Parent/Student Handbook
SY 2019/2020

“Home of the Etna Knights”
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OUR VISION
Excellence in Education for Every Student, Every Day, Everywhere

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

CORE VALUES

Student-Centered – Students are at the heart of all we do.

Excellence – We strive to exceed expectations in all we do.

Continuous Improvement – Our organization, its systems, and process will be continually reexamined and improved.

Lifelong Learning – Learning is an active process of discovery where we cultivate curiosity, perseverance and the desire to learn.

Diversity – We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential – Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility – Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust – We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.
A Message from the Principal

Dear Parents and Students,

Welcome back to an exciting school year! Our dedicated staff is committed to helping every child reach his/her full academic potential, in an atmosphere of mutual respect and caring. Our goal is to provide a world-class education for every student based on their individual needs and in accordance with DoDEA instructional goals and standards.

The important task of educating our youth extends far beyond the confines of the school environment. It encompasses a strong commitment and involvement on the part of the school, family, and community. By working together and sharing our knowledge and experience, we can achieve the very best for our children. We know through research in education that parental involvement of any kind, through volunteer work at school, assisting with homework at home, or active participation in school organizations such as the PTA, leads to higher achievement for students. We invite you to join us in providing the best education possible for your child.

This handbook has been designed to provide you with information regarding school policies and procedures as well as general information. Please read the handbook carefully and feel free to contact the school if you should have any questions. I will keep you well informed through the Knightly News (parent newsletter), which will be published every week during the school year.

I sincerely hope that this handbook will be helpful to you, and I look forward to working with you and your child throughout this school year.

Dale Moore
Principal
Sigonella Elementary School
CONTACT INFORMATION

SCHOOL TELEPHONE:

DSN: 624-4406  
COMMERCIAL: 39-095-56-4406  
SCHOOL FAX: 39-095-56-4405

FPO ADDRESS   INTERATIONAL ADDRESS

Sigonella Elementary School   Sigonella Elementary School  
Attn: Office of the Principal   U.S. Naval Air Station, Sigonella  
PSC 824 Box 08   SS 192 KM 76  
FPO AE 09623-0001   95100 Catania, Italy

Contact Email Addresses

Principal email address: principal.sigonellaes@dodea.edu

School faculty can be reached via email at: firstname.lastname@dodea.edu

School Website

Our School Website address is https://www.dodea.edu/SigonellaES/
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

The organizational structure for the Department of Defense Education Activity and Department of Defense Dependents' Schools is as follows:

- Secretary of Defense
- Assistant Secretary of Defense for Personnel and Readiness
- Director, Department of Defense Education Activity
- Area Superintendent, DoDEA-Europe
- Principal, Sigonella Elementary

Whenever concerns arise regarding school, experience has shown that the overwhelming majority of them are best resolved at the school level and most often by speaking directly with the classroom teacher. If a concern is not resolved, then the school administrator should be contacted. However, if you need to get in touch with any DoDEA officials, the following appropriate information will assist you.

CHAIN OF COMMAND

The levels of authority for DoDEA are as follows:

**Classroom Teacher**

**School Counselor**
Phone: 624-4406

**School Principal:**
Phone: 624-4406

**Europe South District Superintendent:**
Unit 31401 Box 11
APO AE 09630
Phone: +39-0444-71-8460

**DoDDS Europe Director:**
Unit 29649
APO AE 09136
Phone: +49-611-143-545-1503

**DoDEA Director:** Mr. Thomas Brady
Department of Defense Education Activity
4800 MARK CENTER DRIVE ALEXANDRIA, VA 22350-1400
**School Hours**

| M, T, W, & F | 0800-1330 | Sure Start Preschool Program |
| TH | 0800-1215 |

| TH | 0745-1245 |

**Acronyms**

(The letters that drive our programs but sometimes confuse everyone else)

Although those who are affiliated with the military know many of the military acronyms, DoDEA like other organizations, has its own acronyms. Listed below, you will find many of our key acronyms and their definitions.

