

SPANGDAHLEM ELEMENTARY SCHOOL

STUDENT and PARENT HANDBOOK

SCHOOL YEAR 2020/2021



MAILING ADDRESS
DoDDS/SPES
Unit 3641
APO, AE 09126-3641

PHYSICAL ADDRESS
Building 439
Spangdahlem AFB, Germany

PHONE NUMBERS
452-6881
065-6561-6881



f Spangdahlem Elementary School

<http://www.dodea.edu/SpangdahlemES/>

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WELCOME TO SCHOOL YEAR 2020/21!

This handbook was designed with you in mind to better help you learn what Spangdahlem Elementary School is all about. We ask that you use this guide as a resource throughout the course of the school year so that you will have a basic knowledge of some of the policies, procedures, and programs that will affect you. Information regarding student expectations, progress reporting, academic schedules, extra-curricular programs, health services, and school supply listings are just some of the many entries you will find within this handbook. Parents are asked to review its contents and to discuss items with students. Since this handbook offers a snapshot of what Spangdahlem ES is all about, students and parents are encouraged to ask questions to school personnel at any time so individual needs can be addressed and met.

On behalf of the Spangdahlem ES staff, we look forward to another fun and fulfilling school year. In collaboration between the school and home, we invite you to work alongside us at the school site so the educational programs at the school will be enhanced and rewarding for all involved. Our staff is dedicated to providing a myriad of opportunities for learning and success for all of our students and we know that school year 2020/21 will be a satisfying and productive one. We welcome you and look forward to great opportunities and new discoveries ahead!

Go Dragons!

Scott Tefft, Principal

In addition to the Student/Parent Handbook please refer to this year's DoDEA Covid-19 Operational Guidelines and Protocols for Schools: Quick Reference Guide. This may be found in our DoDEA website-

https://www.dodea.edu/upload/EuropeCOVID_referenceguide.pdf

DoDEA COVID-19 Operational Guidelines and Protocols for Schools:

Quick Reference Guide

Students with symptoms

- Students exhibiting COVID-19 symptoms will be sent home, and should contact their healthcare provider.
- Parents should seek a test at the recommendation of their healthcare provider. It is not a requirement to seek testing based solely upon exposure to someone else who is exhibiting symptoms.
- If a student is sent home, school nurses will contact the installation Public Health Emergency Officer (PHEO) for tracking purposes.

Students directed to get tested

- TRICARE eligible students and school employees may utilize their installation's Medical Treatment Facility (MTF) to seek testing. All others should use their regular healthcare provider.
- Local PHEOs will be notified automatically if a student is tested at an installation's MTF. Parents of students that are tested on the local economy should notify school officials as we cannot guarantee that PHEOs will be informed.
- Students that test positive can typically expect results within 48 hours from their local MTF. Schools will be notified of positive test results only.
- During the waiting period, Installation Trace Teams will reach out to all known close contacts to direct quarantines. School officials may implement strict measures to facilitate contact tracing.

Students that test positive

- Parents should notify school officials immediately of positive test results.
- Installation Trace Teams will promptly reach out – by phone and/or email – to all known close contacts to direct quarantine. Close contacts may be notified within 24 hours, though times may vary with the number of total contacts and the availability of accurate contact information.
- Students that have tested positive may not return to school in-person until the school receives medical clearance indicating it is safe for them to do so.
- PHEOs will recommend whether a classroom or school should consider closing based on the number of known infections and close contacts. Final decisions will be rendered by DoDEA.

Students notified as close contact

- Trace Teams will provide close contact guidance consistent with local garrison protocols. Close contacts can expect to be directed to quarantine for 14 days or until the Trace Team has been informed that the contact tested negative, at which time the Trace Teams will again notify close contacts that they may return to school.
- Close contacts will not require medical clearance to return to school after a 14-day quarantine.

Nurse Advice Line

- Get health care advice
- Find an urgent care center or emergency room
- Get recommendations for care you might need
- Schedule a same- or next-day appointment



Germany
0800-071-3516

Italy
800-979721

Belgium
0800-81933

Spain
900-82-2740

United Kingdom
0800-028-3263

Bahrain
800-06432

Turkey
00-800-44-822-5287

CLASSROOM CHANGES

Please note, classroom changes will not be considered until after the first Friday in October. Requests can be submitted in writing or by email to Principal Scott Tefft. Changes will be reviewed by the Spangdahlem Elementary School Placement Committee; and only for **legitimate educational reasons**. The placement committee's decision is given to the principal for final review and approval. Outcomes are then delivered to the requesting family.

MISSION STATEMENTS

DODEA VISION

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

DODEA MISSION STATEMENT

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

DISTRICT & SCHOOL VISION

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

SPANGDAHLEM ES MISSION STATEMENT

SEEK Excellence!

ATTACK Challenges!

LEARN Together to SUCCEED!

DODEA GUIDING PRINCIPLES - STUDENTS

Success for ALL students

Trust and respect for others

Uncompromising advocacy for students

Development of lifelong learners

Equal access to quality, rigorous education

New and motivating challenges to inspire excellence

Teaching with high expectations

Safe and stable learning environment

SPANGDAHLEM ES BELIEF STATEMENTS

- Expectations for excellence of ALL
- Everyone will encourage each other academically, socially and emotionally
- Everyone will assist in operating and maintaining a safe school environment
- Everyone will encourage quality communication
- Everyone will support our 21st century, technology rich learning environment

ACCREDITATION

Spangdahlem ES has met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and is accredited by the North Central Association Commission on Accreditation and School Improvement.

DoDEA COMMUNITY STRATEGIC PLAN (CSP)

GOAL 1: STUDENT EXCELLENCE- Challenge each student to maximize his or her potential and to excel academically, socially, emotionally, and physically for life, college, and career readiness.

GOAL 2: SCHOOL EXCELLENCE- Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous school renewal, and caring relationships.

GOAL 3: TALENT EXCELLENCE- Recruit, develop, and empower a diverse, high-performing team to maximize achievement for each student.

GOAL 4: ORGANIZATIONAL EXCELLENCE- Build a great, enduring, and responsive organization that provides the appropriate resources, direction, and services in pursuit of highest student achievement.

GOAL 5: OUTREACH EXCELLENCE- Foster family, school, and community partnerships to expand educational opportunities for students. <http://dodea.edu/CSP/index.cfm>

CONTINUING SCHOOL IMPROVEMENT (CSI)

The student performance goals/strategies listed below are from SY 19/20. Student performance goals are reviewed annually and are subject to change SY 20/21.

| SPES is dedicated to our Continuous School Improvement process... | |
|---|--|
| <u>West District & SPES Vision</u> | Our vision statement is currently being developed in conjunction with our district move/reorganization. |
| <u>West District Goals and Strategy</u> | <ol style="list-style-type: none"> Students in the DoDDS Europe West District will improve in mathematical proficiency. All DoDDS Europe West District educators will regularly participate in collaborative activities and analyze student performance data which is supported through professional development. |

| | |
|---|---|
| Objective: All SPES students will achieve mastery of these specific grade level standards: | |
| <u>Sure Start</u> | By end of school year 2020-2021 in math performance, at least 80% of all Sure Start students will identify and quantify the numbers 0-10 as evidenced through Teaching Strategies Gold online assessment color bands. |
| <u>Kindergarten</u> | NBT 1: Work with numbers 11-19 to gain foundations for place value 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones (by using objects or drawings) and record each composition/decomposition by a drawing or equation ($18=10+8$) |
| <u>1st Grade</u> | NBT 2: Understand place value a. 10 can be thought of as a bundle of ten ones-called a “ten” |
| <u>2nd Grade</u> | NBT 1: Understanding place value Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens-called “hundred” |
| <u>3rd Grade</u> | NBT: Use place value understanding and properties of operations to perform multi-digit arithmetic. 1. Use place value understanding to round whole numbers to the nearest 10 or 100 |
| <u>4th Grade</u> | NBT: Generalize place value understanding for multi-digit whole numbers. 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. |
| <u>5th Grade</u> | NBT: Understand the place value system 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. |
| Strategy 1: Use CCRSM and PSCD/Sure Start inquiry based activities to guide mathematics instruction. | |
| Strategy 2: Analyze quarterly grade level data to guide intervention for targeted subgroups and ensure student progress toward goal. | |
| Strategy 3: Utilize grade level collaboration time when warranted in order to guide instruction and student achievement. | |
| Monitoring: See Grade Level Assessment Tables | |



EIFEL COMPLEX COMMUNITY SCHOOLS SCHOOL YEAR 2020-2021 Calendar

EIFEL COMPLEX COMMUNITY SCHOOLS SCHOOL YEAR 2020-2021 Calendar

| | |
|---|--|
| <p>Monday, August 17 Monday, August 17 Tuesday, August 18</p> | <p>ALL Teachers Report CCRS Training - NOT SURE ABOUT THIS DATE CCRS Training - NOT SURE ABOUT THIS DATE</p> |
| <p>Monday, August 24</p> | <p>SPHS/SPMS/SPES- First Day of School(First Quarter/First Semester)</p> |
| <p>Monday, August 31 Monday, September 7 Thursday, September 10 Friday, September 25 Friday, October 9 Monday, October 12 Friday, October 16 Thursday, October 22 Friday, October 23 Monday, October 26 Thursday/Friday, Nov 5 and 6 Friday, November 6 Wednesday, November 11 Thursday, November 26 Friday, November 27 Friday, December 4 Monday, December 21-Jan 1 Friday, December 25</p> | <p>SPES – First Day of School (Kindergarten) Labor Day – Federal Holiday Observed Sure Start – First Day of School Early Release for ALL Schools (No Lunch Served) (ANNU.TRNGS) No School-CSI Full Training Day 9 (**SAB Family Day) Columbus Day – Federal Holiday Observed No School • CCRS Training End of First Quarter No School • Teacher Work Day Begin Second Quarter No School •Parent Teacher Conferences ELEMENTARY SCHOOL No School •Parent Teacher Conferences MS/HS Veterans' Day – Federal Holiday Observed Thanksgiving – Federal Holiday Observed Thanksgiving Recess Day • No School No School • CCRS Training Winter Recess Christmas – Federal Holiday</p> |
| <p>Friday, January 1 Monday, January 4 Thursday, January 14 Friday, January 15 Monday, January 18</p> | <p>.....2021..... New Year's Day – Federal Holiday Instruction Resumes End of Second Quarter No School • Teacher Work Day Dr. Martin Luther King, Jr. Day– Federal Holiday Observed</p> |

Second Semester**Tuesday, January 19****Monday, February 8****Friday, February 12****Monday, February 15****March 16-March 27****Wednesday, March 24****Thursday, March 25****Friday, March 26****Monday, April 5****Friday, April 23****Friday, May 28****Monday, May 31****Thursday, June 3****Thursday, June 10****Friday, June 11****Third Quarter/Second Semester Begins****No School • CCRS Training****No School-CSI Full Training Day (**SAB Family Day)****Presidents Day – Federal Holiday Observed****Cognia Visit****End of Third Quarter****No School - Teacher Work Day****Begin Spring Recess (26 March-2 April)****Instruction Resumes – Begin Fourth Quarter****No School • CCRS Training****NO SCHOOL: Recess Day-No school for students and teachers****Memorial Day – Federal Holiday Observed****Last day of school SURE START****Last day of school / End of Quart 4/Early Release (No Lunch Served)****No School - Teacher Work Day****KEY:**

* Please check with high school to confirm SAT and ACT test dates and location.

