

SEVILLA

ELEMENTARY / MIDDLE SCHOOL

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



PARENT AND STUDENT HANDBOOK

SY 2020/2021



DEPARTMENT OF DEFENSE
EUROPE SOUTH DISTRICT OFFICE OF THE PRINCIPAL
SEVILLA ELEMENTARY/MIDDLE SCHOOL
UNIT 6582
APO AE 09643-6582



Dear Sevilla EMS Parents,

Welcome to Sevilla EMS School Year 2020-2021! We are thrilled to have you as part of our school community. We are a school community that cares about our students and understands the sacrifices of military families. Our faculty and staff have shared values and a commitment to academic excellence. We believe that children learn best when they have the opportunity to engage in authentic learning with tools to succeed in a dynamic world.

We invite you to participate in your child's learning and become involved in our school! Your child's teacher has worked diligently to prepare for the upcoming school year and will be your first point of contact for questions about student expectations, discipline, classroom events and classroom volunteer opportunities.

The school's office staff can also help with questions about the school calendar, administrative questions, job opportunities and enrollment information. Our teachers are committed to providing a top quality education experience for all of our students both inside and outside the classroom.

Two- way communication is what makes for a great school, so please do not hesitate to contact me with any questions, comments, or concerns about our school. My email is Courtney.schonffeldt@dodea.edu

Sincerely,

Courtney Schonffeldt

Courtney Schonffeldt

Assistant Principal, Sevilla Elementary/Middle School



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
OFFICE OF THE PRINCIPAL SEVILLA EM SCHOOL**



School Year 2020-2021

First Semester (84) Instructional Days (to include Parent Teacher Conference Days)

Friday, August 21	Open House
Monday, August 24	First Day of School/ Begin 1st Quarter/1st Semester (full day)
Thursday, August 27	Early Release 1345
Thursday, September 3	Early Release 1345
Monday, September 7	Labor Day Federal Holiday (School Closed)
Thursday, September 10	Early Release 1345
Thursday, September 17	Early Release 1345
Thursday, September 24	Early Release 1345
Friday, September 25	Early Release 1115
Monday, September 28	CCRS Training day (No School for students)
Thursday, October 1	Early Release 1345
Thursday, October 8	Early Release 1345
Monday, October 12	Columbus Day - Federal Holiday (School Closed)
Thursday, October 15	Early Release 1345
Thursday, October 22	First QTR Ends/Early Release 1345
Friday, October 23	1st QTR Teacher Record Keeping Day (No School)
Monday, October 26	Begin Second Quarter
Wednesday, October 28	Parent Conferences AM/Staff Training PM (No School)
Thursday, October 29	Parent Conferences (No School)
Thursday, November 5	Early Release 1345
Monday, November 9	CCRS Training day (No School for students)
Wednesday, November 11	Veterans Day Obs.- Federal Holiday (school closed)
Thursday, November 12	Early Release 1345
Thursday, November 19	Early Release 1345
Thursday, November 26	Thanksgiving - Federal Holiday (School Closed)
Friday, November 27	Thanksgiving Recess (School Closed)
Thursday, December 3	Early Release 1345
Thursday, December 10	Early Release 1345
Thursday, December 17	Early Release 1345
Monday, December 21	Begin Winter Recess (21 December- 1 January)
Friday, December 25	Christmas Day - Federal Holiday (School Closed)

2021

Friday, January 1	New Year's Day - Federal Holiday (School Closed)
Monday, January 4	Instruction Resumes
Thursday, January 7	Early Release 1345
Thursday, January 14	Second QTR and First Semester Ends/Early Release 1345
Friday, January 15	2nd QTR Teacher Record Keeping Day (No School for Students)
Monday, January 18	Martin Luther King, Jr. Federal Holiday (School Closed)
Second Semester (91)	Instructional Days
Thursday, January 21	Early Release 1345
Friday, January 22	Parent Conferences AM/Staff Training PM (No School)
Thursday, January 28	Early Release 1345
Thursday, February 4	Early Release 1345
Thursday, February 11	Early Release 1345
Friday, February 12	CCRS Training day (No School for students)
Monday, February 15	Presidents' Day - Federal Holiday (School Closed)
Thursday, February 18	Early Release 1345
Thursday, February 25	Early Release 1345
Thursday, March 4	Early Release 1345
Thursday, March 11	Early Release 1345
Thursday, March 18	Early Release 1345
Wednesday, March 24	Third Quarter Ends
Thursday, March 25	3rd QTR Teacher Record Keeping Day (No School)
Friday, March 26-April 2	Spring Recess (No school)
Monday, April 5	Instruction Resumes - Begin Fourth Quarter
Tuesday, April 6	Early Release 1115
Thursday, April 8	Early Release 1345
Thursday, April 15	Early Release 1345
Thursday, April 22	Early Release 1345
Thursday, April 29	Early Release 1345
Friday, April 30	CCRS Training day (No School for students)
Thursday, May 6	Early Release 1345
Thursday, May 13	Early Release 1345
Wednesday, May 19	Early Release 1115
Thursday, May 20	Early Release 1345
Thursday, May 27	Early Release 1345
Friday, May 28	Recess Day (No School)
Monday, May 31	Memorial Day Federal Holiday (School Closed)
Thursday, June 3	Early Release 1345
Thursday, June 10	Fourth Quarter and Second Semester Ends- Early Release at 1115
Friday, June 11	4th QTR Teacher Record Keeping Day (No School)

School Year

2020-2021 Instructional days: 175



OUR MISSION

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

OUR VISION

Excellence in Education for Every Student, Every Day, Everywhere.