**Benchmark Assessment System (BAS)** – Reading assessment administered to all K-3 students at the beginning and end of each year to determine reading progress.

**Community Strategic Plan (CSP)** – The process used to develop a 5-year plan, along with the vision, mission, guiding principles, goals, outcomes, members, and glossary of terms. The plan provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement.

**Case Study Committee (CSC)** – Team composed of parents, teachers, special educators, and administrators to determine student eligibility for special education services.

**Continuous School Improvement (CSI)** – A model for school improvement that consists of continually reviewing data and modifying instruction when needed to maximize student learning.

**Department of Defense Education Activity (DoDEA)** – The organization that directs the operations of schools located in Europe, the Pacific, and the Americas.

**English Language Learners (ELL)** – Students for whom English is their second language.

**English as a Second Language (ESL)** – A program that provides ELL students with additional support and instruction as they learn the standards-based curriculum.

**Free Appropriate Public Education (FAPE)** – Federal mandate that requires all agencies to provide special education and related services (at no cost to the parent) in order for the child with disabilities, to benefit from public education.

**504 Plan** – A written plan developed by the 504 Accommodation Team specifying: The nature of the student’s disability and the major life activity it limits, the basis for determining the disability, the education impact of the disability, the area for 504 accommodation and the 504 accommodation strategies and documentation concerning how the student’s progress will be determined.

**Individualized Education Plan (IEP)** – Plan developed for each child with disabilities, with measurable
goals based on the child’s needs and present levels of education.

**Individual with Disabilities Education Act (IDEA)** - The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

**Least Restrictive Environment (LRE)** – Placement that is as close as possible to the regular education environment. It is required under IDEA law.

**National Assessment for Educational Progress (NAEP)** – Assessments given in 4th grade every two years to determine overall effectiveness of the nation’s educational program.

**Preschool Children with Disabilities (PSCD)** – A program designed for preschool students with disabilities who require early interventions prior to attending a regular educational program.

**Parent Teacher Association (PTA)** – An organization that conducts fundraising events to help support the school programs.

**School Advisory Council (SAC)** – Board made up of three teachers and three parents who meet monthly to discuss policy issues and make recommendations to the principal.

**School Liaison Officer (SLO)** – Command representative who provides input to school administration based on the concerns and/or needs of parents.

**Student Support Team (SST)** – A school-based group of teachers whose purpose is to provide additional support to students who are experiencing difficulties - that are preventing them from benefiting from general education.

**ARRIVAL TIME AND PROCEDURES**

*Students should not arrive at school prior to 7:30.* There is no supervision for students on school grounds before 7:30 or after 2:30.

Students arriving by bus should proceed directly to the school courtyard upon disembarking. Elementary students are not allowed to go to the food court or go to the high school cafeteria before the start of school.

**DoDEA SCHOOL RULES, REGULATIONS AND PROCEDURES**

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

Policies can change throughout the school year. The most current policies can be found at [https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm](https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm).

**GRADUATION REQUIREMENTS**

*DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements ad ...*
A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 2014:

1). Minimum 2.0 GPA;
2). Completion of 26.0 units of credit; and
3). Completion of specific course requirements.

An honors diploma is awarded upon completion of the following additional requirements:

1). Completion of all requirements for a standard diploma and additional course requirements;
2). Minimum 3.8 GPA at the end of the second semester of the graduating year; and
3). Earning a passing grade and the requisite exams in a minimum of four Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced-level courses.