SPES – Spangdahlem Elementary School; SPMS – Spangdahlem Middle School; SPHS –Spangdahlem High School.

The calendar is based on the best information known at the time.***The calendar is subject to changes.******Please always check with schools for changes.***

SPES DAILY BELL SCHEDULE School Year 2020-2021

| GRADES K-5 | |
|-------------------|--------------------------------------|
| Mon/Tue/Thu/Fri | |
| 0750 | Students Welcomed to Enter Building* |
| 0800 | Instruction Begins |
| 1415 | Students Dismissed |
| Wednesday | |
| 0750 | Students Welcomed to Enter Building* |
| 0800 | Instruction Begins |
| 1325 | Students Dismissed |

| PSCD | |
|------------------------|------------|
| Mon/Tue/Wed/Fri | |
| 08:10 - 10:40 | AM Session |
| 11:20 - 13:50 | PM Session |
| No Sessions on Tuesday | |

| SURE START | |
|-------------------|--|
| Mon/Tue/Thu/Fri | |
| 08:20 - 13:50 | |
| Wed | |
| 08:20 - 13:00 | |

| Extra-Curricular After School Clubs |
|--|
| Times vary per club. |

Early Release time is 1100. No lunch is served on early release days.

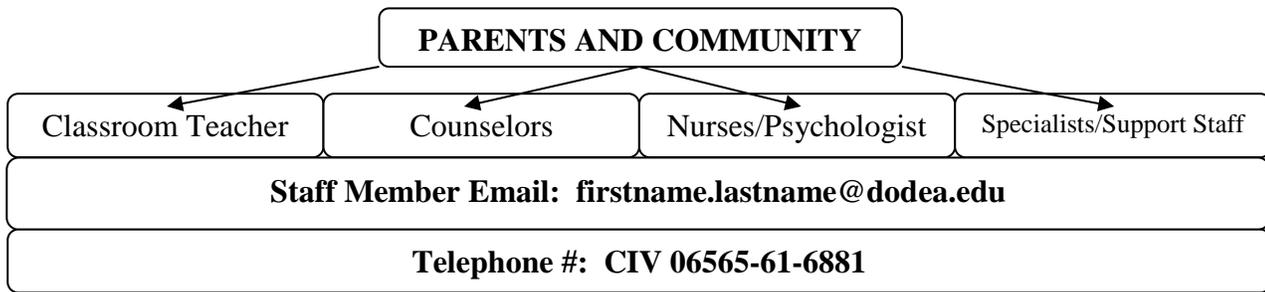
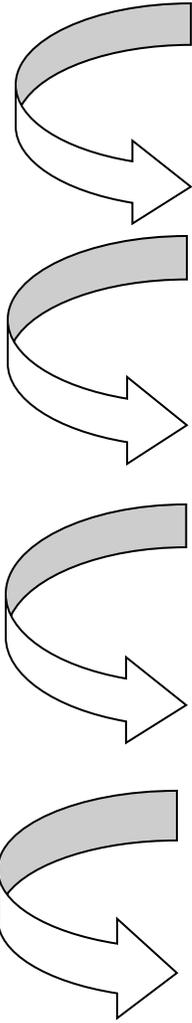
*No supervision is provided prior to the opening of the school. Please do not drop your children off prior to 0750.

SCHOOL CONTACT INFORMATION

| | | |
|-----------------------------------|---|--|
| Main Office | CIV: 06565-61-6881 (DSN 452-6881) | From the US: 011-49-6565616881 |
| Administrative Office | 06565-61-6881 (press 1) | SpangdahlemES.Adminoffice@dodea.edu |
| Registrar | 065-6561-6881 (press 2) | SpangdahlemESRegistrar@dodea.edu |
| Secretary to the Principal | 06565-61-6881 (press 5) | Oxana.Opper@dodea.edu |
| Nurse | 06565-61-6881 (press 4) | Cynthia.Less@dodea.edu |
| Counselors | 06565-61-6881 Ext. 2597 Ext. 2624 | Jed.Weyland@dodea.edu Christina.Hilsman@dodea.edu |
| Bus Transportation Office | 06565-61-6881 (press 3) | Eifel.SBO@dodea.edu |
| School Liaison Officer | DSN 452-6942/CIV 0656561-6942 | Joseph.Marton@us.af.mil |

SPANGDAHLEM ES CHAIN OF COMMAND

Everyone benefits when the proper chain of command is followed. We request that you attempt to solve issues at the lowest level before requesting resolution at a higher level. It is requested that when a problem or a concern exists, you begin with your child’s teacher and speak with him/her first regarding a classroom issue. Please note our Department of Defense Education Activity (DoDEA) Chain of Command below:

Dr. Edwin Munoz
Assistant Principal
Telephone #: 06565-61-6881 or DSN: 452-6881
Email: Edwin.munoz@dodea.edu / Scott.tefft@dodea.edu
School Website:
www.dodea.edu/SpangdahlemES/

Kent Worford
Europe West District Superintendent
DSN: 368-9921
District Website:
www.dodea.edu/Europe/Isles/

Dr. Dell McMullen
DoDEA Europe Director
Unit 29649
APO AE 09136
Telephone #'s – DSN: 545-1503 CIV 0611-143-545-1503
DoDEA-E Website: www.eu.dodea.edu/Europe/

Mr. Thomas M. Brady
DoDEA Director
4800 Mark Center Drive
Alexandria, VA 22350-1400
Telephone #: (571) 372-0590
DoDEA Website: www.dodea.edu

STUDENT SCHOOL SUPPLY LISTS 2020-2021

Remember to dress your child for Germany Eifel weather. This means having ready access to a heavy coat, hat, gloves, scarf, raincoat, and boots.

On PE days your child will need to wear gym shoes to school. Each month a calendar will be sent home with a listing of PE days.

Please keep in mind that as your child uses up his/her items it will be necessary to provide more.

KINDERGARTEN SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
2 PRIMARY COMPOSITION BOOKS
2 PACKS OF PENCILS
1 BOX OF COLORED PENCILS
1 BOX OF COLORED MARKERS
1 PACK EXPO MARKERS
2 BOXES OF CRAYONS
1 WATER PAINT SET
1 PACK OF 2 RUBBER ERASERS
6 GLUE STICKS
1 BOTTLE OF GLUE
1 ROUND END SCISSORS
2 BOXES OF TISSUES
1 EXTRA SET OF CLOTHES

FIRST GRADE SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
3 PRIMARY COMPOSITION BOOKS
2 FOLDERS
10 PLAIN #2 SHARPENED PENCILS
1 BOX OF COLORED PENCILS
1 BOX OF COLORED MARKERS
8 THIN BLACK WHITEBOARD MARKERS
2 BOXES OF CRAYONS
2 PINK ERASERS
4 GLUE STICKS
1 PAIR OF SCISSORS
1 BOX OF TISSUES
1 SET OF WIRED HEADPHONES

SECOND GRADE SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
1 PRIMARY COMPOSITION BOOK (WITH PICTURE BOX)
3 WIDE RULED COMPOSITION NOTEBOOKS
2 POCKET FOLDERS
2 PACKS OF #2 PENCILS
1 BOX OF COLORED PENCILS
1 BOX OF COLORED MARKERS
1 PACK OF EXPO SKINNY DRY ERASE MARKERS
1 BOX OF CRAYONS
1 WATERCOLOR PAINT SET
2 PINK ERASERS
2 PACKS OF GLUE STICKS
1 PAIR OF SCISSORS
1 BOX OF TISSUES

THIRD GRADE SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
5 COMPOSITION NOTEBOOKS (WIDE-RULED ONLY)
4 PACKS OF SHARPENED PENCILS
1 BOX OF COLORED PENCILS
1 BOX OF THIN MARKERS
1 BOX OF REGULAR MARKERS
1 PACK OF BLACK EXPO MARKERS (CHISEL-TIP)
1 PACK OF PINK ERASERS
6 GLUE STICKS
1 POINTED-TIP SCISSORS
5 PLAIN PLASTIC FOLDERS (WITH BRADS & POCKETS)
1 ONE-INCH BINDER WITH TRANSPARENT FRONT POCKET
1 PAIR OF WIRED EARBUDS

FOURTH GRADE SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
4 COMPOSITION NOTEBOOKS
2 PACKS OF PENCILS
1 BOX OF COLORED PENCILS
4 THIN DRY ERASE MARKERS
3 HIGHLIGHTERS
3 GLUE STICKS
1 PAIR OF SCISSORS
5 PLASTIC POCKET FOLDERS
1 TWO-INCH 3 RING BINDER
1 PENCIL SHARPENER (MANUAL ONLY W/ SHAVINGS CATCHER)
1 PACK OF LOOSE LEAF WIDE RULED PAPER
1 BOX OF TISSUES

FIFTH GRADE SUPPLY LIST

BACKPACK (NO WHEELS)
2 FACE MASKS
REUSEABLE WATER BOTTLE
1 PENCIL BOX
5 COMPOSITION NOTEBOOKS (WIDE-RULED ONLY)
4 PACKS OF PENCILS
1 BOX OF COLORED PENCILS
1 PENCIL SHARPENER (MANUAL ONLY W/ SHAVINGS CATCHER)
1 PACK OF 24 CRAYONS
1 MULTI-PACK OF HIGHLIGHTERS
2 PACKS DRY ERASE MARKERS
3 BLOCK ERASERS
1 PACK PENCIL TOP ERASERS
4 GLUE STICKS
1 PAIR OF SCISSORS
5 PLASTIC FOLDERS(WITH BRADS & POCKETS)
1 ONE-INCH BINDER
2 PACKS LOOSE-LEAF PAPER
1 PAIR OF WIRED EARBUDS
2 BOX OF TISSUES

RESOURCE PROGRAMS/SUPPORT PERSONNEL

In addition to regular classroom instruction, Spangdahlem ES offers the following resource services:

ENGLISH AS A SECOND LANGUAGE (ESOL)

ESOL is provided for students who are not proficient in speaking, reading, and writing English. Services are provided in age appropriate, individual, and small group settings.

