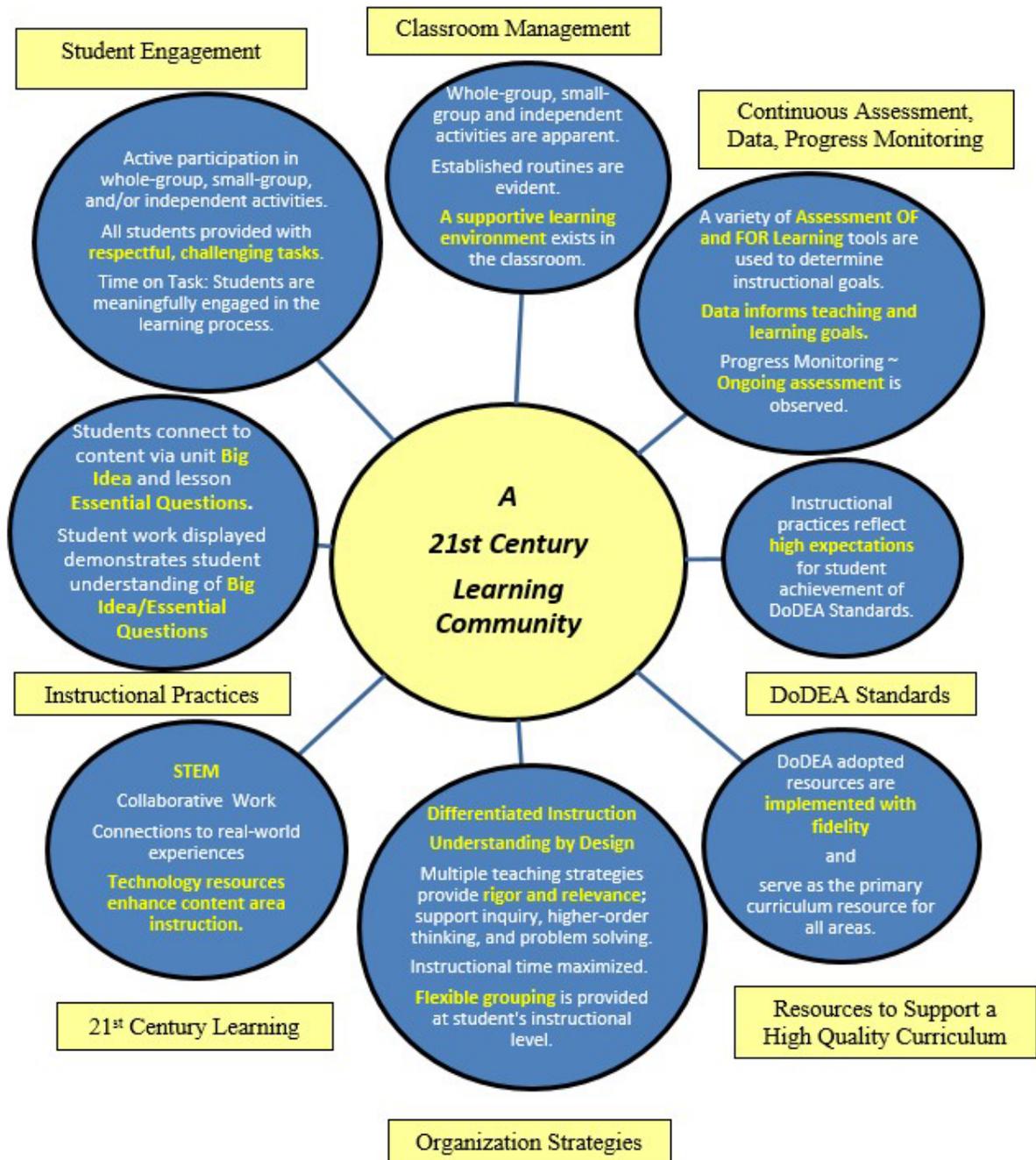
**“Educate, Engage and Empower each Student to Succeed  
in A Dynamic World.”**

**Office Hours: Monday-Friday 7:30 AM- 4:00 PM**

**266 Mississippi Street  
Ft. Knox, KY 40121**

**Phone: 502-624-2236**

# DODEA AMERICAS SOUTHEAST DISTRICT IS A 21<sup>ST</sup> CENTURY LEARNING COMMUNITY



DoDEA Americas Southeast District: Fort Knox Calendar for SY2020-21 (07.30.2020)

July 2020							August 2020							September 2020							October 2020							November 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7
5	6	7	8	9	10	11	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14
12	13	14	15	16	17	18	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21
19	20	21	22	23	24	25	23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28
26	27	28	29	30	31		30	31													29	30						29	30					
3 Independence Day (Observed)							17-18 Teacher Professional Learning (No School) 19-20 Professional Learning: CCRS (No School) 21-22 Teacher Work Days (No School) 24 First Day of School (K-12)							7 Labor Day (No School) 8 First Day of School (Pre-K) 25 CCRS Q3 Professional Learning (No School)							8 Professional Learning (No School) 9 Parent Teacher Conferences (No School) 12 Columbus Day (No School) 27 End of 1 <sup>st</sup> Quarter (43 days) 30 Report Card Prep Day (No School)							6 1 <sup>st</sup> Quarter Report Cards Go Home 11 Veterans Day (No School) 12 CCRS Q2 Professional Learning (No School) 25-27 Thanksgiving Break (No School)						
December 2020							January 2021							February 2021							March 2021							April 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31				25	26	27	28	29	30	
8 Pre-K Report Card Prep (No Pre-K) 9 Pre-K Report Cards Go Home Accelerated Withdrawal (2 <sup>nd</sup> Semester) 21-31 Winter Break (No School) 25 Christmas Day (No School)							1 New Year's Day (No School) 15 Parent Teacher Conferences Grades K-6 (No School) Grades 7-12 (In-Class) 18 Martin Luther King, Jr.'s Birthday (No School) 20 End of 2 <sup>nd</sup> Quarter (44 days) 22 Report Card Prep Day (No School) 29 2 <sup>nd</sup> Quarter Report Cards Go Home							12 CCRS Q3 Professional Learning (No School) 15 President's Day (No School)							8 Pre-K Report Card Prep Day (No Pre-K) 9 Pre-K Report Cards Go Home 26 End of 3 <sup>rd</sup> Quarter (44 days) 29 Report Card Prep Day (No School) 30 CCRS Q4 Professional Learning (No School)							5-9 Spring Break (No School) 12 3 <sup>rd</sup> Quarter Report Cards Go Home 28 Professional Learning (No School)						
May 2021							June 2021							Standard Calendar 2020-2021							Quarter Duration							School Contacts						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	F	ER	QE	YE	PK	RC	AW	PL	TW	H	TC	GR	Quarter	End Date	Duration	School	Phone				
2	3	4	5	6	7	8																				1	October 29	43	Kingsolver ES	502-626-2500				
9	10	11	12	13	14	15	6	7	8	9	10	11	12													2	January 25	44	Van Voorhis ES	502-624-5854				
16	17	18	19	20	21	22	13	14	15	16	17	18	19													3	March 31	44	Scott IS	502-624-2236				
23	24	25	26	27	28	29	20	21	22	23	24	25	26													4	June 11	44	FK M/HS	502-624-7030				
30	31						27	28	29	30																<b>Make Up Days</b> Make up days, if needed, will be: • 10-14 June			Community Office	270-439-1927				
12 Accelerated Withdrawal (2 <sup>nd</sup> Semester) 29 Fort Knox M5/HS Graduation 31 Memorial Day (No School)							8 Last Day of School for Pre-K 9 End of 4 <sup>th</sup> Quarter/Last Day of School (44 days) Pre-K Report Card Prep (No Pre-K) 10 Report Card Prep Day (No School) 18 4 <sup>th</sup> Quarter Report Cards Go Home														<b>Report Card Dates</b> Quarter 1 November 6 Quarter 2 January 29 Quarter 3 April 12 Quarter 4 June 16													

# Department of Defense Education Activity (DoDEA)-Americas

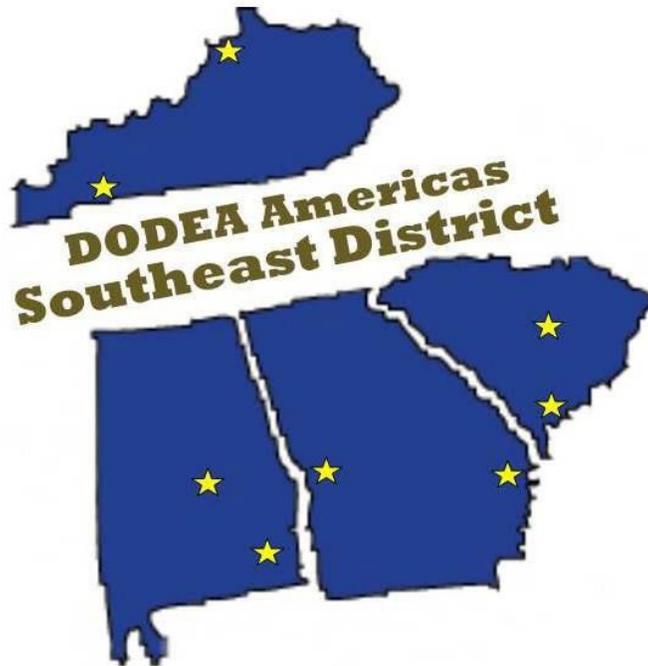
## dodea americas

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### SOUTHEAST DISTRICT

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

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



AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT'S OFFICE

900 Santa Fe Rd,  
Fort Benning, GA 31905

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

# ***Dr. Christy Huddleston***

**DoDEA Americas Southeast District Superintendent**

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Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012 and now serves as the DoDEA Americas Southeast District Superintendent now that the [Restructuring for Student Achievement \(RSA\)](#) changes have been implemented. She began her career as a high school science teacher in 1996 and coached the girl's golf team in Harris County, GA. She was selected as the Parent Teacher Student Association (PTSA) Star Teacher in 2001. She went on to serve as the High School Guidance Department Chair and the School Testing and Curriculum Coordinator for Harris County High School. Beginning in 2006, she served as the District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009.