OUR CORE VALUES

- Students are at the heart of all we do.
- Each student can realize his or her fullest potential.
- Educating the whole child fosters academic, social and emotional well-being.
- Learning environments are student-centered, stimulating and relevant.
- High-performing educators and leaders make a difference in student success.
- Parental engagement and support are vital to student success.
- Engaged partnerships enrich the lives of our students.
- Our diversity inspires excellence and innovation.

SCHOOL INFORMATION

Sevilla EMS serves students who are dependents of civilian and military personnel stationed at Moron Air Base located 35 miles from Sevilla, Spain. The active duty dependent students are here on a controlled tour of two years with their sponsor. The elementary/middle school is grouped into four classes (full-day Kindergarten/First grades, Second/Third grades, Fourth/Fifth grades and Sixth, Seventh/Eighth grades) and are taught by eight full-time and half-time professional staff members.

Among the aforementioned there is a Host Nation instructor who teaches Spanish to the students. The Host Nation curriculum includes study trips to expose students to the Spanish culture. Kindergarten/First grade is authorized a para-professional to assist with the instructional program. Parent volunteers work directly with students and/or serve in various academic support roles.

We are fortunate in having an extremely dedicated staff and a large group of parent and military volunteers.

SCHOOL COLORS: Blue, Silver, and White

MASCOT: Wolf

MASCOT NAME: SEM



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DoDEA and SEMS School Rules, Regulations and Procedures

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

General Information

Channels of Communication

<i>Channels of Communication</i>	
STEP 1	Communicate the concern to your child’s teacher and attempt to find a mutually acceptable solution.
STEP 2	If such a resolution cannot be reached, then inform the principal of your concern. If appropriate, the principal will arrange and be present at a meeting with the parent and teacher
	<i>Principal/Assistant Principal of School</i>
	Courtney Schonffeldt
	Courtney.schonffeldt@dodea.edu
	Local: +34 95-584-8464/DSN 722-8464
STEP 3	If a mutually acceptable resolution has not been reached then the parent may forward the concern to the District Community Superintendent.
	<i>Community Superintendent – DoDEA Europe South</i>
	Mr. Carl Albrecht
	carl.albrecht@dodea.edu
	DSN: (314) 637-8705
STEP 4	If a mutually acceptable resolution has not been reached then the parent may forward the concern to the District Superintendent.
	<i>Superintendent – DoDEA Europe South</i>
	Dr. Michelle Brahaney
	Michelle.howard-brahaney@dodea.edu
	Local: +39 (0) 444-61-8512/DSN: (314) 637-8512
STEP 5	If the issue cannot be resolved at the district level, it may be passed to the DoDEA Europe—Director for Student of Excellence.
	<i>Director for Student of Excellence – DoDEA Europe</i>
	Dr. Dell W. McMullen
	dell.mcmullen@dodea.edu
	Local: 0611-143-545-1503/DSN: (314) 545-1503

We hope that all avenues of communication will be explored and utilized throughout the year in order to maintain and enhance school-parent relations. When parental concerns or questions arise about educational practices or procedures please follow the chain-of-concern

Interstate Compact on Educational Opportunity for Military Children

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

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

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

Access to School Facilities

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

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

Visitors and Volunteers

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

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

Parents are encouraged to visit their child's classroom and school. Please notify the teacher or appropriate staff member in advance about any visit. Discussions with the teacher during class time should be avoided except for emergency situations; your child and others may lose valuable instructional time. Teachers will be happy to schedule conferences. Please help us provide a safe environment for your child. **ALL VISITORS TO THE SCHOOL MUST SIGN IN AT THE OFFICE.**

Student Visitors

Student visitors are not allowed on campus at any time during the school day. This includes family members or any other visitors not enrolled as students in SEMS. Individuals on campus other than enrolled students, faculty or staff, must be registered in the main office, identified with a visitor's badge and present only for a specific purpose and signed out and departed from the campus once their business is concluded.

Volunteers

Parents and community members are encouraged to contact the school about volunteering, mentoring, and tutoring opportunities in our school. We often need dedicated adults to work with teachers for the success of the students.

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.

DoDEA Policy requires that prospective and current school volunteers shall be subject to a standardized application process that includes completion of an application form and standardized background checks and AT Level 1 training. Volunteer applications are available in the school office or the linked Enclosure 2 below. Please allow 5 business days for processing of all volunteer request forms. Once a background check is completed, a volunteer approval is valid for 3 years.

DD2793, Volunteer Agreement for Appropriated Fund Activities and Non Appropriated Fund Instrumentalities.