(<http://dodea.edu/Curriculum/ESL/index.cfm>)

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

An English Language Learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007, DoDEA’s ESOL Program is an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

ADVANCED ACADEMIC PROGRAM & SERVICES

The Advanced Academic Program & Services is designed to help those students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess unusual leadership capacity, and/or excel in specific academic fields. Parents and/or staff members may refer student candidates to this resource program, whereby the AAPS Committee will then screen, assess, and determine student eligibility to participate in this program. (DoDEA Regulation 2590.1)

ART AND MUSIC

Students in grade K-5 receive regularly scheduled instruction from resource educators specifically trained in these areas. Fine Arts Programs provide an environment that encourages the development of student’s aesthetic awareness and skills. Provide opportunities in which students are challenged to develop and demonstrate the critical thinking and problem solving processes and proficiencies involved with creation, interpretation, communication, and learning, in and through visual arts, music and drama.

PHYSICAL EDUCATION

Quality physical education programs promote the physical growth and development of all children and youth while contributing to their general health and ability to learn. The DoDEA Physical Education curriculum is based on a planned sequence of experiences in a wide variety of developmentally appropriate learning activities beginning with basic movement concepts and skills and progressing toward more complex game, sport, dance, and other forms of movement and physical fitness activities.

HOST NATION EDUCATION

Host nation education is a unique feature of the Department of Defense Dependent Schools (DoDDS) K-5 school program and is designed to provide elementary school students with an introduction to host nation languages, taught by host nation teachers, as an essential experience of the DoDEA curriculum. In addition, with host nation teachers as guides, students participate in activities which build appreciation and understanding of the culture of the country in which they are located.

As DoDEA endeavors to provide opportunities for students to communicate in multilingual and multicultural societies, the host nation program offers students language skills and cross-cultural understanding that they need in the 21st century. The goals of the Host Nation Program are:

- Students will achieve personal, social, vocational competency and environmental adaptability in the host nation country.
- Students will achieve functional proficiency in the second language.
- Students will have an opportunity to implement locally social studies selected themes.
- Classroom and host nation teachers will develop intercultural collegiality.
- Parents will have an opportunity to grow inter-culturally with their youngsters.

(<http://dodea.edu/Curriculum/nationStudies/index.cfm>)

INFORMATION CENTER (LIBRARY)

The role of the DoDEA School Library Information Center program is to support the DoDEA mission of preparing military children for success in a global environment. This mission is achieved by:

- Providing access to print and non-print resource materials that are aligned to the DoDEA curriculum;
- Facilitating library services and literacy programming that fosters a love of reading;
- Defining the essential information literacy skills required for student achievement in the 21st century; and
- Collaborating with educators to design learning strategies and deliver instruction that meets the needs of the military child.

Information Literacy [IL] is the acquisition, interpretation, and dissemination of information. IL encompasses effective methods for locating, evaluating, using, and generating ideas and information. The focus of IL is to help DoDEA students become critical consumers of information enabling them

to effectively evaluate information; then successfully apply their knowledge to decision-making, problem-solving, and creative pursuits.

COMPUTER ACCESS/INTERNET POLICY/ELECTRONIC DEVICES

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

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

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

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

ROLE OF SOCIAL MEDIA

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

GUIDANCE COUNSELOR

The Guidance Counselor provides a comprehensive guidance program to all students in grades K-5. The school guidance program helps build the foundation for life-long learning by assisting students in developing self-respect, awareness of others and positive learning attitudes. School counselors provide direct and indirect services and activities to students, families, and school staff for developing strategies that deal with education, personal and social challenges that may interfere with the

educational process. In the elementary school, the Competency-Based Counseling Program promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. It emphasizes decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of social skills needed for interpersonal relationships.

(<http://dodea.edu/StudentServices/counseling.cfm>)

DoDEA COUNSELING REGULATION 2946.1

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

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

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

SCHOOL PSYCHOLOGIST

The School Psychologist is available to provide short-term psychological counseling that supplements and extends the regular guidance-counseling program. The goal of such counseling is to improve the student's ability to be successful in the school environment. The school psychologist is also available to consult with parents, teachers, and community agencies.

(<http://dodea.edu/StudentServices/psychological.cfm>)

DoDEA SCHOOL PSYCHOLOGY 2946.3

DoDEA school psychologists provide a range of services designed to support students' learning, growth and development in accordance with DoDEA Regulation 2946.3, [“School Psychological Services,” January 22, 2004](#). They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students' academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

SCHOOL NURSE

The School Nurse emphasizes health education at all levels and utilizes available community and school resources to promote an overall healthy lifestyle for students, staff and families. Some of the core services of a school nurse are:

- Conducting health screenings
- Providing specialized health care and services
- Assessing and evaluating individual growth and development
- Monitoring of students immunizations
- Acting as a resource for faculty, parents and students
- Providing individual health counseling to service emotional and physical health needs
- Identifying and referring possible pediatric and adolescent health problems for early diagnosis and treatment
- Evaluating and monitoring communicable diseases
- Conducting health related classroom instruction such as AIDS prevention, human growth and development, and child abuse prevention
- Acting as special education team member for children with special needs.
- Serving as a liaison with parents and community health agencies
- Providing educational and promotional activities for healthy lifestyles of our students and staff.

The purpose of the School Health Services is to strengthen the educational process by improving the health status and health knowledge of students. The goal of the program is to help students become responsible for their own health and wellness.

The School Health Services cover three areas: health education, health services, and the maintenance of a healthy school environment. It is a comprehensive program that promotes and maintains optimum health for all students.

ACADEMIC SUPPORT SPECIALIST (AST)

AST provides supplemental instruction to identified struggling readers, writers, and mathematicians. AST is provided for 1st through 5th graders as needed, children continue to receive direct instruction in the regular classroom setting. The AST also co-plans units of study, co-teaches lessons, models lessons, encourages reflective practices, assists with small group instruction, helps with assessments, co-creates classroom management techniques to support effective, meaningful instruction.

SPECIAL EDUCATION

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 Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents."

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.
(<http://dodea.edu/Curriculum/specialEduc/index.cfm>)

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

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

DISABILITY ACCOMMODATIONS AND NONDISCRIMINATION

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

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

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

CHILD FIND

Child Find is the ongoing process used by DoDEA and the military departments to seek and identify individuals (inclusive from birth to age 21) who are eligible to receive special education and related services.

STUDENT SUPPORT TEAM (SST)

SST is part of a DoDEA-wide effort to provide academic and behavioral assistance to students, teachers, and parents. A student is referred to the team if standard classroom interventions are not effective in resolving a concern and/or problem. A student with attendance issues can also be referred to the SST. When referred, a team of school professionals works with the parent(s) and teacher(s) to define the problem, look at effective interventions, and monitor the student for progress. The SST may also make referrals to other agencies or teams for such issues as Attention Deficit (Hyperactivity) Disorder (ADD/ADHD), learning disabilities, and social skills deficits. For more information, please contact the school guidance counselor.

CASE STUDY COMMITTEES (2)

There are two types of case study committees: CSC Core and Student specific CSC. The CSC Core is composed of school personnel who oversee the special education program. It usually consists of the special education providers assigned to the school, an administrator, one or more general educators and other specialists within the school (e.g., counselor, nurse, etc.) The Core CSC is responsible for a variety of activities that contribute to the effective functioning of the special education programs. The student specific CSC is responsible for those activities directly related to a specific student from the time of referral through Individual Education Program (IEP) development. Parents whose children are being referred for special education services or are currently receiving special education support are part of the student specific Case Study Committee.

HEALTH SERVICES

IMMUNIZATIONS

Medical requirements for DoD School enrollment can be acquired from the school nurse or found at (<http://dodea.edu/StudentServices/immunizationPgrm.cfm>)

STUDENT HEALTH HISTORY

Please fill out DoDEA Form 1 SHSM H-1-1, “New Student Health History” or DoDEA Form 2 SHSM H-1-2, “Returning Student Health History Update” accurately to inform the school nurse of any medical condition and/or health concerns your child may have to better serve and protect their welfare. This will assist in the creation of individualized health care and emergency care plans as necessary.

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;
- 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.

MEDICAL EMERGENCIES

The school nurse and other school personnel will administer first aid to a student when required to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003. Should a student sustain an illness or injury that the school nurse or administrator 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 ambulance response from the 52nd Medical Group. Ambulance personnel will be in contact with a physician who will make a decision regarding transportation to a local hospital. If a parent is unable to reach the school before transport, a school official will accompany the student in the ambulance.

MEDICATIONS AT SCHOOL

It is best practice to take medication at home. If a medication needs to be taken three times a day, the student should take it in the morning before leaving home, after school upon arriving home, and before bed time; such schedule provides a more even time spacing. When medication must be administered during the school day, it 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 date of issue. DoDEA Form 5 SHSM H-3-2, "Medication During School Day" must be filled out and signed by the prescribing medical provider and by the sponsor/parent/guardian. The sponsor/parent/guardian should bring the completed form and the medication to the school nurse. If the school nurse is not present, the principal, assistant principal or substitute school nurse will take the items for safekeeping.

For everyone's safety, children are not allowed to transport, nor have medication in their possession (cough drops, aspirin, ointments, etc.).