**HIGH SCHOOL GRADUATION COURSE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Standard Diploma</th>
<th>Honors Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0 credits</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0 credits</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3.0 credits</td>
<td>3.0 credits</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0 credits</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>2.0 credits</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5 credits</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0 credit</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

**Summary**

<table>
<thead>
<tr>
<th></th>
<th>Standard Diploma</th>
<th>Honors Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Total Credits</td>
<td>26.0 credits</td>
<td>26.0 credits</td>
</tr>
<tr>
<td>Required Courses</td>
<td>20.0 credits</td>
<td>20.0 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6.0 credits</td>
<td>6.0 credits</td>
</tr>
<tr>
<td>AP and/or IB Courses and requisite exams</td>
<td>-</td>
<td>4 courses</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>2.0 GPA</td>
<td>3.8 GPA</td>
</tr>
</tbody>
</table>

*AP and/or IB courses may be used to meet DoDEA requirements.*
In Bahrain only, an IB diploma is awarded upon completion of the established requirements for the IB diploma. Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

**TRANSFERRING COURSE CREDITS TO A DoDEA SCHOOL**


DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004. Please contact your child’s school for questions regarding course credit transfer process and approval.

**HOME-SCHOOL STUDENTS**

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

**STUDENT GRADE-LEVEL PLACEMENT**

*DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004*

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

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

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

No requests to change teachers will be considered until after the first fourteen days of school. Student placements are made in accordance with DoDEA Regulation 2000.3. Consequently, classrooms are balanced according to gender, ethnicity, heterogeneous reading levels, small clusters of Special Education students, clusters of ESL students, and arrangements that support appropriate socialization.

Regular Classroom Placement
(During the school year)

- If a student is registered prior to 1100 AM, the student is placed in a classroom and will begin school the following day. If registration is after 11:00 the student will start the day after in order to allow teachers to gather materials and create a welcoming environment for your child.

Change in Class Placement Procedures
(During the school year)

When a parent requests a change in classroom placement, the following steps must be taken:

- The parent of the student will be strongly encouraged to meet with the classroom teacher to discuss the concern that has prompted the request for a change in classrooms. A plan can be suggested and developed to resolve the concern if all parties are agreeable.

- If the parents are not satisfied after the plan is implemented or if they do not want to meet with the teacher they must write a letter to the Principal requesting a change in placement. The letter must contain the reason for the change in placement. The letter will be given to the classroom teacher.

- The principal will give the letter to the Placement Committee Chair (counselor) to set up a meeting ASAP. The school Placement Committee will invite the teacher to the meeting to discuss the issue. The Placement Committee will review all information and make a placement recommendation to the Principal.

- The Principal will make the decision about placement within three school days and inform the parents. The parents may appeal the final decision through the District Superintendent.

- If the student is moved to another classroom – it will be to the classroom that has the lowest student numbers at the time of the move. The student will report to the office the morning of the move and will be escorted to the new classroom.
**Grading and Grading System**

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

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

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

To create an account and access the EGB System please visit the [DoDEA Web site](#) for instructions.

Homework will vary with the age and grade of the student and may be assigned at the discretion of the teacher. Please contact the teacher if your student never has homework, or spends excessive time on homework. DoDEA homework policy is based on 10 minutes of work per grade level as a baseline. So students in 3rd grade could be assigned up to 30 minutes of homework per evening. Reading books for pleasure is often assigned as "homework". If you do not know what is being assigned as homework or if your child cannot complete the work without excessive parental involvement, please contact the teacher.

**Approximate time limits are listed below.**

- Grades 1st – 3rd, 2-4 hours, weekly
- Grades 4th – 5th, 5-6 hours, weekly

**Progress Reports/Report Cards**

*DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995*

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

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

**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.

**SCHOLASTIC INTEGRITY**

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

**STUDENT ATTENDANCE**

*DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended*

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

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

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

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

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

**ACCELERATED WITHDRAWAL**


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


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

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

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

RELIGIOUS HOLIDAY OBSERVANCE

DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012

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

STUDENT CONDUCT AND DISCIPLINE


Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response
to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 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 as 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).

The Department of Defense Dependent Schools (DoDDS) has a strict zero tolerance for weapons policy. Please remind your child/children that bringing weapons of any kind, even items which in themselves may not be inherently dangerous but are used to instill fear or cause injury, to school may result in suspension/expulsion from school.