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

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

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

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

## ***Mr. Josh Adams***

**DoDEA Americas Kentucky Community Superintendent**

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

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

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

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## ***Mrs. Theresa Wilson***

**Scott Intermediate School Principal**

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Mrs. Wilson joined DoDEA in 2009 as a 7th grade World Geography teacher at Wassom Middle School located at Fort Campbell, Kentucky. In 2012, Mrs. Wilson became the Assistant Principal at Fort Knox High School where she remained for three years. Following that, Mrs. Wilson served as the Assistant Principal at Scott Middle School for one year and moved into the elementary realm as the Assistant Principal at Van Voorhis Elementary. Mrs. Wilson assisted in the opening of Kingsolver in 2017 to usher in the 21<sup>st</sup> Century model for teaching and learning.

Prior to joining DoDEA, Mrs. Wilson has twelve years of teaching social studies and math at the middle school grade level within both the public and private educational settings. Mrs. Wilson holds a Bachelor of Arts degree in Political Science, two Master of Science degrees (Middle Grades education and Educational Leadership), and an Educational Specialists degree in Educational Leadership. Mrs. Wilson is a native New Yorker, but currently calls Kentucky home where she resides with her husband and baby girl.

# Scott Intermediate School

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## Contact Information

Scott Intermediate School  
266 Mississippi Street  
Fort Knox, KY 40121  
Phone: (502)-624-2236  
Fax: (502) 624- 5433  
<https://www.dodea.edu/ScottIS/>

## DoDEA Mission Statement

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

## DoDEA Vision Statement

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

## Scott Intermediate School Mission Statement

**Our School, an innovative learning community, empowers students to become creative, responsible, and independent thinkers who utilize 21st Century skills in order to become global leaders.**

## School Improvement Goals:

### Literacy:

- Goal A: All students in grade 6 will increase their achievement in Literacy as measured by the 5 category rating scale on the CCRS Summative Assessment in performance levels 4 and 5 from 40% SY 18-19 to 43% in SY 19-20.
- Goal B: Students in grade 5 will achieve a score in literacy as measured by the 5 category rating scale on the CCRS Summative Assessment in performance levels 4 and 5 of 40% in SY 19-20.

### Math:

- Goal A: All students in grade 5 will achieve a score in Mathematics as measured by the 5 category rating scale on the CCRS Summative Assessment in performance levels 4 and 5 of 51% in SY 19-20.
- Goal B: All students in grades 6 will increase their achievement in Mathematics as measured by the 5 category rating scale on the CCRS Summative Assessment in performance levels 4 and 5 from 41% in SY 17-18 to 47% in school year 19-20.

## School's Mascot

**Bulldogs**

## Points of Pride:

- **21<sup>st</sup> Century Teaching and Learning**
- **Staff Highly committed to the education of military connected children**
- **Strong collaborative culture**

# Chain of Command

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## **DoDEA Director**

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

## **Area Director**

700 Westpark Drive  
3rd Floor  
Peachtree City, GA 30269

## **DoDEA Americas Southeast District Superintendent**

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

## **DoDEA Americas Southeast Kentucky Community Superintendent**

84 Texas Avenue  
Fort Campbell, KY 42223  
Phone # 270-439-1927

## **School Principal**

266 Mississippi Street  
Fort Knox, KY 40121  
Phone # 502-624-2236  
Fax # 520-624-5433

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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 may be found on the DoDEA website. Policies can change throughout the school year. The most current policies can be found at here:

[https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm?itemid\\_723433=8](https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm?itemid_723433=8)

Mrs. Theresa M. Wilson  
Principal  
Scott Intermediate

## **Accreditation**

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

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

As a part of the accreditation process we have established a mission statement through input from the students, the staff, the parents, and the community. This Mission Statement is the basis for establishing priorities which aid in decision-making, and provides an effective basis for comprehensive and continuous evaluation. To advance the Department of Defense Education Activity (DoDEA) schools to new levels of excellence, a *Blue Print* for Continuous Improvement has created a plan with strategic initiatives and key resolution indicators and requires educational excellence for all students.

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

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

## **Interstate Compact**

Interstate Compact on Educational Opportunity for Military Children [DoD Instructional 1349.29 - Interstate Compact on Educational Opportunity for Military Children, January 2017](#)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of military families.

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

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

## **Registration Information**

### **Enrollment**

[DoDEA Regulation 1342.13 - Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas, December 2008](#)

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

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended and DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS),” March 4, 1997.

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

### **Immunizations**

#### [Immunization Requirements](#)

At the time of enrollment, documentation of a student’s immunizations is required. 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.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required

immunizations and necessary forms, please visit  
<https://www.dodea.edu/StudentServices/immunizationPgrm.cfm>

## **Grade-Level Placement**

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

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten. An otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Kindergarten is not a prerequisite to grade 1 entry. Placement in grades 2 through 8 is predicated upon successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through 8.

Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

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

## **Retention Philosophy**

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

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

Research does indicate that:

- Low-achieving students do progress whether they are retained or promoted.
- At the end of the repeated grade, retained students' scores on achievement tests are somewhat lower in comparison to their counterparts who have moved to the next grade.

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

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

Rather than considering grade-level retention, efforts should focus on assuring that students who are markedly underachieving obtain the appropriate services. An individualized plan of management is essential for these students. The individual student program recognizes each student's ability and level of achievement. Our school has a Student Support Team (SST) to work

with teachers and/or parents making recommendations and suggestions for students to be more successful academically and/or behaviorally.

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

## **Court Orders**

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

## **Accelerated Withdrawal of Students**

[DoDEA Administrative Instruction 2000.1 - High School Graduation Requirements and Policy, September 2014](#)

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

Elementary school withdrawal is different than higher grades regarding requirements and is based on the 20-day rule. With ten days prior notification, parents are welcome to pick up student records from the office on the last day of student attendance, after 2:30 p.m. The sponsor/spouse must sign for records, provide a copy of orders, and present an I.D. to receive the child's school records.

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

## **Early Withdrawal**

If a student is departing school with less than 20 school days in attendance, prior to the end of the school year and due to official military orders, the following statement will be written on their report card:

*“Although (student's name) was unable to complete the school year due to the military transfer of his/her family, had he/she continued their current progress through (the date for 20 days of attendance) he/she would have been promoted to grade \_\_\_ next school year.”*

If a child is departing school on or after the date of 20 days of attendance in the 4th quarter his/her report card will be completed as usual, to include all grades, comments, and promotion to the next grade level.

## **Early Withdrawal Policy per DoDEA Policy**

Excerpt from policy: The policy therefore requires that students present verification of the date of their sponsor's departure, i.e., Permanent Change of Station (PCS) or other official orders, to school officials in order to receive consideration for full academic credit. Students who withdraw prior to the 20-day limit receive a "withdrawal" grade rather than a final grade. At the elementary school level, administrators may annotate the child's progress report to indicate the student's status.

## **Change in Student Information**

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

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

We are legally required to maintain current orders or extension to orders in order to enroll or reenroll all students.

## **Attendance Information**

School attendance is important and in order to receive the best education, students need to Be Here! DoDEA has implemented a system-wide attendance policy for students in DoDEA schools throughout the world. This new policy is consistent with those found in many public schools throughout the United States. School attendance has been identified as a serious issue for children throughout the country and military children are no exception.

DoDEA's attendance policy (Regulation 2095.01), [DoDEA Regulation 2095.01 - School Attendance, August 2013](#), provides specific guidance on attendance and identifies support services for students at-risk for not fulfilling the grade or course requirements.

Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility, determination, respect for rules of society -- that are critical for developing career readiness skills, success in college and in life.