STUDENT ILLNESS

In order for your child to be ready to learn and to control communicable diseases in school, it is very important for you to keep your child at home for the following reasons:

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free without the use of fever-reducing medicines, for 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.
- **Strep Throat Diagnosis:** Your child must be on antibiotics for 24 hours before returning to school.
- **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.
- **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.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), varicella (chicken pox), pertussis (whooping cough), and influenza.

Please send a note with your child when they return to school following an illness. A medical provider's note is required if your child is absent more than five (5) consecutive days.

WELLNESS PLAN

Spangdahlem Elementary School values the health and well-being of every student and staff member and plans and implements activities and approaches that support healthy lifestyles. Per DoDEA requirements, Spangdahlem ES relies upon its School Advisory Committee, as well as all stakeholders, to be its "Wellness Committee."

ACTIVITY RESTRICTIONS

A child who is well enough to come to school should be well enough to participate in all school activities, including physical education classes and all outdoor recess periods. Please send activity restriction paperwork signed by a medical provider specifying the timeframe of the restriction to the school nurse. Parental requests must also be sent to the school nurse and will be honored for a maximum of 3 days. If a student has a restriction from physical education, they will automatically have those same restrictions during recess.

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

STUDENT TRANSPORTATION SERVICES

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

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

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

BUS TRANSPORTATION

Both the authority and the responsibility for school bus transportation belong to the Eifel Student Transportation Office (ESTO), which is located in Building 433, on the Spangdahlem ES School campus. Inquiries about school bus passes, bus routes and delays, delays in students’ arrival home after school, complaints or concerns about bus misconduct should be directed to 452-5340 or 06565615340. An additional means to contact the ESTO is via email at eifel.sbo@dodea.edu.

BUS SAFETY

In Europe, traffic is not required to stop for loading and unloading school buses. Children must follow the following life-saving rule: Never cross the street in front of or behind the bus.

BUS BEHAVIOR

Parents must ensure that their children understand and follow the 10 School Bus rules listed below:

1. Obey the driver or adult.
2. Enter and exit the bus safely and always show your bus pass.
3. Stay properly seated and use seatbelts when available.
4. Keep your hands, feet and other body parts to yourself.
5. Do not throw things.
6. Put nothing out of the window.
7. Remain quiet and do not disturb the driver or others.
8. No profanity, indecency, smoking, prohibited items, or vandalism.
9. Do not eat, drink, or chew gum.
10. Be responsible, be safe.

In Europe, school bus student behavior and discipline are administered under DoDEA Regulation 2051.1. All concerns regarding student-related behaviors while riding the bus can be directed to the school principal/assistant principal.

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

Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

FOOD SERVICES

SCHOOL LUNCH PROGRAM

The school cafeteria is operated by the Army and Air Force Exchange System (AAFES). Lunch count is taken by teachers each morning to assure preparation of required number of lunches. Lunches from home may be brought and milk may be purchased. Please establish a credit line at the Spangdahlem Main Exchange, Customer Service Counter. Once the account is established, additional funds can be added at the same location, in the school cafeteria or for a small fee at <https://www.mypaymentsplus.com>.

Monthly lunch menus can be found on the AAFES' website at <http://www.shopmyexchange.com/Community/Schoollunch/>.

*The current prices for lunch are:

| Lunch | |
|---|-----------|
| Students Eligible for Free Meals | No charge |
| Students Eligible for Reduced Priced Meals | \$0.40 |
| Grades K thru 5 Students Paying Full Price | \$3.25 |
| Grades 6 thru 12 Students Paying Full Price | \$3.50 |
| Non-Students | \$6.00 |
| Lunch Plus Additional Entrée | \$2.00 |

The Exchange School Meal Program utilizes the Horizon "Fastlane" Point of Sale School pre-payment system in all Exchange operated schools in the Pacific and Europe. Parents or students can place any desired amount of money into their account and set daily spending limits. Once an account is set up, deposits can either be made at the school during cafeteria operational hours (though this is not recommended due to students losing the money and slowing the lunch line) or at the Exchange PX/BX Cashier Cage. For even easier payment, parents can add funds via MyPaymentPlus. MyPaymentPlus also sends emails to notify parents of a low balance and they can view purchases made in the cafeteria online. Parents can download a MyPaymentPlus phone app for easier access to their school meal balance. Please note, you must sign up for a Horizon account before you can register for MyPaymentPlus.

Lunch Plus Info: Only one USDA reimbursable lunch will be served at the advertised prices per student. A second entree can be purchased for \$2.00.

Dropped Tray: A student will be given another tray at no charge.

If your child has a food allergy, notify the cafeteria manager and school nurse. A doctor's note must be sent to the cafeteria stating the allergy. If replacing one food with another, this too must be included in the doctor's letter (e.g., if the child has a milk allergy, then the doctor's note must include that milk is to be replaced with juice or water).

*Prices are subject to change and all questions regarding the lunch program should be directed to AAFES at 06565-934-5123.

NATIONAL SCHOOL LUNCH PROGRAM

Under direction of Department of Agriculture and Department of Defense, the National School Lunch Program is offered at Spangdahlem ES. Students from families whose income meet eligibility criteria will receive free or reduced lunches at the school cafeteria. You may apply for this program at any time during the school year. Returning families who qualified for free/reduced lunches the previous school year must reapply for this year's lunch program to determine eligibility once more. Applications are to be completed online at the following site: <https://freeandreducedapps.aafes.com/>.

REGISTRATION

Welcome to the Europe West School District! This section provides information about the registration process. It is not required to have a permanent address to register your child. To begin the registration process, please visit the registrar in room 146 during business hours: Monday – Friday 07:30 – 11:00 & 12:30 – 15:30.

ENTRANCE REQUIREMENTS

SURE START: Must be four (4) years of age by 1 September of the current school year.

KINDERGARTEN: Must be five (5) years of age by 1 September of the current school year.

FIRST GRADE: Must be six (6) years of age by 1 September of the current school year.

REQUIRED DOCUMENTS

In addition to basic enrollment forms, the below listed documents are required:

- Sponsor's Current Orders or Amendments
- Employment Verification Letter (for civilian sponsors only)
- Student Immunization Records
- Previous School Records or Address of Previous School
- Birth Certificate or Passport (All Kindergarten and 1st Graders and any child eligible without orders)

STUDENT GRADE-LEVEL PLACEMENT

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

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

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

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

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

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

TRANSFERS/PCS MOVES – REQUESTING RECORDS

If you are transferring or PCSing, please notify the classroom teacher and the registrar a minimum of 2 weeks in advance of your scheduled departure. Advanced notice is necessary to process school records and conduct withdrawal activities for the student. Please provide the registrar with a copy of your

PCS/ERD orders as soon as they become available. You will receive a student clearance sheet that must be taken to the school library and the BX customer service desk to clear your child's library and lunch accounts. Upon receipt of the completed clearance sheet, your child's records will be ready for you to pick up on the afternoon of his/her last day of attendance. Sealed copies of permanent records may be hand carried by parents to the next school.

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.

HOME-SCHOOL STUDENTS

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

ATTENDANCE

Regular and prompt school attendance is essential to success and academic achievement. Every effort should be made to ensure your child's full, regular participation in his/her educational program.

Students are expected to arrive at school on time. If your child arrives at school after 0800, you must sign your child in at the main office.

It is recognized that there are times when school absence is necessary for reasons such as the following:

- Illness
- Death in the family

- Cancellation of school transportation
- Medical/dental appointments
- Emergencies
- Participation in special religious services or holidays occurring on school days.

It is the parent's responsibility to call the school by 8:00, each time a student will be absent or late at school. If your child attends the School Age Program (SAP) please make sure to cc ulrike.coscia.de@us.af.mil and shandrana.carroll@us.af.mil at the SAP when reporting your child's absence via email.

Participation in non-school functions – babysitting younger brothers and sisters, helping with housework, missing a school bus and/or oversleeping are examples of inappropriate and unexcused absences.

Students are expected to remain on the school premises during school time. Please comply with the following administrative procedures which have been established to ensure your child's protection and safety:

If it is necessary that your child return home during the school day, you must either come into the main office to sign your child out, or send written instructions to the teacher, designating an authorized adult (as indicated on your emergency contacts) to pick up your child from the school. For the protection of your child, **telephone calls will not be accepted.**

Advance written notice is to be given regarding planned student absences for travel, religious holidays/services or stateside leave by completing an Attendance Monitoring Plan form in the main office. Administration can request a meeting with you in reference to the proposed absences. The Attendance Monitoring Plan will be emailed to the parent along with the student's teacher.

The Attendance Monitoring Plan is to be completed and arrangements are to be made with the child's teacher(s) for receipt of all assignments that will be missed prior to departure for the extended period of absence time. The student must complete all of his/her work assignments while away from school during the pre-arranged extended period of absence. The student is responsible for turning in completed work the day he/she arrives back at school.

Any student sent home because of illness or injury must be signed out by an authorized adult, preferably a parent.

Parents who pick up students from school during the day (or before dismissal) will sign students out in the main office. Teachers should be informed prior to the departure if at all possible.

To best maximize learning opportunities for students, children will be released from class once their parent or parent designee arrives in the main office to physically sign the child out from school. Having a child sit in the main office anticipating the arrival time of the adult is a practice the school does not support.

Work missed due to emergencies or illness should be completed with the child having as many days to successfully complete the assignments per the number of days absent from school. In the event of extensive absences special arrangements can be made with the teacher involved to adjust this policy. Students returning to school after an unplanned absence should bring a written note signed by the parent indicating date(s) and reason for absence.

It is understood that emergencies occur and/or sudden decisions have to be made. Please advise us where we can be of assistance in such circumstances.

Students who are absent for more than 5 days due to illness are asked to provide a doctor's note to support the child's extended absence from school.

Children who are absent from school during the instructional day may not be permitted to participate in after-school activities/events.

In compliance with DoDEA's attendance expectations (DoDEA Manual 1005.1), DoDEA personnel will ensure attendance procedures are followed accurately and enforced in a fair and consistent manner. Violations of the attendance policy will be dealt with in a timely and efficient manner and in accordance with DoDEA attendance regulations. For students who demonstrate inconsistent attendance, school administration will provide written notification to the child's sponsor first of these concerns; should attendance not improve after this initial notification, the Spangdahlem Schools' Liaison Officer will be notified in writing, seeking assistance from command to ensure that the child attends school consistently.