**School Bus Behavior**

*DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended*

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

At the time a student is registered for school bus service, the registrar will provide the students and the sponsor with a transportation request form. The sponsor will take the request form to the Transportation Office. The Transportation Office will provide the sponsor and the student with a copy of the Behavior Standards for School Bus Students. The sponsor and the student will acknowledge in writing that they have been provided a copy of the standards to which students must agree to abide while using bus transportation.

Expectations have been established for student behavior while riding school-provided transportation. Proper conduct aboard the buses is essential at all times. Misbehavior that distracts the driver from concentrating on driving is a serious safety hazard. Riding the school bus is a privilege and not a right. Misbehavior and other Infractions of the rules may result in suspension of bus riding privileges.

Safety attendants are provided on all of the buses. They are the adult in charge to help ensure the safe transport of all our students. They will submit a School Bus Student Misbehavior Report when they identify any behavior that is not in alignment with the school bus rules. In most cases, the first School Bus Student Misbehavior Report received by a student will be a warning to help the student get back on track to making positive behavior choices. Subsequent misbehavior reports will result in suspension of bus riding privileges for a period of time in alignment with the rule infraction and the number of misbehavior reports received.

**As a security measure, requests from parents for their children not to ride on their assigned bus on any given day must be in writing and signed by the parent. Since phone calls cannot be checked for
validity, they are not the preferred means of communication. Written requests ensure the safety of our students and greatly lessen the possibility of miscommunication of transportation needs/plans after school.

The Transportation Office can be reached at DSN 624-3244 or 624-3247 or Fax 624-3245.

**THE 10 SCHOOL BUS RULES**

- Obey the driver or adult.
- Enter and exit the bus safely and always show your bus pass.
- Stay properly seated. Seat belts must be worn if provided.
- Keep your hands, feet and other body parts to yourself.
- Do not throw things.
- Put nothing out of the window.
- Remain quiet and 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.
- If the school bus is equipped with seat belts, the seat belt must be worn at all times.

**BOARDING AND EXITING THE BUS**

- Stand well back from the road or where the bus will stop. Wait until the bus has completely stopped and the driver has opened the door before you move towards the bus.
- Line up in a single file before moving towards the bus.
- Hold your personal belongings in front of you while boarding or exiting the bus. If you drop something, ask the bus driver to help you get it.
- Use the handrail while going up or down the steps.
- Do not rush. Walk carefully so as not to trip entering or departing the bus. When exiting the bus, move a safe distance away from the bus:
  - At school, go directly to the courtyard area.
  - At your assigned bus stop, wait until the bus leaves, then go directly home.

**STUDENT DRESS CODE**

_DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,“ April 17, 2012_

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

Parents are expected to guide students to be appropriately dressed for school at all times to include:

- Wear appropriate shoes at all times. Flip-flops and open-toed shoes are not appropriate at school activities for safety reasons.
- Wear clothing without profanity, objectionable slogans and pictures. Pants must be worn at waist level with no underwear visible.
• Wear shirts that cover the midriff when arms are raised. Spaghetti straps and thin tank tops are not appropriate wear.
• The length of shorts and skirts should exceed the length of the students’ hand placed on thighs while in a standing position.
• Sunglasses, coats, jackets, caps, hats, and bandanas are not appropriate for wear in the classroom.
• Bring a sweatshirt or sweater to wear in class during cool weather.
• Wear comfortable clothing and sneakers on PE days.
• Be aware of the sun. Sunglasses, sunscreen, and protective clothing are recommended for outdoor use during warm days.

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


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.

**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

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.

**Interscholastic Athletics**

**Policy Reference:** DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.
**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, “Student Rights and Responsibilities,” April 17, 2012. Please refer to your school’s Web site or school handbook for specific dress code policy.