## **Highlights of the Attendance Policy**

- All students are required to attend school for 180 instructional days per school year.
- Academic penalties will not be imposed for excused absences.
- If the principal pre-approves extended absences, then a student educational monitoring plan shall be implemented to lessen the impact of a student missing school

## **Excused absences can include:**

- Personal illness
- Medical, dental, or mental health appointment

- Serious illness in the student’s immediate family
- A death in the student’s immediate family or of a relative
- Religious holiday
- Emergency conditions such as fire, flood, or storm
- Unique family circumstances warranting absence and coordinated with school administration
- College visits that cannot be scheduled on non-school days
- Pandemic event
- Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return
- School Sponsored Activities

The policy establishes a balance between the need for military families to spend time together following deployment, while emphasizing the importance of education. We have and will continue to be as flexible as possible in accommodating the precious time families have together but flexibilities and accommodations have limitations, especially when they have an impact on student performance and attendance at school.

Procedures for monitoring daily student attendance and communicating with families are established in this policy. Academic penalties will not be imposed for excused absences. Students at-risk will be monitored by the Student Support Team and school administration to include the identification of supports and interventions.

### **How Parents Can Help:**

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

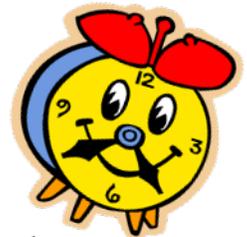
### **Appointments or Illness**

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

### **Procedures for Absence Notification**

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

Parents will be informed of unexcused absences. Students will be required to make up all missed school assignments. Parents are strongly encouraged to work closely with their child’s teachers to ensure all class assignments are completed in a timely manner.



### **Release of Students Policy**

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

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

## **Tardy**

Students arriving to school late or being dismissed early from school are signed in and out through the front office. The time and reason for being absent from school is noted for accountability.

DoDEA's attendance policy (Regulation 2095.01) provides specific guidance on attendance and identifies support services for students at-risk for not fulfilling the grade or course requirements.

Students will be identified present or absent, based upon the following criteria:

- Absent up to 25% of the school day = absent  $\frac{1}{4}$  of the school day
- Absent between 26% to 50% of the school day = absent  $\frac{1}{2}$  of the school day
- Absent between 51% to 75% of the school day = absent  $\frac{3}{4}$  of the school day
- Absent between 76% to 100% of the school day = absent full day

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

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

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

## **Books, Materials and Technology**

### **Books on Loan**

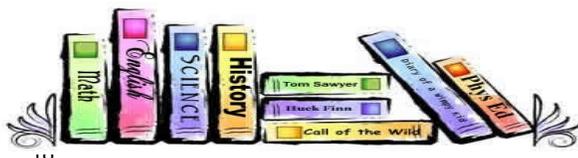
Textbooks and/or workbooks are furnished without charge. Sponsors are responsible for payment in case of loss or damage to textbooks, musical instruments, workbooks, library books, science equipment, audio-visual equipment, computer equipment, or other school property.

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

### **Care of Books and Materials**

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

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



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

## **Child Abuse and Neglect**

### [DoDEA Administration Instruction 1356.01 - Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect, November 2018](#)

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

The Department of Defense Educational Activity (DoDEA) which provides administrative services and support to the Domestic Dependent Elementary and Secondary Schools (DDESS) has mandated that any and all school personnel report suspected child abuse and neglect (DoDEA Regulation 2050.9 enclosure 2).

The regulation (2050.9) defines child abuse/neglect as the following:

- Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened.
  - For further clarification outside of the DoDEA regulation, "negligent treatment" means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so as to seriously endanger the physical health of the child(42 USC Sec.13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.
- The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person.

A "child" is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term "child" means a natural child, adopted child, stepchild, foster child, or ward.
- The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facility (MTF) is authorized.

Our primary responsibility and concern must be for the safety and welfare of the child. The national mandate to prevent child abuse is so strong that school officials can be charged if they fail to report a suspected case of child abuse. Therefore, any and all suspected cases of child abuse/neglect are to be reported to the appropriate authorities.

Our ethical and mandated responsibilities in the DDESS system require all staff members to report suspected cases to the appropriate school administrator and to the base or post Family Advocacy Program\*(FAP). The FAP management team, composed of the military installation's medical, legal, law enforcement and social work staff, is responsible for determining if child abuse/neglect has occurred and provide appropriate services for the child and family.

\*Individual military branches and/or installations may have additional reporting requirements, processes, or procedures. These additional responsibilities do not however, relieve a DDESS employee from their duty to report suspected abuse to their appropriate school administrator and their FAP.

## **Sexual Harassment**

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

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

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

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

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

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

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

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

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

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

Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015, Sexual Harassment and Other Inappropriate Sexual Behavior to obtain more information about sexual harassment.

## **Classroom Assignment**

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

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

## **Communication**

### **Email**

DoDEA encourages all email communication to take place through official school email accounts. Please correspond with teachers through their DoDEA email accounts, not through grade speed.

### **Cell Phones**

Cell Phones are not allowed in the classrooms. Cell phones must remain off and in a student’s locker during the school day. If a cell phone is brought to class, the teacher will take it and send it to the office.

- 1<sup>st</sup> Offense-Warning and student can pick up the phone at the end of the school day.
- 2<sup>nd</sup> Offense-A parent is called to pick up the phone from the office. Phone will remain in the office until a parent sign for it.
- 3<sup>rd</sup> Offense-A parent is called to pick up the phone from the office and a detention is issued to the student.

### **Telephone**

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

**Students:** Due to classroom transitions throughout the school day, it is not always possible to relay phone messages to students. To avoid disrupting instructional time, only emergency messages will be delivered directly to classrooms. All other messages will be sent to the homeroom teacher via email. The school office cannot guarantee delivery of phone messages to students received after 1:00 p.m. Please provide your child with transportation/pick-up instructions prior to start of school.

## Social Media

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

## Curriculum

### • Art Program

The Art Program has four primary goals:

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



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

### • Music Program

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

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



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

### • Physical Education Program

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

- **Personal and Social Development Skills** - Students apply responsible personal and social development skills in the Physical Education setting. They learn to perform activities safely, follow the rules of the class and game, as well as display behaviors that are age appropriate and supportive.

- **Motor Skills and Movement Patterns** - Competency in motor skills and movement patterns is needed to perform a variety of physical activities. The ability to apply movement skills in sequence from simple to more complex will help build a foundation for the other skills to be learned and will assist the student to be successful in future physical activities.
- **Physical Activity and Fitness** - A physically active lifestyle is essential to maintaining a health-enhancing level of physical fitness. Students participate regularly in activities that develop cardio-respiratory endurance, muscular strength and endurance, and aerobic capacity. These activities enhance and support the acquisition of lifetime skills.
- **We ask that the following guidelines be followed:**
  - Wear proper physical education attire, shoes included.
  - Have a pair of athletic shoes to be used only for PE.
  - Always cooperate with the teacher and other students.
  - Be prepared to exercise and have fun.

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

- **English as a Second Languages (ESL)**

[DoDEA Regulation 2440.1 - English as a Second Language Programs, March 2007](#)

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

Regulation 2440.1, "English as a Second Language Programs," March 16, 2007, DoDEA's ESOL Program is a language acquisition program designed to teach ELLs social and academic skills as well as the cultural aspects of the ELLs to succeed in an academic environment. It involves teaching, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels with little or no use of the native language. ESOL instruction is in English and can be provided in a variety of settings and program configurations. The amount of instruction given will vary according to the student's needs and classification. ELLs are involved in mainstream classes during the day.



- **Gifted Education Programs**

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

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

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

- **Read 180**

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades 3-8.

### **Special Programs for Children with Disabilities:**

- **Child Find**

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

- **Special Education Services**

[DoD Manual 1342.12 – Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents, June 2015](#)

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

- **Students with Disabilities**

[DoDEA Administration Instruction 2500.14 - 2500.14 - Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities. April 2012](#)  
[DoDEA Regulation 2500.10 – Special Education Dispute Management System, August 2001](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14,

“Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child

with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

## **Discipline and Behavior Management**

[DoDEA Regulation 2051.1 - Disciplinary Rules and Procedures, March 2012](#)

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

The primary objective of school discipline is to maintain a safe and orderly environment that positively affects academic achievement. Discipline provides an opportunity for students to understand that inappropriate behavior results in appropriate consequences. These consequences are designed to keep the students academically involved. Exclusion from learning opportunities is a final disciplinary option. We believe it is imperative to provide students with feedback for their disruptive behavior and allow for planning to avoid future incidents of behavior.

The school philosophy remains that the teacher is responsible for discipline in the classroom. The focus in the area of student discipline at all levels should always be teaching appropriate behavior and promoting self-discipline. The lowering of a student's grade shall not be used as punishment. Students' grades must reflect achievement in the academic area, not the appropriateness of their behavior. Students shall not be assigned additional academic work as a consequence for inappropriate behavior, nor shall they be excluded from any part of the school program unless permission is granted from the principal.

Acts of misconduct should, if a first offense, be dealt with through admonition and counseling between the student and teacher on an individual basis. If the inappropriate behavior continues, the parents will be informed and their assistance sought. This may be done through a conference and/or other school resources, such as the school counselor. Should the disruptive behavior continue following the involvement of the parents, the assistance of the principal will be sought. Every student that is referred to the office will have a completed referral form.