As DoDEA school personnel, we are legal as well as educational guardians for the children under our care. Thank you for supporting these measures to best safeguard our children.

DoDEA ATTENDANCE POLICY

DoDEA STUDENT ATTENDANCE REGULATION 2095.1

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.

EXCESSIVE SCHOOL ABSENCE

After 5 cumulative absences (excused or unexcused) in a semester, the school administrator shall review the student's academic performance, the reasons for the absences, and determine the impact of repeated absences on the student's academic and social emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate, a referral shall be made to the SST, an intervention plan may be developed by the SST to support the student's advancement for the current school-year (elementary and middle school) or, successful completion of course credit (secondary).

If appropriate, after 7 cumulative absences (excused or unexcused) in a semester, the SST is convened to review the student's academic and social emotional progress and if appropriate, develop or revise the intervention plan. When appropriate, the principal shall request Command assistance to ensure that appropriate action or services are implemented to improve school attendance.

EXCESSIVE TARDY

School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.

As appropriate, the SST is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

ARRIVING AT SCHOOL

Children should arrive no earlier than 0750. This is especially important during inclement weather. Both the health and safety of your children are involved, so we ask for your utmost cooperation in this matter. Car riders and bus riders enter the doors of the school beginning at 0750. Upon entering the building, students should sit or stand quietly in a line outside their classroom. Teachers will open their classroom doors for student entry at 0755 and instruction will begin at 0800. Students arriving after 0800 are considered tardy and must report to the main office for a tardy slip before proceeding to class.

ARRIVING LATE

For the safety and security of our students, all students arriving after 0800 (Monday-Friday) must come into the main office for a tardy slip before proceeding to class. Parents must escort their student into the main office if arriving late.

DISMISSAL

Please advise your child at the beginning of the day which mode of transportation he/she will be using to go home. Clear, consistent, effective routines are in the best interest for your child's safety. SPES staff will try to accommodate your needs to the best of our abilities but plan ahead.

TRANSPORTATION CHANGES SHOULD BE INITIATED FOR EMERGENCIES OR ON RARE OCCASIONS ONLY.

DO NOT email transportation changes after 1330(M/T/TH/F) & 1245(Wednesdays), phone calls only after that time.

Changes to transportation may not be made after 1345(M/T/TH/F) & 1300(Wednesdays).

For your child's safety, your student will only be released to authorized adult(s) as indicated on your emergency contact list.

INCLEMENT WEATHER/SCHOOL CLOSURE

In the event of fog, snow, and ice emergencies please refer to the following:

If weather conditions prevent the safe operation of buses as determined by the Support Group Commander, the school will not be in session and ALL children will remain at home.

If predications indicate that road conditions are expected to improve during the morning, the starting time for school will be two hours later than usual. (This means if the regular bus pick up time is 0730 hours; the bus will pick up at 0930 hours.) Notice of weather emergencies and school closures or delays as described above will be broadcast on Eifel radio FM 105.1 and are posted on the Spangdahlem website: www.spangdahlem.af.mil. Parents are urged to listen to the radio on days of severe weather.

If school bus transportation is CANCELLED, there will be no school that day for ALL students. It is extremely important that all students know where to go if an early dismissal occurs. Please plan ahead so your child knows where to go and what to do in the event of such a situation.

STUDENT SAFETY

As required by DoDEA, fire drills are conducted once a week for the first four weeks of school and monthly thereafter for the remainder of the school year (i.e., October-June). Additionally, emergency evacuation drills are taught and practiced during the course of the school year so that students, staff, and volunteers can remain knowledgeable and safe when faced with adverse, unsuspected conditions. Spangdahlem ES also remains in compliance with the required bi-annual inspections, namely fire, safety, physical security, and bio-environmental. For more information on school safety and related requirements, please contact the main office.

Special Note: To remain in compliance with DoDEA's Safe School Program, all exterior doors and perimeter gates of the school remain locked during the instructional day. The main entryway leading to the school's main office is the primary entrance to school when students are tardy, when parents/community members are signing-in to obtain their school visitor's pass, etc. Thank you for partnering efforts to optimize a safe and secure learning environment for students, staff, and families alike when at Spangdahlem ES. Additionally, all volunteers and visitors need to formally sign-in/out of the main office so that we know you're at the school site. All volunteers and visitors are thanked in advance for wearing their visitor's sticker at shoulder height at all times while at the school site.

CHANGE OF CONTACT INFORMATION/STATUS

Notify the main office of any changes with your military and/or home address and/or your duty/home/cell telephone number(s) IN PERSON or via E-MAIL (from the email account listed in

the student's registration form). **CHANGES WILL NOT BE ACCEPTED VIA PHONE.** In the event you are to be away for an extended period or you have no home phone/cell phone, please notify the registrar in writing of an alternate phone number and contact name. Should there be a change in your employment status after registration or during the school year, please notify the registrar's office in order to correct your child's records. Please notify the Eifel Student Transportation Office directly regarding changes in your home address. This should be accomplished several days in advance. In this way, the school can successfully reach you in a timely manner as appropriate, as well as keep our school's student database updated.

EMERGENCY CONTACT INFORMATION

It is essential the school be aware of the sponsor's duty telephone number, spouse's work telephone number, your current home telephone number, as well as an emergency address and the telephone number of a friend or neighbor. If any of these numbers change throughout the year, please notify the office immediately. We **MUST** have a number to reach you during the day. This is a critical requirement since the health clinic may not treat a child without parental permission.

VISITORS

All visitors, as well as parents, must register and obtain a visitor's sticker at the main office before proceeding to contact students or staff members. Signs are posted in entry/exit points within the school as a reminder. If visiting a classroom, it is important to coordinate with the teacher or the main office prior to visitation. When at the school site, thank you for wearing your visitor's sticker so that we know you've formally checked into the main office and so that all staff members know as such.

All visiting personnel are expected to participate in active school exercises and react to real world emergency events. These situations will be broadcasted via the school's mass notification system. For your own safety, and the safety of the students/faculty, visitors will be required to follow the instructions of staff personnel following these notifications.



In order to maintain an orderly, respectful and secure educational environment for the students and staff of Spangdahlem Elementary School, it is essential that all parents and visitors in our building be aware of their responsibilities and adhere to the expected code of conduct.

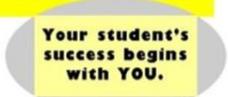


Parent/Visitor GUIDELINES

Spangdahlem Elementary School
Principal: Mr. Scott Tefft
Unit 3641
AP0, AE 09126-3641
DSN: 452-6881
CTV: 06565-61-6881
Email: Scott.Tefft@eu.dodea.edu



Welcome!
To Spangdahlem
Elementary School



We're so happy you are joining us!



Public Conduct on School Property

Schools are a place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building principal or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to our school:

- All visitors to the school must report to the office upon arrival. Visitors are required to sign in, get a visitors sticker which must be worn at all times. The visitor needs to sign out again in the office before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings, student presentations or public gatherings are not required to sign in and out.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the principal and classroom teacher, so classroom disruption is kept to a minimum.
- Teachers are expected to **NOT** use class time to discuss individual matters with visitors.
- Unauthorized persons on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave.

Visiting the actual classroom —

- The teacher will greet the incoming visitor and show him/her where to sit to observe.
- Visits to the classroom are for the purposes of becoming acquainted with school instruction and programs, personnel, your child's interactions and behaviors and the operations of the overall facility.
- Parents/Visitors will refrain from making comments and evaluations to personnel, their child and/or other students during the classroom visit.
- At NO time will a parent/visitor make comments or evaluations to another student while on school grounds.
- Parents/Visitors will not assist in delivering the day's instruction nor respond to questions posed by the teacher unless prompted by the teacher for input.
- If a school visit leaves a parent/visitor with a concern, it is requested the visiting party report immediately to the office. The concern should be addressed by the school principal or other administrator prior to the visitor leaving.

The entire staff of Spangdahlem Elementary School encourages its parents and patrons to visit the classrooms and the school. However, not every day is the most advantageous time for a parent/visitor to view actual instruction or student activity. For example, the school would not want visitors during the week of standardized testing.

Spangdahlem Elementary School stands ready to assist students and parents. We are just a phone call away in working to find solutions together. We are sincerely grateful for the opportunity we have in serving our country's finest — America's active duty members, their spouses and children.

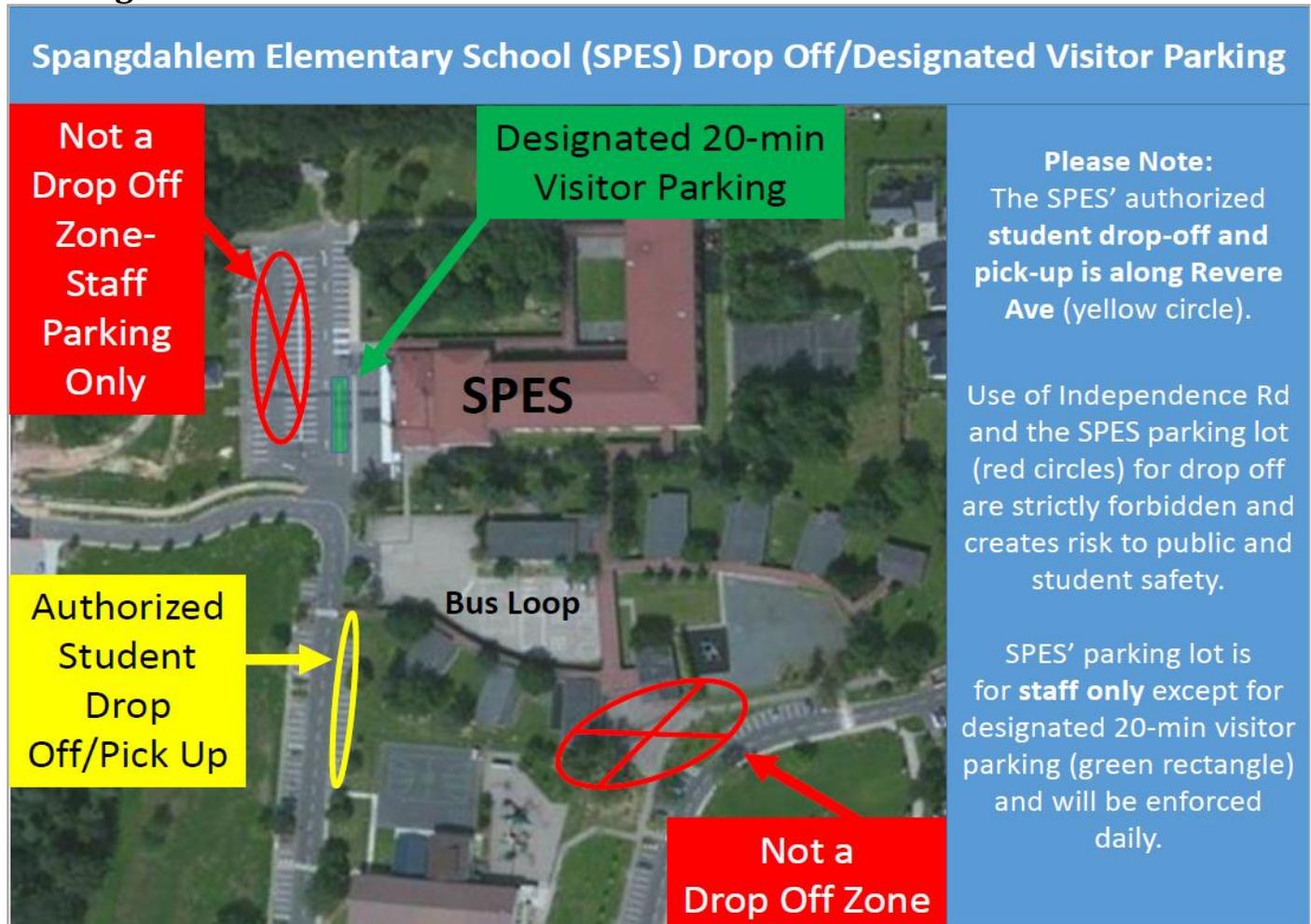
Please visit us at your earliest convenience.