<http://www.woundedwarriorregiment.org/WWR/assets/File/Volunteer%20Agreement%20Form.pdf>

Enclosure 2 of DoDEA AI 4700.3, Application and Background Checks for DoDEA School Volunteers and Student Teachers

http://www.dodea.edu/Offices/Regulations/upload/4700_3.pdf

AT Level 1 Awareness Training - <https://atlevel1.dtic.mil/at/>

Volunteers can help in different areas and ways. Here are some examples:

- Assist in the Information Center
- Work with groups of students or individuals
- Prepare materials for teachers
- Share special talents
- Assist with the vision screening
- Assist with or provide support for special school activities, such as recognition assemblies, parent forums, field day, etc.
- Be a chaperone during study trips
- Join and participate in the school PTA/PTO program

School Advisory Committees

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

[DoDEA Administrative Instruction 1358.01, “School Boards, Advisory Committees, and Dependents Education Council, March 31, 2020.](#)

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

Enrollment

Student Registration Process

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

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

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

The following documents are necessary to complete the registration process:

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

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

Student Immunization Requirements

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

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

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

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

It is the responsibility of the sponsor/parent/guardian to provide their child’s most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization

is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

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

Immunization Exemptions

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

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

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

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

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

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

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

Grade-Level Placement

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

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

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, an otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages, assuming yearly progression from grades 1–8.

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

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

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

Transcripts/Records Policy/Access to Student Records

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

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

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

An English language learner (ELL) is a student whose first language is not English and is in the process of acquiring English as an additional language. In accordance with DoDEA Regulation 2440.1, DoDEA’s English Speakers of Other Languages (ESOL) Program is designed to teach ELLs to acquire English language and literacy proficiency through content. The ESOL Program builds students’ social, cultural, and academic skills so that identified ELLs succeed in an English language academic environment that provides equitable access to college- and career-ready opportunities as their English-speaking peers.

The ESOL Program involves teaching listening, speaking, reading, writing, and study skills at the appropriate developmental and English language proficiency levels. This is accomplished by teaching language through a standards-based, high-quality academic content that pursues the student’s orientation within the United States culture. The ESOL Program’s instruction can be delivered in a variety of settings and program configurations. The scope and amount of ESOL instruction provided is determined by the student’s age, grade level, academic needs, and an English language proficiency evaluation. DoDEA’s ELLs may receive instruction both through the ESOL Program and within the main classroom setting.

Attendance

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

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

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

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

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence 30 minutes after the start of the school day. Too many unexcused absences may trigger the Student Support Team to convene.

Accelerated Withdrawal

Policy Reference: **Policy Reference:** [DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," \[TBD\]](#)

The Principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester, in accordance with Section 3.1.d, of DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]. Accelerated withdrawal will only be considered if the parent/sponsor presents PCS orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades. In this case, the sponsor/parent should notify the school two weeks prior to the date of withdrawal.

Home School

Home-school Students

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

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

Report Card and Grading Information

Grading and Grading System

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

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

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

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

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

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

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

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

Progress Reports/Report Cards

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

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

Achievement codes will be given at the end of the second, third, and fourth marking period for students in grades K-1. Grades will be given at the end of each of the four marking periods for students in grades 2-8. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. For students in grades K-8, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem.

Parent-Teacher Conferences

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

Assessments

System-wide Assessment Program

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

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

All assessments selected for use within DoDEA shall:

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

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

Special Education

Special Education Services

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

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

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

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

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

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

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

Disability Accommodations and Nondiscrimination

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

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

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

Child Find

Through the Child Find Program the DoDEA Schools seek to locate and identify all children from three to age twenty one who may need special education or related services. If you have any concerns about how your child is developing you can contact your child's teacher or the school. Base wide Child Find screenings for birth through 5 years are conducted at least once each school year in and coordinated with EDIS and CDC staff to address any concerns you may have in the area of your child's development communication, movement, understanding, behavior or social interaction. Appointments can be scheduled during these screenings or at any other time.

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

Threats Towards Others

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

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

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

System Programs and Services

School Counseling Services

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

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

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

Elementary school counseling programs are crucial in supporting students' attitudes and personal views toward school, self, peers, and social groups. In elementary grades, school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners.

Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/social skills, and foster effective learning/study skills.

High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals, while taking into account their interests, aptitudes, and graduation requirements.

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

School Psychology Services

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

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

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

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

School Health Services

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

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school health technician provides basic health care to students/staff. The health technician collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The health technician's responsibilities include:

- Providing basic health care and intervening with actual and potential health problems through health screenings, health assessments, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

Student Illness

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

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

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

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

Parent Notification

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

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

Allergies and Chronic-Acute Conditions

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

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

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration

and staff. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

Medication at School

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

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

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

First Aid and Emergency Care

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

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

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

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

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

Contact your health technician for additional information regarding the DoDEA School Health Services Program.

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

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

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

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

Student Rights and Responsibilities

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

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

Students shall:

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

Scholastic Integrity

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

Freedom of Religious Expression

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

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

in religious expression in school does not include the right to compel other students to participate in religious practices or discussion.

Student Dress Code

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

Students are expected to dress in a manner that complies with the school’s dress code policy as directed in DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012.

Students are encouraged to take pride in their dress and conduct. Dress standards help children learn to dress appropriately for the occasion or situation. Proper dress for school helps students to build self-esteem and understand that school is a place for work. Clothing or dress that calls undue attention to the child or disrupts the classroom is prohibited. Bandanas or gang related clothing is not permitted.