The principal may suspend a student based on the seriousness and frequency of the problem. If a student is placed in "In-School Suspension" where space permits, the teacher will provide ample assignments so that the child is able to remain engaged in learning throughout the day. No child should be academically penalized because he/she was placed in "In-School Suspension". Corporal punishment is not an option and will not be administered.

If it is necessary to detain a student after school for disciplinary purposes, contact with the parents will be made so that they may arrange transportation and know the whereabouts of their child. Therefore, the teacher will either phone the parents or send home a slip which explains the date(s) and time(s) that the student will be expected to stay. The parents must sign this slip in order for the student to stay.

DoDEA Americas Southeast District Elementary schools operate with four basic rules:

- Be in the right place at the right time
- Treat people, school property and the environment with respect
- Fulfill the responsibilities of a student
- Behave in a manner that reflects favorably upon your family, school, and country

Each teacher has and enforces a classroom discipline plan. The steps of action are:

- Teacher counsels student

- Teacher and student conference and/or peer mediation\*
- Teacher calls the parent\*
- Student is referred to the counselor
- Teacher and counselor meet to develop behavior interventions; e.g., a behavior plan, 504, SST\*
- Teacher and counselor meet with parents to discuss implementation plan\*
- Administration, teacher & counselor meet with parent and student\*

\*Conferences, detentions, suspensions, or referrals are possible at any time depending on the disruptive behavior.

**Please refer to Appendix C to view the discipline matrix of possible discipline consequences**

## **Bullying**

In the wake of school violence throughout the world, it is important to analyze the causes of violence and implement preventive measures to assure that every student and adult will feel secure in the school environment. District Schools implement a system-wide bully prevention program as a part of the Safe Schools and Character Education program.

Bullying has been defined as a means to have power over another and it takes many forms: physical, verbal, and indirect such as gossip and isolation. Bullying leaves long-lasting scars for its victims. Bullies have a higher incidence of antisocial behavior, domestic violence and crime as adults. Society pays a heavy toll for tolerating bullying behavior and bullies.

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

## **Prohibited Items**

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

- Toys; e.g., Pokemon, Digimon, Yugi-OH, electronic pets related toys, other cards and games
- Cell phones\* or Smart Watches (any device with cell phone, recording, and/or photographing capabilities)
- Cassette recorders, radios, CD players, iPods or MP3 players
- Skateboards, scooters, roller blades, roller skates, wheelies or skate shoes
- Stink bombs
- Cigarette lighters and matches
- Tobacco and vaping products; e.g., cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff, vaping items
- Firecrackers
- Weapons and/or ammo (real or pretend)
- Laser light pointers

\*Cell phone use is prohibited during the school day. All cell phones must remain in the students' locker during the School day and must not be visible when entering the building in the morning or exiting the building in the afternoon.

## **Student Conduct**

DoDEA Americas has developed guidance for updating and standardizing the policy and procedures for disciplinary action for all students enrolled in DoDEA (April 4, 2008), Regulation 2051.1. The following excerpt lists the grounds for discipline including suspension and expulsion.

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

E3.1.1. While on school property.

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

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

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

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

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

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

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

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

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

E3.5. Grounds for Removal. A student may be disciplined, to include removal from school (i.e.,

suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct:

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

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

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

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

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

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

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

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

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

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

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

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

E3.5.13. Gambling in any form.

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

E3.5.15. Bullying (including cyber bullying) another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual

ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person).

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

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

E3.5.18. Forging, cheating, or plagiarizing the work of others.

E3.5.19. Possessing or using fireworks or other explosive devices.

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

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

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

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

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

E3.7. Confiscation of Property. Authorized school officials may immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by this regulation, or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the rightful owner or the student's sponsor as soon as is practicable and safe, or issue a receipt for its retention until such time as it may be returned. Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of disciplinary action.

**\*Please refer to Appendix C to view the discipline matrix of possible discipline consequences**

### **Scholastic Integrity**

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

## **Searches**

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

## **Surveillance**

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

## **Weapons at School – DoDEA Policy**

DoDEA has ZERO tolerance for weapons infractions.

### *\*Inherently Dangerous items: Deadly Weapons*

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

### *\*Dangerous/Potentially Dangerous Items*

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

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

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

## **Corporal Punishment**

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitude of a student. Corporal punishment is not practiced or condoned in DoDEA schools. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

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

## **Dress Code**

Students are encouraged to take pride in their dress and conduct. All students are expected to dress neatly. Clothing should be appropriate, comfortable and not embarrassing or distracting to others. Students must observe and maintain healthy personal hygiene. Grooming is discouraged during class time. Students shall be required to dress appropriately in accordance with the following requirements to maintain social standards appropriate to a proper learning atmosphere.

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

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

Students are expected to dress in a manner that complies with the school's dress code policy as directed in the DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," Enclosure 2 (3,c,1) and Enclosure 2 (5,l). Please refer to your school's Web site for specific dress code policy.

## **Clothing**

The following guidelines apply: Attire advertising drugs, alcohol, sex, signifying gang involvement or affiliation are prohibited. Attire should neither be excessively loose or tight-fitting. Shorts, skirts, skorts and dresses must reach the end of the wearer's finger tips when arms are straightened loosely along sides or no higher than mid-thigh. Cropped/halter tops (no bare midriffs), sheer and spaghetti-strap clothing that reveal an excess amount of bare skin is prohibited. Tank tops and other revealing types of athletic shirts should not be worn. Clothes should be neat and clean.

## **Purpose**

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

## **Guidelines**

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

## **Accessories**

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

## **Pants**

Pants must conform to the following:

- Leggings and spandex may only be worn under shorts, skirts, skorts, dresses, long tunics, and long shirts but not alone. Tunics and long shirts should be mid-thigh length if worn with leggings.
- Pajamas, flannel pants and lounging pants are not allowed.

- Sagging pants or visible underwear are not allowed.
- Pants that drop below the waist are not permitted.
- Jeans/pants may not have tears above the knee unless leggings or shorts are worn underneath.

### **Shorts/Skirts/Skort/Dresses**

- Must clearly exceed the length of the student's fingertips when extended.
- Be composed of nontransparent material at least to length of student's mid-thigh.

### **Shirts/Blouses/Tops**

All shirts must meet the following criteria:

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

### **Footwear**

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

### **Jackets and Bags**

- Light jackets (jean jackets, letterman jackets, and school sport/club jackets), pullovers, and sweatshirts with and without hoods may be worn. Hoods must be down at all times. Heavy winter coats/outerwear must remain in the locker throughout the day.
- Coats, book bags, backpacks, gym bags, athletic bags, purses, etc. are to be stored in the students' lockers during school hours.

### **Face Masks**

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

### **Enforcement**

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

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

## Consequences

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

Students found in violation of the policy **after the tardy bell for their first class** will be sent to administration, who will evaluate the violation and instruct the student on correction of the violation. Students will be returned to class as quickly as possible and care will be taken to minimize time away from classroom instruction as a result of dress code violations. Students will be encouraged to contact their parent if necessary for proper clothing and given an opportunity to comply with dress code. Once students are in compliance, they will be able to return to class.

- **1st offense** - Dress code is corrected and parent is notified. If the student is not able to correct the dress code infraction, parents will be contacted to bring alternate clothing. Depending upon the violation, students may be placed in an alternate location.
- **2nd offense** - Dress code is corrected, parent is notified, and the student will receive one (1) lunch detention. If the student is not able to correct the dress code infraction, parents will be contacted to bring alternate clothing. Depending upon the violation, students may be placed in an alternate location until parent is able to bring alternate clothing.
- **3rd offense** – Dress code is corrected, parent is notified, and the student will receive at least one (1) day of after school detention.

Dress code violations beyond four (4) will be referred to the administration. If the dress code violation cannot be corrected, the student will remain in an alternate location and classwork will be provided.

## Equal Opportunity

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

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

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

## Education Student Services

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

## **Counseling**

[DoDEA Regulation 2946.1 - School Counseling Services, July 2009](#)

[DoDEA Manual 2946.2 – DoDEA School Counseling Services, January 2006](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

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

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

## **Risk Assessments**

DDESS SOP 9002 notes that at times, crisis screening personnel, together with administration may determine that a crisis screening for self-harm and/or harm to others may be warranted. In all cases regardless of the determined level of threat, the parents/sponsor/legal guardians of the affected student will be directly notified of the concern. The screening outcomes will determine the actions that follow.

## **School Psychology**

[DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, [“School Psychological Services,” January 22, 2004](#). 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.

## **Health Services**

[DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, [“First Aid and Emergency Care,” September 8, 2003](#) the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

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

The school nurse shall take the following measures:

- 1) Ensure appropriate care of students concerning necessary medical attention;
- 2) Contact sponsors and/or family members concerning a student’s medical concern; and
- 3) Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.

All measures taken will be documented on accident form DS 4801.

Emergency contacts and phone numbers MUST be up to date in case your child becomes ill during the school day.

The school Nurse is not in a position to diagnosis your child’s health concerns, to prescribe medication, or to offer a prognosis. Please allow your family’s primary care physician to make all decisions regarding the health of your child.