Parent/Visitor GUIDELINES

Spangdahlem
Elementary School
Mr. Scott Tefft, Principal
Email:
Scott.Tefft@eu.dodea.edu

PARENT/VISITOR GUIDELINES

Parking



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

CHILD SUPERVISION POLICY

| Age of Child | Left without sitter in quarters 2 hrs or less | Left without sitter in quarters for more than 2 hours | Left alone overnight | Outside unattended (includes playground) | Left in car Unattended | Child Sit Siblings | Babysitting |
|--|--|---|---|---|---|--|--|
| < Age 4 | No | No | No | No | No | No | No |
| Ages 5-6 | No | No except at age 6 may walk to and from school | No | Yes on playground or in yard only with immediate access (visual sight/hearing) to adult supervision | No | No | No |
| Ages 7-9 | No | No except may walk to and from school | No | Yes with ready access to adult supervision who assumes responsibility for the child | Yes except in hot weather; keys removed and hand brake applied; 15 min in other weather; adult within sight | No | No |
| Ages 10 - 11 | Yes with ready access to an adult who accepts responsibility for the child | No | No | Yes | Yes keys removed and hand brake applied | Yes 11 years old or 6 th grade minimum. Maximum of 2 hours. Home alone trained by youth center and red cross babysitting training or equivalent | No |
| Ages 12-14 | Yes | Yes during daytime hours before curfew No after curfew | No youth 15 or 9th grade may be left alone overnight with access to adult supervision; sponsor must be in local area | Yes | Yes | Yes Home alone training by youth center or other source required | Yes Red cross babysitting training or equivalent. 12 years of age or 7th grade minimum |
| Age 15> | Yes | Yes | Yes 16 year olds may be left alone for short temporary duty assignments or leaves, not to exceed 5 consecutive days. Must have access to an adult who accepts responsibility for the child and who makes periodic checks. | Yes | Yes | Yes Red cross babysitting training or equivalent required. | Yes Red cross babysitting training or equivalent. |
| NOTE: Red Cross Babysitting Training is required for 10-11 year olds and strongly recommended for all baby sitters. | | | | | | | |

SEXUAL HARASSMENT

“Sexual harassment” is defined as unwanted, unwelcome sexual advances or overtones, either verbal or non-verbal, which creates an environment that is hostile or abusive in our schools. Inappropriate behaviors include improper physical contact, lifting another child’s clothing, a student removing articles of their own clothing, dirty language, cussing, or jokes about sex, sexual gestures, comments

involving sex or containing sexual language, and asking someone to have sexual contact with them. Please review this serious topic with your child(ren). Students acting indecently or improperly as described above will receive disciplinary consequences.

Any student who believes that s/he has suffered sexual harassment must report the incident to a teacher or administrator. Under Executive Order 13160, any individual involved in a federally conducted education and training program (e.g., DoDEA) who believes he or she has been discriminated against on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent may file a complaint with the DoDEA Office of Compliance and Assistance.

ANTI-BULLYING

DoDEA leadership is committed to making our schools safe, caring, and welcoming places for all our children. Bullying is a one-sided pattern of repeated aggressive behaviors directed from one child to another with negative intent. Some examples of bullying may be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender, physical, or mental ability.

Staff at our school will do the following to prevent bullying and help children feel safe:

- Watch for signs of bullying behavior and respond appropriately
- Provide development opportunities for students and families regarding awareness and prevention of bullying
- Look into reported bullying incidents and respond appropriately
- Assign consequences for bullying based on the school discipline code
- Provide consequences for retaliation against students who report bullying

Children and youth in our community are expected to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult

Discipline Procedures for Bullying in School

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

- Notifying parents/guardian of the incident and consequences
- Assisting the involved student(s) to find more appropriate ways to relate to peers
- Conferencing with teacher, principal, and/or parent
- Referrals to school counselor
- Corrective instruction
- Temporary removal from the classroom
- Loss of school privileges

- Classroom or administration detention
- Suspension
- Expulsion

STUDENT RIGHTS AND RESPONSIBILITIES

It is DoDEA policy that the following rights are retained by students:

Right to a public education of high quality, including the opportunity to participate in school activities without regard to race, sex, color, national origin, disability, age, sexual orientation, or status as a parent.

Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct.

Rights of freedom of speech, expression of views, and assembly under Amendment I of the U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

Right to fair and appropriate discipline in accordance with the DoDEA Regulation 2051.1.

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. (Reference: DoDEA Administrative Instruction 2051.02)

Additionally, per the school's responsibilities under Section 504 of the Rehabilitation Act of 1973 regarding the provision of extracurricular activities, DoDEA and Spangdahlem ES adhere to the antidiscrimination and accommodation requirements of Section 504, namely

It is DoDEA policy that students have the "right to public education of high quality, including the opportunity to participate in activities," in accordance with the Executive Order 13160, DoDEA Administrative Instruction (AI) 2500.14 and Department of Defense Instruction 1342.12, "without regard to race, sex, color, national origin, disability, age, sexual orientation, or status as a parent." (DoDEA AI 2051.02, Section 4.a.1., p.2.)

"It is DoDEA policy that 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." (DoDEA AI 2500.14, Section 4.a., p.2.)

Reference: U.S. Secretary of Education, Arne Duncan, "WE Must Provide Equal Opportunity in Sports to Students with Disabilities," blog posting, January 25, 2013:

<http://www.ed.gov/blog/2013/01/we-must-provide-equal-opportunity-in-sports-to-students-with-disabilities/>

FAMILY EDUCATIONAL PRIVACY ACT OF 1974

DoDEA Schools are committed to operating within “The Privacy Act”, both in terms of the spirit and the letter of the law. It is our intent to:

- Maintain confidentiality of any information to which we have access for the purpose of making educational decisions with you and your child.
- Give parents access to appropriate student records.
- Insure each student “due process” and the opportunity for fair, just and humane treatment and decisions.

Parents, sponsors or legal guardians may request a review of their child’s official school records by calling the counselor’s office or contacting an administrator. An appointment will be made for a review and explanation of the records at the earliest opportunity, but not later than 10 working days. Parents who wish to challenge the content of their child’s school records may do so by requesting an appointment with the principal.

STUDENT BEHAVIORAL EXPECTATIONS

At Spangdahlem ES, our school wide approach to managing student behavior *consists primarily of teaching and reinforcing positive attitudes and behaviors*. We view our students’ behavior as a responsibility shared by students, parents, school staff, and the community. Adults guide students from direct discipline to self-discipline through consistent positive examples, reinforcement of appropriate student actions, and conversations with them when they make inappropriate behavior choices.

Students are expected to behave in ways that demonstrate the following:

| <u>The Three R’s</u> | <u>Stay SAFE!</u> |
|-----------------------------|---------------------------------------|
| Respect yourself. | Stay on task |
| Respect others. | Accept responsibility |
| Respect property | Follow directions of all staff |
| | Encourage others |

MANAGING STUDENT BEHAVIOR

When a student repeatedly does not respond to the classroom rules and behavior plan, the teacher should consider the following steps in addressing the disruptive or inappropriate behaviors.

- ✓ **STEP 1** Teacher attempts to modify student’s behavior by selecting a different strategy than those used for the remainder of the class.
- ✓ **STEP 2** Teacher holds parent conference to modify student’s behavior.

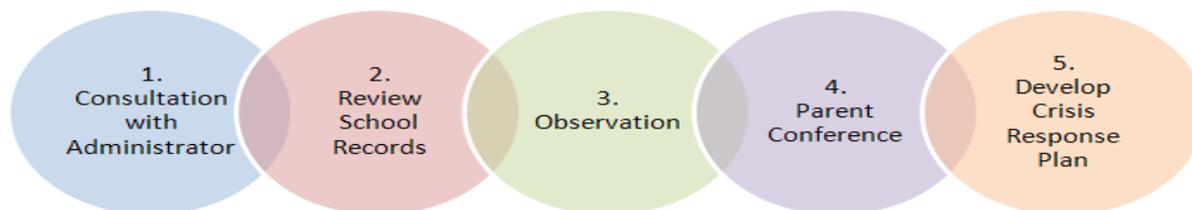
(Teacher repeats Steps 1 and 2 as long as the strategies change the student's behavior, even if each does so only for a limited period.)