**Search and Seizure**

**Policy Reference:** DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012

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

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

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

**EDUCATION STUDENT SERVICES**

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

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

**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.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/LANGUAGE SERVICES**

*DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007*

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

**SYSTEM PROGRAMS AND SERVICES**

**School Counseling Services**

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


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

Elementary school counseling programs are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and
readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

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

**School Psychology Services**

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


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

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

**School Health Services**

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

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

The school nurse’s responsibilities include:

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

**Student Illness**

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

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

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

**Parent Notification**

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:
• Any illness or injury that causes concern or inability to participate in school activities
• Eye, ear, or teeth injuries
• Head injury
• Second- or third-degree burns
• Severe pain
• Sprains or possible fractures
• Temperature higher than 100°
• Vomiting or diarrhea
• Wounds that may require stitches

**Allergies and Chronic-Acute Conditions**

**Policy Reference:** DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003

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

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

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

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

**Medication at School**

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

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

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

**First Aid and Emergency Care**

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

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

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

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

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

**STUDENT ENROLLMENT: REGISTRATION PROCESS**

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 Dependent 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.

Children must be four years old by September 1st to attend Sure Start, five years old by September 1st to enroll in kindergarten at a DoDEA school, and six years old by September 1st to enroll in first grade at a DOD school unless the student has completed one year in an accredited Kindergarten program while residing at their previous duty station.

The following documents are necessary to complete the registration process:

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

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

**STUDENT IMMUNIZATION REQUIREMENTS**


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


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

ACCESS TO SCHOOL FACILITIES

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.

**COMPUTER ACCESS/INTERNET POLICY/ELECTRONIC DEVICES**

*DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010*

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

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

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

Students may bring personal electronics to school at their own risk. The school assumes no liability. If electronic equipment of any kind is used on the bus, it must be kept secured in the student’s book bag upon arrival at school. If a student has a cell phone, it must be turned off during class and kept secured in a backpack or book bag. Messages for students can be left at the school office and these will be communicated to the teacher. Any electronic item that is removed from a book bag or backpack during the school day or while on school grounds may be confiscated and only returned to the student by having a parent pick it up from the classroom teacher.

**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.
If you are interested in volunteering your time at our school, please contact your child’s homeroom teacher or the PTA at sigonellaelempta@gmail.com. There is no limit on the number of volunteers that we can use or in the ways in which they may provide support. Many parents, by volunteering their time, provide the school with a variety of valuable services. In turn, many parents have acquired experiences and skills that help them better meet the needs of their children.

REPORTING ABUSE, NEGLECT, SUICIDE RISK AND THREATS

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

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

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

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

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

FAMILY ADVOCACY PROGRAM


The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee’s immediate supervisor.

ADULT-TO-STUDENT SEXUAL ABUSE, SEXUAL HARASSMENT, AND OTHER INAPPROPRIATE BEHAVIOR OR CONDUCT

DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015

All DoDEA employees and volunteers hold positions of trust and are responsible for establishing and maintaining professional distance with students. Adult-to-student sexual abuse, sexual harassment, or other inappropriate behavior or conduct demonstrate a lack of professional integrity and a breach of authoritative power of adults who are in positions of trust, and such are unacceptable and shall not be tolerated in DoDEA. Incidents of sexual abuse, sexual harassment, or other inappropriate behavior or conduct shall be reported promptly in accordance with DoDEA requirements. Refer to pages 15-17 in the DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015, Sexual Harassment and Other Inappropriate
DoDEA remains firmly committed to providing all students with a safe, supportive, and non-discriminatory learning environment. Every child is entitled to feel safe in school and while participating in school-related activities. DoDEA has a responsibility to address all complaints of sexual harassment, which includes addressing its effects and taking steps to prevent further/future behavior. Sexual harassment by or against students will not be tolerated in DoDEA schools.

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

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

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

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

Parent/Student/Teacher Communication

DoDEA encourages all communication take place through official school email accounts.

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs

DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.
Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child’s welfare in accordance with the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003.