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

[DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child’s welfare in accordance with the 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. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic

student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

### **Medication at School**

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

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

[DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the

dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

## **Emergency Notification Procedures**

[DoDEA Regulation 2720.1 - First Aid and Emergency Care, September 2003](#)

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

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

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

## **Student Illness**

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

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

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

### **Incident Reporting/Accident-Injury**

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

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

*There are wall mounted AED units located at each school. The AED is accessible to all school personnel and the general public traversing this area of the building. Once the case is opened, audible instructions are given for the use of this device.*

### **Extracurricular Activities**

All after school clubs and activities (i.e. intramurals, art, math counts, etc.) will normally meet only on days that the school follows a full day schedule, NOT on early release days. Notification of these activities will be published in the parent newsletter along with the day and time of the activity. Parents will be responsible for drop-off and pick-up of students for these activities. In addition, due to unforeseen training, meetings, or teacher absences, an activity may be canceled without advanced notice. The sponsoring teacher will endeavor to notify students and parents of the canceled activity if time permits. If the activity is canceled at the last minute, students will be notified through the school intercom system at the end of the instructional day.

Sponsors of clubs and extracurricular activities determine academic and behavioral (disciplinary) requirements that students must meet to participate in school sponsored extracurricular activities or to hold a leadership position in a curriculum-related club, team or student organization.

### **Athletics**

All high school students, and middle school students are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to Kentucky High School Athletic Association for details relating to this area. Fort Knox's high school athletic director may also assist you with state regulation and requirements. **5<sup>th</sup> grade students are NOT eligible to participate in sports.**

### **Grading and Report Card Procedures**

Student report cards are issued every 9 weeks. A student who is starting school for the first time must have been enrolled 20 school days to receive grades for that quarter. Grades for a student transferring to a DoDEA Americas Southeast District school from another school district will be averaged with the current grade to determine the report card grade. The grade reports are distributed four times per school year, or quarterly.

In grades four to twelve, the marking code is connected to a numerical scale as follows:

- 90-100=A
- 80-89=B
- 70-79=C
- 60-69=D
- 59 and below is Failing (F)

This marking code is used in the major subject areas of Language Arts, Reading, Mathematics, and Social Studies may also be further noted with a plus (+) or minus (-).

The Learning Skills for grades K-5 are marked with any of the following:

- 1 = Consistently Observed
- 2 = Occasionally Observed
- 3 = Infrequently Observed

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. Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F, at the end of the quarterly marking period. Parents are always encouraged to contact their child's teacher at any time during the school year for a conference to discuss progress, questions, or concerns. DoDEA grading policies and procedures are established at the DoDEA headquarters, not at the local level.

It is the responsibility of the teacher, under the supervision of the Principal, to determine the instructional level of students in reading and mathematics. Once these levels are determined, it is also the teacher's responsibility to ensure that all assigned work shall be within the students' instructional level. The assumption is made that if a student is properly placed at his/her instructional level, he/she will be able to successfully complete the required work. If a student's grade(s) are a D, at or after midterm, the classroom teacher must notify the parent/guardian of the drop in grades and discuss a plan for improvement.

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

Gradespeed is the DoDEA adopted program for teachers' of grades 4 through 12 to submit and post grades into the Student Information System. The Gradespeed program offers many special features, including Parent Connection for teacher reporting, and teacher-to-parent communications. Gradespeed's Parent Connection will give parents online access to their child's grades via the web. Each parent can request his or her own account. The grade scale in Gradespeed is as follows: A+=100 A=96 A-=92 B+=89 B=86 B-=82 C+=79 C=76 C-=72 D+=69

Go to <http://dodea.gradespeed.net> to create a parent account. Each school has a brochure with specific directions on how to set up a Gradespeed account. Students will be given a Gradespeed account by their school Educational Technologist.

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

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

### **Progress Reports/Report Cards**

#### [DoDEA Regulation 1377.01 - Student Progress Reports, September 2018](#)

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

### **System Wide Assessments**

#### [DoDEA Regulation 1301.01 - DoDEA Comprehensive Assessment System, October 2018](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

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

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

### **Homebound Instruction**

Matriculated students unable to attend classes due to a short-term medically related convalescence (less than 3 months) may be able to receive the services of a home teacher for a minimum of two hours a week. If you find your child in this situation, contact the schools' principal or the guidance counselor for more detailed information.

## Homeschool

DoDEA recognizes that home-schooling is a sponsor's right and may be a legitimate alternative form of education for the sponsor's dependents. Homeschool students who are eligible to enroll in a DoDEA-Americas school on a tuition-free basis are eligible to utilize DoDEA auxiliary services without being required either to enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students, using or receiving auxiliary services, must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA school, who use or receive the same auxiliary services.

## Homework

Homework is one means of developing the necessary skills of independent study and learning for present and future use. Homework promotes organizational skills and a sense of responsibility. It is also an opportunity for parents to become actively involved in their child's learning and for each child to reach his/her full potential.

Through homework, students are given the opportunity to complete additional practice and application to strengthen skills; to expand and/or enrich regular class work; to complete work started in class; to make up work due to absence.

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

Some teachers follow these general guidelines when assigning homework:

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

At the middle school level (6<sup>th</sup> grade), teams of teachers work closely together to arrange homework schedules so that the tasks are doable and meaningful.

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

Students are responsible for ensuring that they:

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

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

- A quiet place to work.
- Necessary materials.
- A regular study time.



- Review the student planner.
- Encouragement and praise.

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

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

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

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

## **Identification Cards**

Per our regulations, ALL visitors to the school must present their ID card at the front office and sign-in to the school.

## **Information Center (Library)**

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

## **Internet Rights and Responsibilities for Students, Staff & Volunteers**

We are pleased to offer students access to the school-wide computer network for the Internet. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards.

We believe that the Internet provides invaluable resources to our students.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

Students, staff, and volunteers need to have training and an understanding of Internet use and responsibility before utilizing the Internet. Use of the Internet is a privilege, not a right. Visiting inappropriate sites, or downloading inappropriate files, will result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at school is government property.

In accordance with DoDEA Administrative Instruction 600.1 “Computer Access and Internet Policy” the parents of all students in grades K-12 are required to sign the Student Network Use Agreement whenever a student registers for school. The agreement covers the use of the school LAN, Internet, and electronic mail (email). The signed agreements are maintained at the school in each student’s file. Students at SCHOOL using the Internet will be under the supervision of an Internet trained teacher/information specialist, or volunteer whenever accessing the Internet. The information specialist or teacher determines permission for students to print Internet information.

### **Lost and Found**

All articles found at school are to be turned to the office, or the classroom teacher. Items, such as jewelry or money, must be turned into the school office to be claimed. Unclaimed articles will be donated to charity, after a reasonable amount of time. Students may check the lost and found area in the office for lunch boxes, articles of clothing, and other items.

### **Lunch Program**

Cafeterias operate in all Fort Knox schools and serve nutritious USDA compliant hot lunch in our school cafeteria.

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

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

### **Breakfast and Lunch Prices**

#### **BREAKFAST:**

Free Breakfast NO CHARGE  
Reduced Breakfast Daily (1 meal) .30  
Full Price Breakfast Daily (1 meal) 1.75  
Extra Milk .50  
Adult Breakfast 2.75

#### **LUNCH:**

Free Lunch NO CHARGE  
Reduced Lunch Daily (1 meal) .40  
Full Price Lunch Daily (1 meal) 2.85  
Extra Milk .50  
Adult Lunch 4.00

### **Food and Nutrition Services Meal Account**

For each student, the Food and Nutrition Services Office creates a meal account. Parents have the responsibility to ensure adequate funds are available in the meal accounts at all times to avoid negative balances. Meal account payments are taken daily in the cafeteria between the hours of 8:00-10:30 am. Checks are no longer accepted as payment for meal accounts. For those parents interested in making payments by credit card, internet website [www.k12paymentcenter.com](http://www.k12paymentcenter.com) provides access to a 45-day history of what students are buying for breakfast and lunch. For more information parents may go to the website to register or contact the FCS Food Service office at 640-1211 extension 5011 or 5024.

### **Food Allergies**

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

### **Outstanding Lunchroom Balances and Charges**

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

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

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

*Please DO NOT come to make a payment during serving hours.*

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

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

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

### **Free or Reduced Priced Meals Application**

Families are encouraged to complete an application for free or reduced priced meals. A new application is required for each school year. Only one application is required per family. You can now apply for Free and Reduced Lunch online: go to [www.LunchApplication.com](http://www.LunchApplication.com)

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

Note: No student will be deprived of a meal at school regardless of lunch account balance. However, we encourage families to keep lunch account balances current.

### **Lunch from Home**

Please insure that the lunch:

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



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

### **Lunchroom Behavior**

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

### **Menu**

Menus are distributed to students once a month and are published on the school website.

## **Nutrition Break**

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

## **Parties and Parent's Lunch at School**

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

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in "birthday treats" to share. Contact your child's classroom teacher for updates.