- ✓ **STEP 3** Teacher consults with resource staff for ideas on other strategies that could be tried. Teacher may also request an observation by the resource educator of the student in the setting in which most inappropriate behaviors take place. If the resource is the counselor, then alternative interventions become part of the counseling plan. Written documentation of behavior contracts, classroom discipline strategies and modifications, and results of consultations with school resource staff are set up and maintained. Parent conferences are held at intervals to share information on choices and progress.
- ✓ **STEP 4** Teacher meets with supervisor to discuss the student's behaviors and the steps taken thus far. A plan is developed cooperatively for conditions under which the student will be referred to the main office and for an appropriate expected response when such referrals take place.
(Steps 3 and 4 may occur close together in time, or even at the same time, particularly if a behavior contract is being developed or another strategy is put in place, which requires a consistent response from an administrator if the child is referred to him/her by any staff member.)
- ✓ **STEP 5** Resource educators, teacher, student, parents, and administrators, work as a TEAM to modify student's behavior.
- ✓ **STEP 6** If the staff working with the child suspect's issues of ADD or ADHD, a referral is generated to the school nurse and the point of contact for the Student Support Team (SST) that manages these medical referrals. A meeting of that group is held after the appropriate forms, documentation, and information is gathered.
- ✓ (If the student is identified as ADD or ADHD, the Student Support Team (SST), under the school nurse's direction, will work with the teacher to monitor the student and his/her behavior.)
- ✓ **STEP 7** If inappropriate behaviors persist over time, even when identified strategies are consistently applied, then the classroom teacher and the resource educators that have been working together consult with the Case Study Committee Chairperson. They determine what additional documentation (other than Step 3 materials) or actions will be needed to pursue a formal referral for possible identification for special services/referral to EDIS. The behavior management specialist becomes the case manager. During the period of the referral and assessment process, the classroom teacher and resource educator team continue to document the results of the strategies they are using with the student.
- ✓ **STEP 8** If the student is determined eligible for special education; an Individualized Education Plan (IEP) is developed. Any further concerns about student behavior are addressed through CSC meetings in which IEP goals are reviewed and type and amount of services are modified to address needs.

- ✓ **STEP 9** If the student is not determined eligible for special education, the classroom teacher and resource educator team continues to use Steps 1-5 to address concerns.

At this point, it would also be appropriate to discuss with the administrators what other community resources need to be involved in the problem, (**e.g. sponsor's command, civilian misconduct officer, social services, etc.**).

MANAGING SEVERELY DISRUPTIVE STUDENTS



1. Upon first evidence the student is physically disruptive and has potentially unsafe losses of self-control, the teacher will consult with an administrator.

If the first incident occurs without any forewarning or time to prepare, common sense and good professional judgment will be exercised to get additional assistance and work through the incident until the child is safe and unable to disrupt. Following this, the teacher should proceed to address #2 and #3 swiftly and set up the conference as soon as possible for developing the plan outlined in #5.

2. Review school records. If special education records are available, review these also and request a CSC meeting to discuss and resolve the remaining steps to be taken, including those issues discussed in #5 below.
 - a. If special education records are active, modifications to the IEP should be carefully considered. Discuss how other staff members who work with the child will be informed of necessary information to manage his/her special needs.
 - b. If special education records are inactive or the student was not eligible for services based on assessment results, CSC should discuss other appropriate eligibility criteria or additional information at hand that could re-open the eligibility decision to reconsideration.
3. Have school psychologist and behavior management specialist observe. Be sure to inform them of whether or not special education records exist, and whether Student is on an IEP.
4. Set up a conference with parent(s), administrator and resource educators (identified through #2 and #3 and discussion with administrator). If there are active special education records (2a above), a CSC meeting would usually take the place of a conference.

5. Develop a crisis response plan with all of the above individuals which includes:
 - a. A back-up plan with colleagues in the adjacent classrooms for signaling for assistance
 - b. Plan for removing other students from harm's way, if needed
 - c. The clearly identified set of behaviors/circumstances for which this plan would be activated
 - d. A clear understanding of the appropriate manner in which to exert physical restraint, if that is an issue with the Student, and the documentation for such incidents
 - e. Clearly identified roles of the psychologist, behavior management specialist, counselor, or other staff who will provide support in such incidents
 - f. Plan for briefing all staff members who work with the child on the above
 - g. The parents' full knowledge and consent for the above steps, and for their own identified role/response.

Teachers have class rules, which are based on these expectancies and which give students more specific information about the rules and what the teacher expects of them. Parents receive information on classroom discipline plans when their child enters the teacher's program.

INAPPROPRIATE BEHAVIORS

When students act in ways that do not reflect Spangdahlem ES' expectations, such incidents become opportunities for teaching responsibility and how to make better choices.

In common areas of the building, all staff members share the responsibility for enforcing the school-wide rules and monitoring individual student behavior. Therefore, any staff member may and should take the opportunity to discuss observed inappropriate behavior with students, and if warranted, refer the student to the classroom teacher or an administrator.

When incidents occur on the playground or lunchroom or when a teacher makes a referral for a specific incident in the classroom, the principal will investigate the referral, to include talking to all students with relevant information. If it is determined that the student has behaved unacceptably, the administrator will apply a consequence.

First offenses generally result in a warning. For serious first offenses or for inappropriate behaviors after that initial event, consequences are matched to the student after consideration of his/her age, prior behavior history, and of course the circumstances surrounding the referral. Discipline infractions are recorded in the school's student information system and kept on file.

Possible consequences include:

- Student/parent conferences
- Behavior contracts
- Restriction from use or access to a place or activity for a specified time
- Lunchtime or after school detention
- Attending school on a non-school day (such as Saturday)

- Suspension from school
- Contact with sponsor's chain of command

SERIOUS INFRACTIONS

DoDEA Regulation 2051.1 states: "Disciplinary consequences and other behavior modification techniques that are within the experience of the teacher, must be exhausted prior to resorting to disciplinary consequences that remove a child from the school, except when a child poses an *immediate* threat to his or her safety or the safety of others in the school."

Spangdahlem ES is able to offer a range of support services to assist classroom teachers and parents in changing repeated inappropriate student behaviors. These include the classroom teacher, a school counselor, a school psychologist, small/large group specialists, a range of special education personnel, and school administration.

SUSPENSION/EXPULSION

Suspension and expulsion are disciplinary consequences used to modify the undesirable conduct of a Student who is unreasonably disruptive to the education program and for whom other behavior management techniques and disciplinary consequences have proven futile. (DoDEA Regulation 2051.1)

The following list of most severe behaviors would generally result in a suspension and could also lead to expulsion:

- Possession of firearms, weapons, or explosives.
- Possession, use, or sale of drugs.
- Violence directed towards other individuals causing a deliberate, serious, physical injury.
- Deliberate physical assault of an individual.
- Making a bomb threat.
- Deliberately setting off a fire alarm.

Other types of serious behaviors may result in suspension/expulsion after consideration of such factors as the age of the student, his/her prior behavior history, and circumstances surrounding the events.

DoDEA DISCIPLINARY REGULATION 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at www.dodea.edu (DoDEA Regulation 2051.1). Highlights from this particular regulation that relate on imposing disciplinary sanctions for bullying include:

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

intellectual ability; and matters pertaining to...characteristics of another person or the associates of the other person.

| | |
|---|---|
| <p>Level 1: Low level annoying and mildly disruptive behaviors that impact the student</p> | <p>Level 2: Low level behaviors that interfere with the learning of others</p> |
| <p><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> * <u>Element 3: Managing for Effective Learning</u> 3A Effectively manages student behavior 1) Create a courteous, respectful classroom climate 2) Establish appropriate classroom rules, routines and expectations 3) Reinforce positive student behavior in a consistent manner 4) Demonstrate respect, empathy, fairness, consistency and firmness in handling student behavior 5) Utilize appropriate intervention strategies in managing behavior 3B Organizes the classroom for effective learning 1) Arranges the classroom and uses routines to support the designed learning activities</p> | <p><u>DODEA TEACHER PERFORMANCE ELEMENTS</u> * 3A and 3B <u>Element 2: Presenting Organized Instruction</u> 2C Engages all students in the learning process 1) Provides for learner active involvement 2) Structures pace to keep learners interested and involved 3) Differentiates instruction as appropriate 4) Adapts instruction based on student responses 5) Provides opportunities for creative thinking and creative products 6) Provides opportunities for students to make decisions regarding own learning or behavior</p> |
| <p><u>Student Behaviors:</u> --Not prepared; no pencil or materials --Not completing homework --Out of seat --Breaking pencils --Not following directions --Whining --Playing in desk --Not doing class work --Not in line --Sleeping --Not listening --Leaning in chair --Refusing to work</p> | <p><u>Student Behaviors:</u> --Blurring out --Visiting/talking/socializing --Inappropriate noises --Chronic tattling --Touching, poking others --Inappropriate use of furniture, such as standing on tables --Mimicking behaviors of others; disrespectful --Out of seat, bothering others --Crawling on floor, bothering others --Consistently not following directions --Making negative remarks to others --Constantly whining --Chronic Level 1 behaviors</p> |
| <p><u>Positive Methods for managing behavior:</u> --Proactively manage students through eye contact, voice tone, proximity, removing distractions, non-verbal signaling... --Maximize time-on-task. Re-teach routines to minimize disruptions when transitioning, lining up, sharpening pencils, etc. --Involve students in problem solving and decision making via class meetings and solve-it tables --Reward students for correct behavior and cooperation; role-play expectations. --Redirect off-task behaviors; ignore minor behaviors while using specific praise to reinforce appropriate behaviors --Consistently follow through on clear class rules and interventions</p> | <p><u>Additional Positive Methods for managing behavior:</u> --Practice and reinforce courtesy and respect --Explicitly teach social skills, active listening, and “filling buckets.” --Increase supervision --Administer consequences privately, fairly, consistently, non-emotionally. --Teach students to self-assess and problem solve their behavior --Pair disruptive student with older student or adult mentor --As a pre-SST referral, involve the grade level team --Engage student in learning activities. Incorporate his/her interests and use multi-sensory instructional strategies and materials --Provide appropriate structure, choice, challenge and pace</p> |
| <p><u>Consequence may include:</u> --Natural consequences; retribution --Timeout in classroom --Phone call or email to parents --Child calls the parent (in teacher’s presence) --Loss of privileges such as computer time or recess --New seat assignment. --After school detention (older child)</p> | <p><u>Consequences may include:</u> --Longer timeout in classroom --Timeout in grade level colleague’s room --Student finds solution via solve it table or classroom meeting --Conference with parent, student, teacher, specialist, and/or administrator --Detention or loss of privileges --Natural consequences; restitution, apologies, seat assignment --Behavior report card/contract --Referral to the counselor or grade level team (pre-SST) --Referral for additional services such as SPED, GE, ESL or Nurse</p> |
| <p>Input on Level 1 data chart</p> | <p>Input on Level 2 data chart</p> |

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

DISCIPLINE

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

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

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

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

ZERO TOLERANCE FOR WEAPONS

The DoDEA school system has a “zero tolerance” for weapons. As per DoDEA Regulation 2051.1, weapons, including but not limited to “dangerous weapons” as defined in section 930(g)(2) of 18 U.S.C. (reference (j)), are items carried, presented or used in the presence of other persons with the intent of threatening or harming any individual. Also included are items that are capable of causing death or serious bodily injury as defined at section 1365(h)(3) of 18 U.S.C. (reference (k)). They include, but are not limited to: guns, ammunition, knives of any blade length, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars; any flailing instrument such as: a fighting chain, heavy studded or chain belt, or objects designed to project a missile; explosives, mace, pepper spray, or any similar propellant; or any other object or instrument that is made or used in a manner to either inflict or threaten to inflict bodily injury or instill fear (e.g., replica/look-alike gun, baseball bat, laser pointer, letter opener, etc.).