All items of personal clothing and possessions, including raincoats, umbrellas, jackets, etc., should be plainly marked with the child’s name. This will facilitate claiming and returning lost items. *Lost and Found* is located in the media center. Each school year countless items go unclaimed. *Lost and Found* articles in good condition are given to charity during the summer.

Students are expected to adhere to the following: Clothing

- All items should fit modestly. Attire should not be excessively loose or tight-fitting.
- Excessively short shorts, skirts, shorts or dresses are not appropriate for school. These articles or slits in clothing must reach the end of the wearer’s fingertips when arms are straightened along one’s sides.
- Pants and shorts must be worn at the waist at all times - no sagging, tears, cuts or holes.
- Underwear should not be visible or worn as exterior clothing.
- Tops and bottoms should meet and not allow the midriff to be exposed.
- Shoulder straps on tops should be three finger’s width. Spaghetti straps should be covered with another shirt.
- With the exception of spirit days, no pajamas or slippers will be worn at school.
- Items or words not allowed at school cannot be worn on clothing such as profanity, euphuisms of profanity, drug or alcohol related words or products, etc.

Footwear

- Shoes must be worn at all times, fit well, and be comfortable and safe.
- Sport or running shoes with lace-up or Velcro closures provide the most protection for active students.
- Backless shoes, clogs, flip-flops, etc. present safety hazards at recess, and in PE, and should not be worn.
- Dress shoes or boots with high heels also present safety hazards. Heels no more than a half-inch are recommended.
- Students must wear socks and athletic footwear on PE days.

Outerwear

- During cold weather, children must wear enough warm clothing, so they can remain outside for at least 25 minutes each day during recess periods. Students go outside for recess as long as it is dry.

Search and Seizure

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

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

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

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

Standard Response Protocols

Policy Reference: [DoDEA Administrative Instruction 5205.02, Volume 6, “DoDEA Force Protection Program: Standard Response Protocols,” July 24, 2018](#)

DoDEA has implemented action-based standard response protocols (i.e., lockout, lockdown, evacuate, and shelter) that can be performed during any emergency incident.



Lockout is directed when there is a threat or hazard outside of the school. Use the mass notification system or public address system, stating: “*Lockout! Secure the perimeter.*” Who actually conducts this task will vary based upon the school and incident taking place.



Lockdown is called when there is a threat or hazard inside the school building. Use the mass notification system or public address system, stating: *“Lockdown! Locks, Lights, Out of Sight!”* Who actually conducts this task will vary based upon the school and incident taking place; however, all school staff shall have the ability to call for a lockdown. Contact local emergency services, or 911, as appropriate.



An **Evacuation** is called when there is a need to move students from one facility to another. The action will vary based upon the type of evacuation. Other directions may be invoked during an evacuation, and student and staff should be prepared to follow specific instructions given by staff or first responders.



Shelter is called when the need for personal protection is necessary. Hazards that could generate the need to Shelter include tornado, earthquake, tsunami, and a hazardous materials incident. Use the mass notification system or public address system, stating: *“Shelter [identifying the hazard]!”* This command is typically called by the DoDEA designated official but may be called by students, teachers or first responders.

The Standard Response Protocols are incorporated into the school’s Force Protection Plan. For more information on the Standard Response Protocols and how they apply within DoDEA, refer to DoDEA Administrative Instruction 5205.02, Volume 6, “DoDEA Force Protection Program: Standard Response Protocols,” July 24, 2018.

Student Conduct and Discipline

Bullying

DoDEA Schools are committed to making our community and school safe, caring, and welcoming places for all our children and youth. We will treat each other with respect, and we will refuse to tolerate bullying in any form in our community or at our school. Our community and school define respect as follows: Treat others with the dignity and regard you would want to be treated with. Our community and school define bullying as follows: Bullying is a mean and one-sided activity intended to harm where those doing the bullying get pleasure from a targeted child’s pain and/or misery. Bullying can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyberbullying. It can be and often is continuous and repeated over time, however, once is enough to constitute bullying.

Bullying that happens off of school grounds, including all forms of cyberbullying can impact the feeling of safety the targeted child has upon returning to school with the perpetrator(s) and can create an intimidating, hostile or offensive environment for all students. The school and the Civilian Misconduct Action Authority (CMAA) will address these actions when necessary for the well-being and safety of the

community and all students involved. All suspension and expulsion documents, if forwarded to the CMAA, may be used as aggravating factors when considering administrative action in juvenile civilian misconduct under Army Europe Regulation 27-9.