## **Sack Lunches for Field Trips**

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

## **Newsletter**

School newsletters are published throughout the school year. The school office will email the newsletter to all parents whose correct primary email address is on file in the school office. The school newsletter is emailed in a PDF format. Your computer will need to have the Adobe Acrobat Reader installed in order to view the newsletter. You can obtain this program (if you do not already have it installed on your system) on the Internet for free. If you are unable to or have difficulty opening the newsletter, the office will print a copy for you. The purpose of our school newsletter is to inform our parents, teachers and general military support of upcoming events and activities taking place in our educational system. Please keep an accurate email address on file in the school office.

## **Parent Involvement**

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

- Join PTO and participate in meetings and activities. Have lunch at school with your child.
- Have lunch at school with your child regularly.
- Volunteer in your child's classroom.
- Establish a daily study time at home (even when there's no homework).
- Join the faculty for our School Improvement Leadership Team meetings.
- Keep informed of school events and activities by reading the School newsletter and your child's classroom newsletter.
- Communicate frequently with your child's teacher.
- Prepare for and participate in parent-teacher conferences.
- Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

## **Parental Questions and Concerns**

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

- Step 1. The parent discusses the matter with the teacher.
- Step 2. The parent and teacher meet with the principal if the matter is not resolved in step 1.
- Step 3. Those matters which cannot be resolved at the school level are referred to the Community

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

### **Parent/Teacher Conferences**

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

### **Parent/Teacher Organization**

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



### **PTO Objectives**

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

#### **Specific objectives include:**

- Providing a medium for exchange of information among parents, teachers, and other interested groups. Encouraging and developing programs and activities, which serve to enhance the quality of student education.
- Identifying and promoting opportunities for students to secure the highest advantage in their academic, physical, and social growth.
- Encouraging and maintaining a working dialogue between members, the local educational school system, the local government, and the community at-large on matters affecting the general welfare and education of students.
- Membership is open to all parents and legal guardians of students attending the school as well as school staff. Contact the school for membership information.

### **School Board**

This is one way for parents to get involved in their child's education. Please consult your child's school to find the schedule for School Board meetings.

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

### **Recognition and Awards**

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

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

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

**HONOR ROLL:** *Students in grades 5 & 6 earning A's and B's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science, and Social Studies, qualify for the Honor Roll. These students will be honored with a certificate of achievement following the issuing of report cards on a regular school day.*

**PRINCIPAL'S HONOR ROLL:** *Students in grades 5 & 6 earning academic excellence by making all A's in the areas of Language Arts (Reading, Writing, Speaking & Listening), Math, Science and Social Studies, qualify for the Principal's List. These students and their parents will be honored following the issuing of report cards on a regular school day.*

## **Rights and Responsibilities**

### **Parental Responsibilities**

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



### **School Responsibilities**

- Students will be provided a learning environment that is safe and encourages their best efforts.
- Students will be provided with opportunities to become actively involved in their learning.
- Students will be provided with opportunities to participate in extra-curricular activities that extend their interests and abilities, subject to availability of funds.
- Students and parents will become essential elements in an educational School-Home Partnership.
- School-Home communications will be maintained to assure that information about school programs and activities is made available in a timely manner.
- Students, parents, teachers and the administration will be provided with collaborative opportunities to work together toward continually improving the total educational program.

## **Student Rights and Responsibilities**

- Students have a right to receive a quality education. Students have a responsibility to listen to instructions, to work in a cooperative manner, and to follow classroom guidelines set by the teachers.
- Students have the right to be informed of the educational progress and deficiencies, to receive regular teacher evaluation, and to have assignments and tests evaluated and returned.
- Students share with the school staff the responsibility of developing a climate within the school that is conducive to productive learning.
- Students have a right to hear and be heard. Students have a responsibility to be attentive, by not interrupting or disrupting the class and respect the rights of others to learn.
- Students have a right to be treated with courtesy and respect. Students have a responsibility to respect others by not teasing or annoying other people, by showing respect and courtesy toward others.
- Students have a right to be safe. Students have a responsibility not to threaten or harm anyone else in school.
- Students have a right to privacy, personal property, and personal space.
- Students and parents must be responsible for class attendance.
- Students are responsible for maintaining property, properly caring for textbooks and other equipment issued by the school, obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.
- Students have a responsibility to respect the privacy of others, their personal property, and personal space.
- Students have a right to be proud of their ancestry, cultural background, religious beliefs and gender. Students have a responsibility to be understanding and respectful of the ancestry, cultural background, religious beliefs, and gender identity of others. All students have the right to fair and equal opportunities in all activities.

## **Political Freedom of Expression**

- Students have the right to free inquiry and free expression of ideas. Free expression is not to be restricted, unless its exercise interferes with the orderly conduct of classes.
- Students have the right to recite the Pledge of Allegiance and salute the American flag, but may decline to do so long as they respect the rights of others who wish to do so.
- Students have a responsibility for showing proper respect for those who wish to participate in the Pledge of Allegiance, in flag salutes, or in patriotic ceremonies, and to respect the customs and flags of all nations. Students have a responsibility for the content of their expression and for assuring that such expression does not interfere with the freedom of others to express themselves. They have a responsibility to avoid libel, slander, obscenity, profanity, known falsehood, and disregard for truth.

## **Religious Expression**

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

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

## **Safety**

### **Campus Safety**

School security is a national concern. Throughout the United States, youth crime and violence

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

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

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

### **Animals and Pets**

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

### **Civil Disturbances and Acts of Terrorism**

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

- The school administrator will be notified immediately.
- A school administrator will notify the Security Police or designated base Command Post.

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

### **Crisis Information**

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

<http://www.DoDEA.edu/instruction/crisis/>.

### **Emergency Evacuation**

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

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

### **Emergency School Closure**

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

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

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

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

### **Fire Alarm Pull Switches**

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

## **Fire Drill**

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

## **Severe Weather**

The tornado season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions.

School will be dismissed when the Commander deems it a necessity. Updated information is regularly broadcast on local TV channels and/or local radio stations.

## **Scooters and Skateboards**

The use of scooters AND skateboards anywhere on campus is prohibited at all times. If a scooter or skateboard comes to school, it will be confiscated for the day and MUST be carried off campus at the end of the day. If a student is caught riding their scooter or skateboard on campus, it will be confiscated and turned into the office. Parents may be notified. Signs are posted throughout the campus to remind the students of this policy.



## **Skate Shoes**

Skate shoes are strictly prohibited anywhere on campus. While these shoes, with retractable wheels (“wheelies”), may be a lot of fun, they present a serious safety concern at school. Students should not wear these types of shoes to school at any time, for any reason. Failure to follow this policy will result in a phone call to the parents requesting another pair of shoes, and/or the wheels being removed and kept in the main office for pickup.

## **School Pictures**

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

## **Staff Development/Early Release**

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

## **Student Before and After School Facility**

Before or after school care should be arranged by the parent with child care providers or Devers Middle School and Teen Center. Students may enter the building at 8:10 AM. Breakfast is served every morning for interested students.

School Hours:

*Monday, Tuesday, Wednesday, Friday 8:30 am - 3:15 pm and Thursday 8:30 am -2:00 pm*

For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day. Students arriving before the designated time may be sent home. Students are not supervised prior to the start of school, nor after school is dismissed. Parents are responsible for seeking alternate arrangements for their children before and after school. The school will not be responsible for students' care before or after school.

## **Student Drop Off/Pick up**

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

### **Drop-Off and Pick-Up Procedures:**

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

Additional information will be provided as needed.

## **Bicycles**

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

## **Bicycle Racks**

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

## **Bus**

Student transportation is the responsibility of the Student Transportation Office with support from the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools. All Pre-Kindergarten, PSCD and Kindergarten students MUST be picked up by a parent/guardian at the child's bus stop location. Bus drivers are not authorized to release these

student if the parent/guardian is not there to pick them up. Students will be brought back to the school office and parents will be notified to come pick them up. Students must be picked up immediately after the sponsor is notified, or Security Forces may be notified.

Parents, sponsor, guardians and students are reminded that bus transportation to and from school is a privilege, which can be revoked administratively when students violate the expected standards of conduct and discipline while riding the bus.

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

### **Student Supplies**

Schools are responsible for procuring certain supplies. School supplies are available through military exchanges as well as commercial vendors. Parents may wish to purchase supplies after teachers have sent requests for any additional supplies home at the beginning of the school year. Copies of the proposed list of supplies are available in the school office or at any of the base exchanges. The School Supply List also appears in Appendix A.

### **Study Trips**

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

### **Guidelines for Chaperones**

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

### **Town Hall Information**

Periodically, Fort Knox hosts town hall and virtual town hall meetings. A representative from Fort

Knox Schools attends.

## Visitors



Parents and other responsible adults are always welcome at school. If you know in advance that you will be visiting your child's classroom, we encourage you to notify your child's teacher ahead of time so they are prepared for your visit. We do not allow students to bring friends or other non-registered students to school due to liability and space restrictions. In addition, parents may not bring younger siblings, other children, or babies with them when they visit or volunteer in a classroom. This can be a serious distraction from the learning environment for all students.