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

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

MEDICATION AT SCHOOL

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

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

*DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003*

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

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the dependent student’s injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

**EMERGENCY NOTIFICATION PROCEDURES**

*DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003*

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

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

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

**Student Illness**

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

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
• **Diarrhea**: Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.

• **Rash WITH Fever**: A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.

• **Conjunctivitis**: Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.

• **Head lice or scabies**: A student must remain home until treatment has been initiated. **Note**: Strict adherence to product directions is essential for successful eradication of parasites.

• **Impetigo**: (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus [“MRSA”] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated. **Note**: Lesions must be covered for school attendance.

• **Ringworm**: While a student may attend school with ringworm, lesions must be covered for school attendance.

• **Vaccine Preventable Diseases**: Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services Web site for further instruction based on your situation or discuss with an administrator at your student’s school.

**MEDICAL CARE FOR OVERSEAS NON-DOD DEPENDENTS**

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD-dependents.

**INCIDENT REPORTING/ACCIDENT-INJURY**

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

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

**SAFETY AND SECURITY**

*DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017*
**EMERGENCY PROCEDURES**

The safety of students is a priority at our school. For that reason, we hold monthly fire drills and other periodic drills for school emergency evacuation. Each classroom in the school has plans posted for evacuation in the event of fire or other emergencies. It is important for you to stress safety with your children. In the event of an actual school evacuation, students will remain with their group or class and evacuate the building. They must wait with the teacher in a designated area for further instructions. Base command will use AFN Radio (105.9 FM) and AtHoc Mass Notification system to communicate any necessary special instructions to the community. If possible, the school will also use email as a means of contacting parents in emergencies since school phones should remain free for outgoing calls.

**SCHOOL CLOSURES**

There may be times when it is necessary for military and school officials to cancel or close school early. On such occasions, it is impossible for the school to notify every parent via phone call. Notification will be through command channels, At Hoc Mass notification and through email messages sent to parent email addresses. Tune to your local radio dial at 105.9 FM. Messages will also appear on the AFN Decoder Channel 20. Parents should make arrangements for an alternative place for their children to go whenever there will be no one at home to meet them.

**TRANSPORTATION**

**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.

At the time a student is registered for school bus service, the registrar will provide the students and the sponsor with a transportation request form. The sponsor will take the request form to the Transportation Office. The Transportation Office will provide the sponsor and the student with a copy
of the Behavior Standards for School Bus Students. The sponsor and the student will acknowledge in writing that they have been provided a copy of the standards to which students must agree to abide while using bus transportation.

Expectations have been established for student behavior while riding school-provided transportation. Proper conduct aboard the buses is essential at all times. Misbehavior that distracts the driver from concentrating on driving is a serious safety hazard. Riding the school bus is a privilege and not a right. Misbehavior and other Infractions of the rules may result in suspension of bus riding privileges.

Safety attendants are provided on all of the buses. They are the adult in charge to help ensure the safe transport of all our students. They will submit a School Bus Student Misbehavior Report when they identify any behavior that is not in alignment with the school bus rules. In most cases, the first School Bus Student Misbehavior Report received by a student will be a warning to help the student get back on track to making positive behavior choices. Subsequent misbehavior reports will result in suspension of bus riding privileges for a period of time in alignment with the rule infraction and the number of misbehavior reports received.

**As a security measure, requests from parents for their children not to ride on their assigned bus on any given day must be in writing and signed by the parent. Since phone calls cannot be checked for validity, they are not the preferred means of communication. Written requests ensure the safety of our students and greatly lessen the possibility of miscommunication of transportation needs/plans after school.

The Transportation Office can be reached at DSN 624-3244 or 624-3247 or Fax 624-3245.

**STUDENT MEALS**

Students eat lunch in our school cafeteria. Students who do not wish to eat the purchased lunch may bring a lunch from home. It is the responsibility of parents to ensure that each child has lunch money or bag lunch each day. *We request that students not bring items that need to be heated up or cooked in a microwave.* Lunch accounts may be set up at the Customer Service counter of the NEX. All menus and services are provided by and are the responsibility of the NEX. The monthly lunch menu will be sent home electronically in the parent newsletter each month. If you require a hard copy, please notify the office staff.