Examples of bullying include but are not limited to:

- ✓ Taunting
- ✓ Using put-downs, such as insulting or making fun of someone's race, religion, physical ability or disability, mental ability or disability, gender—including perceived or actual sexual orientation
- ✓ Threatening or ganging up on someone
- ✓ Stealing or damaging another person's things (stealing or damaging can also be considered a criminal offense)
- ✓ Spreading rumors about someone
- ✓ Physically hurting a targeted child, including, but not limited to hitting, kicking, tripping, pushing and shoving
- ✓ Shunning or purposefully excluding a targeted student or trying to get other students not to play with a targeted child
- ✓ Using a cell phone, gaming device, the internet, or other social media to threaten, stalk, ridicule, humiliate, taunt, spread rumors, lock out of a game, or hack into a targeted child's account.
- ✓ Hazing, i.e. – any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization
- ✓ Unwanted touching, patting, grabbing, hugging, kissing, cornering, blocking passage, bumping (can be considered a form of assault which is a criminal offense)

Preventative Measures Against Bullying – Adults in our community and staff at our school will do the following to prevent bullying and help children feel safe:

- ✓ Closely supervise children and youth in all areas of the school (to include the school, the bus, and playground)
- ✓ Watch for signs of bullying behavior and stop it when it happens
- ✓ Teach the Steps to Respect program and/or other supplemental Social Skills lessons to increase awareness and empowerment in all children and youth in our school and CYS Services (It is the school culture and social environment that these policies, procedures, and programs create as well as reflect)
- ✓ Provide training opportunities for students and families regarding awareness and prevention of bullying
- ✓ Take seriously families' concerns about bullying and create a procedure for reporting Look into all reported bullying incidents and respond quickly and appropriately
- ✓ Assign consequences for bullying based on the school discipline code.
- ✓ Maintain open communication between CYS Services staff and school staff for optimal support of all children involved in a bullying incident
- ✓ Provide immediate consequences for retaliation against students who report bullying

Discipline Procedures for Bullying In School

Consequences for bullying will always include a procedure for holding accountable for their actions the perpetrator(s) and any bystanders who played an active supporting role in the bullying. Other procedures

can range from positive behavioral interventions to expulsion from school. These consequences are dependent on the nature and severity of the behavior, the age of the student and the student's past behavior. The purpose of these procedures is for holding student(s) accountable for the bullying, preventing another occurrence, and protecting the targeted child.

Consequences for bullying may include, but are not limited to the following:

- Notify parents/guardian of the incident and consequences
- Assisting the perpetrator(s) to find more appropriate ways to relate to peers
- Conference with teacher, principal, and/or parent
- Referral to school counselor (Rota)
- Corrective instruction
- Behavior management plan
- Temporary removal from the classroom
- Loss of school privilege
- Classroom or administration detention
- In-school suspension (When applicable)
- Out of school suspension
- Legal action
- Expulsion

Note: If the school can handle the behavior problem internally, it is within their right to do so. Should the behavior escalate, or present a danger to the order, discipline, and safety of the base, the individual should be referred to the Assistant Civilian Misconduct Action Authority (ACMAA). Any behavior that constitutes a criminal act or breaks the law must be reported to the military Police with a notification to the ACMAA.

Support for a Target of Bullying – The effects of bullying on the targeted youth cannot be over emphasized. Isolation, lack of friends and/or support, and a feeling of helplessness that targets of bullying experience can be devastating. The Base Command and School will ensure that targeted youth receive all support necessary. Actions may include but are not limited to:

- Notify parents/guardians immediately of the incident. Provide a method to use to report any further targeting of their child.
- Take effective measures to keep the targeted youth safe at school and at CYS Services; give him/her tools to stand up to the perpetrator(s), and support to keep the targeted youth from succumbing to the bullying.
- Identify a person or persons to whom the targeted youth can safely report any further bullying incidents.
- Should the targeted youth appear to be in immediate danger of hurting himself/herself; parents will be notified without delay. If parents are not available, the Military Police will be contacted and asked for an immediate and emergency referral to Social Work Services.
- Should the behavior be a concern to the well-being and safety of the community, the ACMAA will be contacted.

- Provide referrals to counseling services, such as Social Work Services, Base Chaplain and Military Family Life Counselors.

For more information about DoDEA’s policy on bullying visit the following link:

<http://www.dodea.edu/StudentServices/BullyingPrevention/index.cfm>

Discipline

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

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

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

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

School Bus Behavior

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

Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations, which is in

accordance with Enclosure 8 of DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended.

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

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

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

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

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

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

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

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

during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

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

Threat

Making threats of any kind towards other students, faculty, or staff will not be tolerated. This is a very serious offense and is grounds for out-of-school suspension or expulsion. Threats such as, "I am going to hurt you", "I could kill you", "I am going to blow this place up", will be viewed as a serious offense. Such threats should not be made either verbally or in writing.

SEMS' administration is obligated to take such threats seriously and to apply a consequence upon any student who makes such threats.

Some types of threats require the completion of *Serious Incident Report*, which must be forwarded through the DODEA Superintendent's office to DoDEA Headquarters.

A student who makes a comment about acts of violence towards others will witness the following:

1. Parents will be called for an immediate conference.
2. Student will be referred to the school psychologist or other appropriate staff member.
3. Student will be referred to an appropriate medical doctor, at parents' expense, to help determine if student is considered to be at high risk for school attendance.
4. Student will be re-admitted only after the principal is satisfied with the results of the foregoing actions.
5. Also considering the seriousness of the situation, any student who makes a false and/or exaggerated report about another student will be subject to discipline, as deemed appropriate.