DoDEA policy mandates use of visitor badges and positive identification of all visitors and contractors. In compliance with this policy, upon arrival, ALL visitors are required to come to the school office, sign in, show identification, and receive a visitor's badge. All visitors MUST sign out and return the visitor's badge upon leaving the building.

## Access to Facilities

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

## Volunteers

Volunteers are always needed and are a part of the total school program. They assist in the classrooms, office, special subject and resource rooms, and educational support areas. If a parent is volunteering in a classroom, we ask that you please make alternative arrangements for siblings. They are not allowed in the room during the instructional day. We encourage active participation by parents in their child's education and while, younger children are precious, they may be distracting to students in the classroom. We appreciate your understanding and thank you for your support.

In order to ensure the safety of all students, DoDEA policy requires that all volunteers complete an application and background check. Temporary school volunteers must not have unsupervised access to students and must be under the direct-line-of-sight supervision of a DoDEA employee at all times. A specified volunteer may have unsupervised access to students once they receive a favorable background check.

## Copier Usage

Volunteers are not allowed to use the school copiers unless they have completed training. The office will maintain a list of volunteers who complete this training. If you are a volunteer and would like to have training, please inquire about training in the school office.

## Water Bottles

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

No food or drinks will be allowed in the hallways, playgrounds, or stage area.

# Scott IS Supply List SY 2020-2021

## APPENDIX A: INTERMEDIATE SCHOOL SUPPLY LIST



### **5th Grade:**

Pencils and Pencil Top Erasers  
5 count package of glue sticks  
Loose Leaf Paper, Wide Rule (recommend at least 2 packages)  
4 folders of assorted colors (Red, Blue, Green, and Yellow)  
5 composition notebooks (same color as folders if possible)  
Colored Pencils  
1, 2 inch binder  
1 pencil pouch to fit in binder  
2 spiral notebooks  
Variety pack of highlighters  
Backpack

**New for School Year 2020-21:**

**Cloth Face Masks**

**Earbuds for computer use**

### **6th Grade:**

Pencils with erasers (replenish frequently)  
Loose-leaf paper (replenish frequently)  
3 composition notebooks (not spiral)  
    1 each for ELA, SS, and Read 180, if applicable  
3 plastic pocket folders with prongs  
    1 each for ELA, math, and science  
1 binder or trapper keeper  
    Should be large enough to fit agenda, HW, and miscellaneous worksheets. This binder or trapper keeper should include dividers or folders for each subject.  
Pencil case (Item to be kept in binder or trapper keeper)  
1 pack of colored pencils (Items to be kept in pencil case)  
1 pack of markers (Items to be kept in pencil case)  
Pens

**New for School Year 2020-21:**

**Cloth Face Masks**

# APPENDIX B: INTERMEDIATE SCHOOL BELL SCHEDULE

## 6<sup>th</sup> Grade Bell Schedule:

Period	M, T, W, and F	Period	Thursday
1 <sup>st</sup> Period	8:30-9:20	1 <sup>st</sup> Period	8:30-9:12
2 <sup>nd</sup> Period	9:23-10:13	2 <sup>nd</sup> Period	9:15-9:57
3 <sup>rd</sup> Period	10:16-11:06	3 <sup>rd</sup> Period	10:00-10:47
4 <sup>th</sup> Period	11:09-12:47	4 <sup>th</sup> Period	10:50-12:22
Lunch/Recess	11:09-11:54 or 12:02-12:47	Lunch/Recess	10:50-11:35 or 11:37-12:22
5 <sup>th</sup> Period	12:50-1:40	5 <sup>th</sup> Period	12:25-1:05
6 <sup>th</sup> Period	1:43-2:28	6 <sup>th</sup> Period	1:08-2:00
7 <sup>th</sup> Period	2:31-3:15	7 <sup>th</sup> Period	No 7 <sup>th</sup> Period on Thursdays

## 5<sup>th</sup> Schedule ELA M, T, W, and F

## 5<sup>th</sup> ELA Schedule Thursday

Period	M, T, W, and F	Period	Thursday
Homeroom	8:20-8:35	Homeroom	8:20-8:30
ELA Block 1	9:05-11:20	ELA Block 1	8:30-10:30
Recess	11:20-11:35	Lunch	10:30-11:00
Lunch	11:35-12:05	Recess	11:00-11:15
Specials	12:05-12:50	Specials	11:15-12:00
ELA Block 2	12:55-3:15	ELA Block 2	12:00-2:00

## 5<sup>th</sup> Schedule Math and Science M, T, W, and F

## 5<sup>th</sup> Math and Science Thursday

Period	M, T, W, and F	Period	Thursday
Homeroom	8:20-8:35	Homeroom	8:20-8:30
Social Studies	8:35-9:05	Math 1	8:30-9:30
Math 1	9:05-10:05	Science 1	9:35-10:20
Math Intervention 1	10:05-10:35	Recess	10:25-10:40
Science 1	10:35-11:20	Lunch	10:40-11:10
Lunch	11:20-11:50	Science 2	11:15-12:00
Recess	11:50-12:05	Specials	12:05-12:50
Science 2	12:05-12:50	Math 2	12:55-2:00

<b>Specials</b>	12:55-1:40			
<b>Math 2</b>	1:45-2:45			
<b>Math Intervention 2</b>	2:45-3:15			

# APPENDIX C: SUGGESTED DISCIPLINE MATRIX

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

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

*\*this matrix applies to 6<sup>th</sup> grade students when a part of an elementary school*

**Minor Offenses:  
Administrative Table of Consequences for Pre-K thru grade 5**

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

## Major Infractions Administrative Table of Consequences for Grades Pre-K thru Grade 5

<b>Unacceptable Actions</b>		
<b>Action/ Behavior</b>	<b>Pre-K- 2nd</b>	<b>3<sup>rd</sup>-5<sup>th</sup>*</b>
<p><b><u>Alcohol Possession</u></b> Possession/use/evidence of Intoxication</p> <p>** possible 11 day suspension with expulsion hearing if sale and distribution</p>		<p><b>1<sup>st</sup> Offense</b> 1-3- Day Suspension Refer to Counselor</p> <p><b>2<sup>nd</sup> Offense</b> 3-5 Day Suspension Disciplinary Hearing Behavior Intervention Plan</p> <p><b>3<sup>rd</sup> Offense</b> 5-10 Day Suspension Expulsion Hearing</p>
<p><b><u>Assault (Physical)</u></b> of a staff or student - inflicting harm to others.</p>		<p><b>1<sup>st</sup> Offense</b> 1-3 Day Suspension Refer to Counselor</p> <p><b>2<sup>nd</sup> Offense</b> 3-5 Day Suspension Behavior Intervention Plan</p> <p><b>3<sup>rd</sup> Offense</b> 5-10 Day Suspension</p> <p><b>4<sup>th</sup> Offense</b> Expulsion Hearing</p>
<p><b><u>Assault (Sexual)</u></b> 3<sup>rd</sup>-5<sup>th</sup>* grade-Indecent behavior of a sexual nature (to include sexual acts, exposure, or touching private parts)</p> <p>6<sup>th</sup> grade- Indecent behavior of a sexual nature (to include groping, fondling and consensual sexual acts)</p>	<p><b>1<sup>st</sup> Offense</b> Conference with counselor and parents</p> <p><b>2<sup>nd</sup> Offense</b> Conference with administrator and parents</p> <p><b>3<sup>rd</sup> Offense</b> Complete classwork in alternate location Establish Behavior Intervention Plan</p> <p><b>4<sup>th</sup> Offense</b> Behavior Plan to include diminishing disruptive behavior and refer to Family Behavioral Health</p>	<p><b>1<sup>st</sup> Offense</b> 1-3 Day Suspension Refer to Counselor</p> <p><b>2<sup>nd</sup> Offense</b> 3-5 Day Suspension Behavior Intervention Plan</p> <p><b>3<sup>rd</sup> Offense</b> 5- 10 Day Suspension Referral to Behavioral Health</p> <p><b>4<sup>th</sup> Offense</b> ** Over 10-Day suspension Expulsion hearing//Military Police notice// Anger <b>management</b> Referral</p>
<p><b><u>Bullying</u></b> Cyber bullying, physical intimidation, hazing, name calling, cursing out,</p>	<p><b>1<sup>st</sup> Offense</b> Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p>	<p><b>1<sup>st</sup> Offense</b> Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p>