**Lunch / Recess Schedule**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lunch Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1020-1110</td>
</tr>
<tr>
<td>1</td>
<td>1040-1130</td>
</tr>
<tr>
<td>2</td>
<td>1055-1145</td>
</tr>
<tr>
<td>3</td>
<td>1110-1200</td>
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<tr>
<td>4</td>
<td>1125-1215</td>
</tr>
<tr>
<td>5</td>
<td>1135-1225</td>
</tr>
</tbody>
</table>

**Lunch Behavior Expectations**

In order for lunchtime to be a pleasant experience, we expect correct and appropriate behavior at all times. This means children must bring their best table manners from home. In addition to our school
wide rules, the following rules governing behavior in the lunchroom are in effect to allow for pleasant dining for all:

- No running at any time.
- Keep hands, feet, and all objects to yourself.
- Sit flat with your legs under the table.
- Remain seated and raise your hand if you need something.
- Use your indoor voice. No shouting or yelling.
- Use polite table manners at all times. No playing around.
- Wait to be dismissed to throw your trash away.
- Clean up all trash under and on top of your table when dismissed.

A child’s right to use the lunchroom and playground facilities is not guaranteed. It is a right that can be lost if persistent disruptive and inappropriate behavior is displayed. Disruptive behavior includes: throwing food, getting up without permission, playing rough on the playground with endangerment to self or others, and being disrespectful and/or not following the directions of supervising adults.

**School Trips**

Study trips that correlate with classroom activities are taken by classes to various points of interest and are an integral part of the curriculum. Each individual off-base trip requires a separate signed permission slip. Parents will be asked to sign one general permission slip to cover all on-base walking study trips for the year. No student will be permitted to go on any study trip without written permission from a parent. Students are expected to be on their best behavior and dressed appropriately when visiting locations in the host country. Parents may not bring along pre-school age children if attending a field trip as a chaperone.

**Parent Advocacy**

Parent Teacher Association (PTA)

The PTA is an active and vital support group for our school. Many events will occur during the school year sponsored by the PTA. Watch for PTA information published in the Knightly News School Newsletter and on the Sigonella PTA Facebook page. You may also contact the PTA Board in order to become more involved and/or volunteer by emailing sigonellaelempata@gmail.com or join the Facebook group, Sigonella Elementary School PTA.

**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 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.

**Town Halls**

Town Hall meetings will be scheduled on a quarterly basis or as needed. Please watch for dates in the school newsletter that is sent home weekly.
**School Sponsored Nights**

There are many different school events that happen in the evening throughout the year. Please watch for dates and times in the school newsletter that is sent home on a weekly basis.

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

This is one way for parents to get involved in their child’s education. Please consult your child’s school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA-Pacific) or School Board meetings (DoDEA-Americas).

The School Advisory Committee was established by DoD regulation and is composed of an equal number of elected parents and teachers. It advises school administrators and/or installation commanders on program matters which impact on the quality of education in our schools. SAC meetings are open to all community members and are held on a monthly basis. Parents are encouraged to attend these meetings and become involved in improving our school programs. The committee serves as an advisory body, not a policy-making body. The role of the School Advisory Committee is to advise the school principal by making suggestions and/or recommendations on educational matters such as:

- School policies affecting students and parents
- Administrative procedures affecting students
- Instructional programs and educational resources within the school
- Allocation of resources within the school to achieve educational goals
- Pupil services (health, special ed., testing, evaluation)
- Student standards of conduct and discipline

Policies and standards of the dependents’ education system related to all of the above

Meeting dates and times will be published in the Parent Newsletter and on the school calendar. Parents who cannot attend but wish to submit an item for consideration may contact any SAC committee member or leave the information at the front office.

**Role of Social Media**

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

**Noncustodial Parent Rights**

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