Technology

Computer Access/Internet Policy/Electronic Devices

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

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

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

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

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

Role of Social Media

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

Transportation

Student Transportation Services

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

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

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

commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

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

Your child's safety is the first priority – The School Transportation Office (STO) is responsible to provide safe, responsive and effective transportation for authorized DoDEA students attending SEMS and residing within the community's established commuting area. As in most European communities, school bus transportation service is accomplished by contract with local host-nation commercial bus companies.

Registration for Student Transportation – If your student(s) require/will require school bus transportation, you must register with the STO. School bus passes cannot be issued until the STO has verified your eligibility.

DoDEA's contracted buses are a privilege – Vehicle size and bus stop location is based on actual registration/sign-up of riders. Since each stop adds to bus contracting costs, school bus service must be utilized continuously. If the contractor reports that a stop has not been utilized for three consecutive days or more, the school bus office could notify you that service may be halted at that stop. Thus, your application for school bus transportation implies full usage of the service. We ask that if your student(s) will be absent for a period exceeding five consecutive school days (5) school days to please notify us so that we may cancel service (if you're the only person at the stop) until you return. Changes in transportation service shall be held to a minimum, changes may not be authorized on a day-by-day basis. You must address any requests for changes to school bus transportation to the STO at DSN 722- 4219 COMM 956-824-219 Email trans.rota@eu.dodea.edu

Importance of having a bus pass – We remind you that contract requirements require each passenger must have a bus pass in their possession. Bus drivers will validate that each student has his/her bus pass by performing a 100% bus pass check daily before allowing the students to board. The driver will report any students not showing their bus pass before they board the bus to the STO. Children who repeatedly fail to present their bus pass before they enter the bus may have their school bus service privilege suspended. Therefore, all lost school bus passes should be reported to the STO immediately for replacement.

Identification requirements for parents – Parents and/or their designee(s) at school bus stops may need to prove identification when waiting at their child's school bus stop. Failure to do so may cause the bus driver to not release the child to the person waiting for him/her if the driver is unable to identify the person even if the person is the child's own parent.

STUDENTS– FOLLOW THE RULES	
School Bus Safety Starts With Me	The 10 School Bus Rules
<ul style="list-style-type: none"> • Walk; don't run to the bus stop • Wait three steps back for the bus to arrive • Take your seat and stay in it • Wait three steps back for the school bus to leave • Never go in front of or behind the school bus. 	<ul style="list-style-type: none"> • Obey the driver or adult • Enter and exit the bus safely and always show your bus pass • Stay properly seated • Keep your hands, feet, and other body parts to yourself • Put nothing out of the window • Remain quiet and do not throw things • Do not disturb the driver or others. • No profanity, smoking, prohibited items or vandalism • Do not eat, drink or chew gum • Be responsible, be safe

Sevilla EMS Specific Guidelines

Arrival at School

Students may arrive no earlier than 0815, fifteen minutes before the line-up whistle. Students (grades K-8) should report to the playground for morning recess. Parents are advised not to allow their children to leave home too early. Parents who must report early for work or PT should not drop their children off before 0815. Other childcare options should be utilized. Parents will be notified if their child continues to arrive to school too early. Should the problem persist, the chain of command will be notified.

School hours are 0830 – 1500. (Regular School Day) Early Release on Thursdays - 0830 - 1345

Bicycles/Scooters/Skateboards

Students may ride bicycles, scooters, and skateboards to school; however, parents are ultimately responsible for their child's safety. Students are expected to adhere to base safety and registration procedures, follow all safety rules and take the recommended routes to school. Students should leave bicycles and scooters at rack near the main entrance. It is recommended that bicycles be locked during the school day. Scooters and skateboard are not permitted to be left in the hallway. Students must walk their bicycles, scooters, and skateboards while on campus.

Students who ride bicycles and scooters should follow Moron Base safety guidelines. It is strongly recommended that a lock be used. Students should not ride their bicycles or scooters within the area of the campus for safety reasons. Bicycles should be walked to and from the street. Sevilla EMS will not be held responsible for stolen or damaged items or lost keys.

Parents should check their child's safety helmet strap for appropriate tightness.

In-line skates and wheelie shoes can be a safety hazard and are not permitted at school.

Birthdays for Students

Due to time constraints and fidelity of instruction, birthday parties should not be held at school. With the approval of the teacher, a treat may be shared during snack time or at the end of the school day. Treats should not interfere with lunch. Due to safety and sanitation concerns, students should not be dismissed at the end of the day while eating food. Teachers will communicate classroom expectations to parents.

Classroom Rules

Each teacher will determine classroom rules in each class and the organization and discipline that is most conducive to *her/his* methods of teaching.

Curricular Study Trips

Study (field) trips are an extension of the classroom experience. They provide first-hand experience with social/cultural situations, provide factual information, and, in general, contribute to learning. Study Trips should complement DoDEA content standards and should be correlated with current or recent classroom experiences in order to augment the instructional program. Classroom activities occur prior to the trip to prepare for the study trip experience and after the trip to culminate the learning.

Because study trips possess a rich storehouse of instructional experiences, **all students** should attend. Parents are asked to support their child and their child's teacher when a study trip is planned. Parents are discouraged from using attendance on a school trip as a reward or punishment. Students who do not attend a study trip also miss out on the post-trip experiences, discussions, and lessons with their classmates.