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

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

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

	<p>Refer to SST 3-Day lunch detention <b>4<sup>th</sup> Offense</b> Student/administrator call parent Counselor, teacher and administrator develop individual behavior plan. 5-Day lunch detention <b>5<sup>th</sup> Offense</b> Student/administrator call parent Counselor, administrator and parent reexamine behavior plan 1-Day suspension</p>	
<p><b><u>Insubordination (minor)</u></b> Adamant refusal to comply with staffs directive.</p>	<p><b>1<sup>st</sup> Offense</b> If behavior happens in the classroom- warning, peer mediation student./ administrator call parent</p> <p><b>2<sup>nd</sup> Offense</b> Student/Administrator call parent</p> <p><b>3<sup>rd</sup> Offense</b> Student/Administrator call parent</p> <p><b>4<sup>th</sup> Offense</b> Student/Administrator call parent Counselor/ teacher develop Individual Behavior Plan</p>	<p><b>1<sup>st</sup> Offense</b> Administration Counseling or administration assigns peer mediation if available 1-Day lunch detention <b>2<sup>nd</sup> Offense</b> 3-Day lunch detention <b>3<sup>rd</sup> Offense</b> 5-Day lunch detention Behavior plan developed <b>4<sup>th</sup> Offense</b> 1-Day suspension Behavior improvement training and make up missing assignments Refer to SST</p>
<p><b><u>Leaving/Skipping Campus without permission</u></b></p>		<p><b>1<sup>st</sup> Offense</b> Administration counseling Or administration assigns peer mediation if available 2- Day lunch detention <b>2<sup>nd</sup> Offense</b> 5-Day lunch detention <b>3<sup>rd</sup> Offense</b> 1- Day suspension <b>4<sup>th</sup> Offense</b> 1- Day suspension Refer to SST</p>
<p><b><u>Lying</u></b> regarding official school matters</p>		<p><b>1<sup>st</sup> Offense</b> Parent contacted &amp; 1- Day lunch detention <b>2<sup>nd</sup> Offense</b> Parent contacted &amp; 3- Day lunch detention <b>3<sup>rd</sup> Offense</b> 5- Day lunch detention <b>4<sup>th</sup> Offense</b> 1- Day suspension</p>
<p><b><u>Nuisance Items/ Electronic Devices</u></b></p>		<p><b>1<sup>st</sup> Offense</b> Administration counseling</p>

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

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

		2 - Day school suspension Restitution/ Parents notified Counseling referral
<b><u>Unauthorized Area</u></b> Presence in: (examples) Opposite gender restrooms, posted areas		<b>1<sup>st</sup> Offense</b> Administration counseling or administration assigns peer mediation if available 1-Day detention <b>2<sup>nd</sup> Offense</b> 2-Day detention <b>3<sup>rd</sup> Offense</b> 5-Day detention <b>4<sup>th</sup> Offense</b> 1- Day suspension <b>5<sup>th</sup> Offense</b> Behavior improvement training and make up missing assignments Refer to SST
<b><u>Use, possession and sale of drugs</u></b> include illegal drugs, misuse of legal substances like nonprescription drugs, medicine prescribed for another person, sniffing glue, inhalants	<b>1<sup>st</sup> Offense</b> Student/administrator call parent 11- Days suspension pending expulsion hearing Military Police Notified	<b>1<sup>st</sup> Offense</b> 11- Days suspension pending expulsion hearing, Military Police notified
<b><u>Vandalism ( minor incident)</u></b>		<b>1<sup>st</sup> Offense</b> 1- Day suspension <b>2<sup>nd</sup> Offense</b> 3-Day suspension Refer to SST <b>3<sup>rd</sup> Offense</b> 4-Day suspension <b>4<sup>th</sup> Offense</b> 7-10 Day suspension <b>5<sup>th</sup> Offense</b> Expulsion hearing
<b><u>Vandalism</u></b> Destruction of Government or Personal Property <b>Vandalism (Cont)</b>  <b>to-include graffiti</b> , defacing property (personal or government) exceeding \$50 in value.		<b>1<sup>st</sup> Offense</b> 1-3 Day suspension Refer to SST <b>2<sup>nd</sup> Offense</b> 3-5 Day suspension *1 <b>3<sup>rd</sup> Offense</b> 4-7 Day suspension <b>4<sup>th</sup> Offense</b> Expulsion hearing
<b><u>Weapons</u></b> carried, presented, or used with the intent of threatening	<b>1<sup>st</sup> Offense</b> 11- Days suspension	<b>1<sup>st</sup> Offense</b> Student/administrative call parent

<p>or harming any individuals, or that are capable of causing death or serious bodily injury, ammunition, knives, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, fighting chain, heavy studded or chain belt, or objects designed to project a missile, pepper spray or any other similar propellant-no reasonable use to pupil at school or school activity</p>	<p>pending expulsion hearing Military Police Notified</p>	<p>11-days suspension pending expulsion hearing, Military Police notified.</p>
<p><b><u>Weapons/firearms</u></b> <b>possession</b> of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or <del>rocket</del></p>	<p><b>1<sup>st</sup> Offense</b> One calendar year expulsion</p>	<p><b>1<sup>st</sup> Offense</b> Expulsion one calendar year Expulsion hearing Military Police Notified</p>

# APPENDIX D: SCHOOL BUS SAFETY/BEHAVIOR STANDARDS

## **ON AND AROUND SCHOOL BUSES, STUDENTS WILL:**

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

## **ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:**

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

# ***SCHOOL BUS DISCIPLINE MATRIX***

(DoDEA Regulation 2051.1, E.8.A3)

<b>LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5,14)</b>					
<ul style="list-style-type: none"> <li>Fighting, pushing, shoving, or tripping</li> <li>Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus)</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in horseplay</li> <li>Getting on or off bus while bus is in motion</li> <li>Not properly seated</li> <li>Putting objects out of bus windows or hanging out of window</li> </ul>	<ul style="list-style-type: none"> <li>Making excessive noise or playing electronic equipment without using earphones</li> <li>Obstructing aisles, steps, or seats</li> <li>Pushing while boarding or leaving the bus</li> </ul>			
<b>UNSAFE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> and Subsequent Offenses
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)</b>					
<ul style="list-style-type: none"> <li>Failure to remain properly clothed</li> <li>Public displays of affection</li> <li>Eating, drinking, or littering on bus***</li> </ul>	<ul style="list-style-type: none"> <li>Using abusive/profane language and/or gestures</li> <li>Spitting or biting</li> <li>Harassing or interfering with other students</li> </ul>	<ul style="list-style-type: none"> <li>Failure to comply with bus driver's or monitor's instruction</li> <li>Disrespect, distraction, or interference with driver</li> </ul>			
<b>INAPPROPRIATE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)</b>					
<ul style="list-style-type: none"> <li>Damaging private property (requires payment of damages)</li> <li>Throwing or shooting objects inside or outside of bus</li> </ul>	<ul style="list-style-type: none"> <li>Sitting in driver's seat or tampering with bus controls</li> </ul>	<ul style="list-style-type: none"> <li>Opening or trying to open bus door</li> </ul>			
<b>DESTRUCTIVE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11))</b>					
<ul style="list-style-type: none"> <li>Tampering with bus controls or emergency equipment</li> </ul>	<ul style="list-style-type: none"> <li>Violate any other school rule, law, or military installation guide</li> </ul>				
<b>PROHIBITED BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

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

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

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



# APPENDIX E: SCHOOL VOLUNTEER APPLICATION

## SCHOOL VOLUNTEER APPLICATION

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

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

**VOLUNTEER AGREEMENT FOR**

**APPROPRIATED FUND ACTIVITIES**

**NONAPPROPRIATED FUND INSTRUMENTALITIES**

**PART I - GENERAL INFORMATION**

1. TYPED NAME OF VOLUNTEER <i>(Last, First, Middle Initial)</i>		2. YEAR OF BIRTH
3. INSTALLATION	4. ORGANIZATION/UNIT WHERE SERVICE OCCURS	
5. PROGRAM WHERE SERVICE OCCURS	6. ANTICIPATED DAYS OF WEEK	7. ANTICIPATED HOURS
8. DESCRIPTION OF VOLUNTEER SERVICES		

**PART II - VOLUNTEER IN APPROPRIATED FUND ACTIVITIES**

**9. CERTIFICATION**

I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services, tort claims, the Privacy Act, criminal conflicts of interest, and defense of certain suits arising out of legal malpractice. I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services I will be providing.

a. SIGNATURE OF VOLUNTEER		b. DATE SIGNED (YYYYMMDD)
10.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>	b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)

**PART III - VOLUNTEER IN NONAPPROPRIATED FUND INSTRUMENTALITIES**

**11. CERTIFICATION**

I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services and liability for tort claims as specified in 10 U.S.C. Section 1588(d)(2). I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers, and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services that I am offering.

a. SIGNATURE OF VOLUNTEER		b. DATE SIGNED (YYYYMMDD)
12.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>	b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)

**PART IV - TO BE COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR**

13. AMOUNT OF VOLUNTEER TIME DONATED				14. SIGNATURE	15. TERMINATION DATE <i>(YYYYMMDD)</i>
a. YEARS <i>(2,087 hours= 1 year)</i>	b. WEEKS	c. DAYS	d. HOURS		
16.a. TYPED NAME OF SUPERVISOR <i>(Last, First, Middle Initial)</i>				b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)



# APPENDIX F: STUDENT HANDBOOK SIGNATURE SHEET

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The signatures below signify that parents and students have read and understand the information presented in the Parent/Student Handbook.

One sheet can be used per family – listing multiple students on this same signature page.

\_\_\_\_\_  
Parent Name – Printed

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Name – Printed

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name – Printed

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name – Printed

\_\_\_\_\_  
Student Signature

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