For the student with behavior challenges who has proven to be a threat to self or others, the recommendation may either be that the parents accompany the study trip or a colleague may be contacted to take care of the student during the study trip. These provisions will be coordinated well in advance with the SST, CSC, or administrator. At no time can a student be denied the opportunity to participate on a study trip without due cause.

Drills and School Safety

The school is inspected regularly for compliance with fire and safety regulations. Evacuation drills for fire safety are held each week during the first month of school and once a month thereafter. Children are instructed in bus, school, and traffic safety and security and in the prevention of personal abuse. Additional yearly drills include lockdown, school evacuation, and earthquake.

For more information about DoDEA's policy on school safety visit the following link:

<http://www.dodea.edu/offices/safety/>

Lockers

Middle school students are provided lockers for student convenience. The lockers belong to the U.S. Government and students are responsible for leaving them in the same condition they were issued. Students may only use the locker assigned to them. Locker use is a privilege, not a right, and abuse of lockers will result in loss of locker privileges.

Pets

At Sevilla EMS we love learning about and caring for animals. Unfortunately, pets can cause safety issues for children in a school environment. Please refrain from having your pets with you when delivering your child to school or meeting them at the end of the day. Should your child suffer from allergies related to animals please contact your child's teacher and the health tech. Should you have any question regarding pets being at school, please contact the school principal.

Playground Rules

- Keep your hands, feet and objects to yourself.
- Use playground equipment properly. Pushing, jumping and running on playground equipment is not safe.
- Sit while eating and throw away trash in a container when finished
- Walk down the stairs.
- Play ball, tag, etc. in designated areas.

Behaviors such as the following are not acceptable:

- Fighting, (hitting, pushing, or kicking)
- Play fighting, such as karate or kung-fu kicking
- Playing rough, hurting others
- Twist, climb, and stand on or jump from the swings
- Take food or drinks onto the playground
- Use of foul or disrespectful language
- Deliberately throw a ball at someone
- Bullying

Playground monitors will issue discipline slips to students who violate the playground procedures and/or rules. The playground monitor will use a timeout area during recess for students who repeatedly misbehave or need a place to cool down. Serious violations will be referred to an administrator for further action. School rules remain in effect when students are at lunch and recess.

Other suggestions for safe play:

- Balls stay in the designated area.
- Tag-should be touch only and played in designated area. No grabbing, no pulling
- Everyone is welcome to play in all games, no exclusions.
- No high kicking in soccer
- Hands to yourself.
- Listen and respect directions given to you by the adults in charge.

School Closures

There are times when weather situations could result in school being closed. Local Base Command will make the final decision on any school closures. Parents and community members will be notified via the school's Ad Hoc Notification System.

Snack Time

Scheduling a short nutrition break with a healthy snack each day is recommended. Young bodies need to eat often to sustain their energy level and focus on academic tasks. Parents should be encouraged to send fruit, cheese/crackers, and other nutritious snacks with their children for this break. Snacks should be limited to one healthy item. Drinks should be limited to water rather sugary drinks. Donuts, candy, chips, soda, energy drinks, etc., are not nutritious snacks and are not permitted during snack or lunch.

Snack time is strategically scheduled so that it does not have a negative impact on lunch and students' appetites. Students should not eat their lunch at snack time. When students have already eaten their lunch, there is greater potential for behavior issues.

Student Meals

Sevilla Elementary/Middle School does not have a school lunch program. Students are encouraged to bring a cold lunch. Parents can arrange for their child(ren) to have a hot lunch delivered to the school through the base dining facility(DFAC). Dining Facility menus are giving to the students monthly at school.

School Pictures

Individual school pictures are generally taken in the fall of each year as a PTO project. Purchasing pictures is a decision for each parent and is not required by the school. Cost varies with the type of picture assortment selected. Pictures of all students will be taken to be included in the school yearbook regardless of whether or not a portrait package is purchased. Information will be distributed to the students prior to picture day.

Individual Spring, class, and staff pictures are taken in the spring and purchase of these pictures are also voluntary.

Supplies and Textbooks

Textbooks –Sevilla EMS provides, on a loan basis and without charge to students, basic textbooks, certain supplementary texts, and general reference materials necessary to implement the school curriculum. The student and his or her sponsor are legally responsible for returning the books in good condition at the end of the course. Allowances will be made for normal wear and tear. Graffiti in textbooks is beyond normal wear and tear. Lost books must be replaced. Parents can purchase replacement books online.

1. All textbooks, workbooks, and library books are furnished to students at government expense.
2. Parents are expected to assume financial responsibility for proper care and safekeeping of the books assigned or checked out to students. The parents or students must replace lost or severely damaged books through direct on-line purchase. In most cases books can be ordered with a credit card through web sites such as Amazon.com or E-Campus.com.
3. Parents should encourage students to read library books. There is no charge for library book service unless books are lost or damaged.

4. Families negligent in replacing lost or damaged books will be charged through their respective agency as a debt to the government. All instructional materials are provided free, but are the property of the Department of Defense.

Supplies – DoDEA Europe provides an official list of supplies for students throughout Europe. Parents should follow only the DoDEA Europe official guidelines when purchasing school supplies for their children. Each school may provide additional guidance to the parents on what to buy for their student that is more "grade specific". Additionally, teachers will identify which items will be needed for their classroom. So please check your school and your child's teacher to know exactly what items will be needed.

Sevilla EMS Year 2020-2021

6th 7th & 8th Grade Supplies

Math Supplies:

Pencils (1 pack)
Erasers
Dry-erase markers
Graph paper (1 pack)
Protractor

ELA Supplies:

Spiral-bound notebooks X 4 for the schoolyear!
Black or blue pens
Colored pencils
Highlighters

Other Supplies:

Ziplock bags – any size
Tissue
Hand Sanitizer
Tape

KINDERGARTEN/FIRST GRADE :

- - Backpack large enough for a folder
- Lunch box
- 1 pack of pencils
- 2 large erasers
- Scissors with blunt tip
- Colored pencils (12 count)
- Crayons (16 or 24 count)
- 4 glue sticks
- 3 pocket folders
- 1 bottle of school glue white or clear
- 1 box of Clorox cleaning wipes

- 1 box of Kleenex
- 1 personal size bottle of hand sanitizer
- 1 set of changing clothes in a zip lock bag and labeled with child's name (will need to be replaced as the climate change) *optional for 1st graders
- 4 or more expo dry erase markers
- 1 binder (2")

SECOND/THIRD GRADE:

- Backpack (No wheels)
- 2 pkg. 3-lined handwriting paper
- 5 Composition Notebooks
- 5 plastic pocket folders
- Supply Box (plastic preferred)
- 2 packs Glue Stick/ 1 liquid glue
- 1 pack pencils with sharpener
- 1 pack pink erasers
- 1 roll clear packing tape
- 1 box colored pencils & Crayons
- 1 pack Dry Erase markers
- Tissues & hand sanitizer (1 each)

FOURTH AND FIFTH GRADE

- 8- two pocket folders (one as a back-up homework folder mid-year)
- 2 packets of lined paper
- 2 packets of pencils *
- 1 box of color pencils
- 1 box of crayons
- 1 box of markers
- 4 composition or spiral notebooks
- 2 packets of erasers
- 1 packet of glue sticks
- 1 bottle of glue
- 1 Packs Dry Erase Markers*
- 1 boxes of tissues

Telephone Use

The cellular function on individual cell phones and smartphones may not be used during the school day, on the school grounds before school, or on school study trips. Cell phones that are misused, ring, beep, or vibrate will be confiscated, as will telephones that appear to be in use. . Students observed playing games, sending messages, or using any function of a cellular telephone during the school day may also have their phones confiscated. Parents must pick up confiscated items from the Main Office. Should a student have

their phone confiscated multiple times, disciplinary action will be imposed. If the telephone needs to be used during the school day, permission needs to be obtained from a teacher or personnel in the main office. The school is not responsible for lost or stolen cell phones. The school is not responsible for charges that may be made on the phone if lost or stolen.

Tobacco Use

SEMS is a tobacco-free campus. No one may smoke or use other forms of tobacco on the school premises. These regulations are applicable within the confines of school buildings, surrounding grounds, while riding school buses, and/or on school-sponsored trips. Smoking and/or possession of tobacco products is strictly prohibited as defined in the *DoDEA Discipline Policy*. This applies to all areas of S EMS, including, but not limited to, parking lots, athletic fields, and buildings. Any student bringing cigarettes or tobacco products to school is in violation of the rules and will be subject to disciplinary action.

Valuables

Students should NOT bring valuables to school! Large amounts of money, expensive jewelry, portable music players, etc., should be safely left at home. The school is NOT responsible for any stolen or damaged items.

Zero Tolerance

Zero Tolerance means that weapons or replicas are not allowed in school. Severe actions will quickly be taken against those who defy this policy, and no leniency will be shown towards violators.

School Contact Information

School Address

Sevilla Elementary Middle School

Unit 6582

APO, AE 09643-6582

Spain

Phone: 34-95-584-8464

DSN Phone: 314-722-8464

From US: 011-34-95-584-8464

From the US Fax: 011-34-95-584-8433

Website: <https://www.dodea.edu/SevillaEMS/>

Acknowledgement and Understanding of Student and Parent Handbook School Year 2020-2021



The Sevilla EMS Student and Parent Handbook is a valuable resource for parents and students. Information includes school operational information, attendance policies, behavior expectations, regulation notifications, student activities, etc. Please read the handbook, sign below to acknowledge receipt and understanding of the information it contains, and return this page to the school. Students are to return this signed portion to their homeroom teacher.

Parent Name (Printed): _____

Parent Signature: _____

Student Name (Printed): _____

Student Signature: _____

Date: _____

Primary Email Address: _____

Secondary Email Address: _____

*Signatures represent receipt of the Student and Parent Handbook, awareness, and notification of school policies and procedures for School Year 2020/21.

NOTE: The administration has and retains the right to add/delete and/or modify any of the policies herein at any time. The latter is done for the explicit purpose of maintaining good order, discipline and the welfare and safety of the student body and to meet the needs of the mission of the school without setting any precedence that may be detrimental to future educational processes of Sevilla EMS.