Incidents involving weapons on school grounds during the school day will involve a report to the military police for subsequent investigation and action, in addition to any consequence of suspension or expulsion applied by the school.

For weapons' incidents, as well as in cases of serious infractions for which a suspension is proposed in excess of a total of 10 school days, or for which an expulsion would be the appropriate consequence, a disciplinary hearing will be held to formulate a recommendation to the principal on the consequence for the Student. Parents are invited to attend such hearings and full attention is given to according due process rights to the student.

SPANGDAHLEM ES PLAYGROUND RULES

All Spangdahlem Elementary students will be taught and are expected to follow the S.A.F.E.T.Y. rules while enjoying their recess time.

- **S**afety first, walk to and from the playground
- **A**nthing on the ground, stays on the ground
- **F**ind friends, be a buddy
- **E**veryone follows directions
- **T**reat others the way you want to be treated
- **Y**ou must line up when called

Expectations

- Student should always play safe and be considerate of others.
- If there is a problem with a peer, students will try to talk it out and ask a school adult for help.
- Students will follow playground rules and use all playground equipment safely.
- Students will ask a recess monitor if they need help or would like to see the school nurse. A student should never leave the playground area without permission from a monitor.
- Students will respect school grounds and property. Trees are for admiration, not climbing.
- Students will listen to and be respectful of recess monitors and school adults on the playground at all times. Monitors always have the final say.
- Students will only use school equipment. No equipment from home or class may be brought out to the playground (balls, toys, paper, pencils, etc.) as this causes arguments.
- Tackling, pushing, shoving or play fighting is not permitted at ANY time.
- If the monitor decides play is too rough or unsafe, play stops for the day and possibly longer.
- Once the recess bell sounds, students will walk to line up with their class and wait quietly for their teachers.

SPANGDAHLEM ES PLAYGROUND EQUIPMENT USEAGE RULES

1. Students will take one item at a time to play with and return the item when done using.
2. Balls and other portable equipment must stay in the ball play area.
3. **SLIDES**
 - a. Students will climb *up* the latter only and slide *down* the slide only.
4. **CLIMBING WALL**
 - a. Students will not climb over the top of the wall.
 - b. Students will call a recess monitor for help if they are stuck.
5. **SWINGS**
 - a. Students will sit on their bottoms and swing front to back. Standing up in the swing seat is not permitted.
 - b. Students will not jump off of the swing or twist the swing ropes/chains.
 - c. Students will avoid running in front of back of swings for safety reasons.
 - d. Students will count to 100 for their turn on the swing.
6. **TAG/GAMES**
 - a. Any student who wants to play in the game should be allowed to play.
 - b. Tag will be played with two-hand touch only.
 - c. Students will remain alert while running and keep their eyes open.
 - d. If a ball leaves the field area, play must stop. Students should ask permission from a recess monitor to leave the area and retrieve the ball. Play may resume once the ball has been brought back into the play area.
 - e. If there is tackling, tripping or wrestling on the playground, play stops for the day and possibly longer.
 - f. Play is only allowed on the grass covered areas. The field area may not be used if it is excessively wet and/or muddy. The recess monitor decides if the field is in a condition to be played on.

MONITORS ALWAYS HAVE THE FINAL SAY.**CAFETERIA EXPECTATIONS**

In order to have an enjoyable lunch at Spangdahlem Elementary students will follow the L.U.N.C.H. rules.

- Line up quietly until you are seated on your bottom
- Use hand signals to get attention while sitting
- Never share food brought from outside the MPR

- Control your noise level
- Help keep the MPR clean, by picking up and throwing away trash after eating

Expectations

- Students will be escorted into the cafeteria by their teacher.
- Tables are assigned for each class and students must sit at their assigned table.
- Students will always WALK in the cafeteria.
- Students purchasing lunch will get in line.
- Students may talk quietly while in line and at the lunch table.
- Students should follow directions and be respectful of monitors and school adults in the cafeteria at all times.
- Students will remember to bring a jacket to the cafeteria (per weather conditions) if needed.
- Students will remain seated at their assigned tables and raise their hand if they need assistance.
- Students will clean up after themselves and wait for a cafeteria monitor to dismiss them from the tables.

In the lunchroom and as a school as a whole, healthy eating habits are promoted, as per DoDEA Health Curriculum Standards. Hence, sugary temptations such as baked goods and junk food favorites should be kept to a minimum, while soda consumption should be avoided with water, milk, and natural juices being the mainstays to healthy eating.

DRUG-FREE SCHOOL

Possession of or being under the influence of or selling or giving away non-prescription, prescription, illegal drugs, controlled substances, or alcohol on the school campus, during the school day, or on any school-sponsored trip or activity will not be permitted. Prescription drugs must be kept with the school nurse. All medicinal items must be hand-carried to the school site by a parent and provided to the school nurse.

CELL PHONES

Cell phones may be carried by the student but not used anytime at school. Cell phones must remain in the student's backpack at all times, with phones remaining "off" so as to not interrupt instruction. In the event that the phone is taken out and/or used, the cell phone will be confiscated and turned into the main office for safe keeping until it can be personally returned to the student's parents. Students have access to school phones as situations warrant. The school is not responsible for lost or stolen cell phones and electronic devices. A child that is permitted to bring a cell phone or electronic device to school per the parent, is responsible for the device.

DODEA DISCIPLINARY REGULATION 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at <http://www.dodea.edu> (DoDEA Regulation 2051.1). Highlights that relate to confiscation:

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

E3.7 Confiscation of Property. Authorized school officials may immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by (DoDEA regulation 2051.1), or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the rightful owner or the student's sponsor as soon as it is practicable and safe, or issue a receipt for its retention until such time as it may be returned. Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of the disciplinary action.

STANDARDIZED TESTING

Students will participate in separate system wide assessments:

The *PARCC* (Partnership for the Assessment of Readiness for College and Career) will be given to students in the 3rd, 4th, and 5th grades in May. PARCC is computer-based and uses interactive questions to determine whether students have mastered the fundamentals, as well as higher-order skills such as critical thinking, problem-solving, and analyzing sources to write arguments and informational essays – skills not easily assessed by traditional multiple-choice tests.

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.

STUDY TRIPS

Study/field trips are an important part of the educational program. Students are expected to participate in these activities in order to learn about our host nation and its people and to appreciate the diversity and difference of cultures. Participation should be accomplished in a manner which:

- Demonstrates respect for the host nation and its people.
- Reflects credit on the American community and the school.
- Ensures the child's own safety.

Parental permission is required for a student to participate in study trips. Parents are requested to assist by volunteering to accompany classes and help with supervision. Parents must have a background check on file with the main office. Background Check Forms are available in the main office. Younger children and/or siblings cannot accompany parent chaperones on the trip.

HOMEWORK

Homework includes all educational experiences occurring outside of school hours, but directed by the school. The kind and amount of homework depends on student needs. The most beneficial homework is that which strengthens understanding and provides enrichment. Homework is not assigned merely as "busy work" or as a disciplinary measure. It should be recognized that "homework" might not always be paper and pencil tasks. Some of the homework in primary grades will be students reading to parents and parents reading to students, or possibly host nation and creative art activities. It is good practice for parents or siblings to be as involved as possible with homework assignments. The emphasis is NOT on quantity; rather, homework assignments should serve the following purposes:

- To provide students with opportunities to follow up on individual activities.
- To allow exploration in greater depth of the material presented during class. Assigned homework will reinforce skills learned in class; it will not introduce new or unfamiliar concepts or skills.
- To supplement classroom learning with related outside experience.
- To provide opportunities for problem solving and research. Homework assignments are

planned to help motivate students. Homework will be checked for completeness and mastery of concepts as appropriate to the nature of the assignment.

- To the greatest extent possible, homework assignments will be coordinated with school events.

The following guidelines show the average range of minutes that may be assigned as a daily total. In addition, extra time may be required at the teacher’s discretion for special projects, such as science projects, journal writing and increased daily personalized independent reading.

| Grade | Range of Daily Minutes |
|-----------------|------------------------|
| Kindergarten | 10-20 minutes |
| 1 st | 10-20 minutes |
| 2 nd | 10-20 minutes |
| 3 rd | 30-50 minutes |
| 4 th | 30-50 minutes |
| 5 th | 30-50 minutes |

Homework support can also be found on-line at Tutor.com: <http://lh.tutor.com/default.aspx>

Tutor.com for U.S. Military Families Fact Sheet

Tutor.com for U.S. Military Families Program Overview
 The Department of Defense MWR Library Program, Yellow Ribbon Reintegration Program and Navy General Library Program provide online tutoring and homework help from Tutor.com at no charge to all K-12 students in National Guard, Reserve and Active Duty military families. Many adults are also eligible for college and career transition help. Tutor.com for Military Families allows students to connect to a live tutor online at any time for one-to-one help with homework, studying, test prep, proofreading and more. Eligible students can create an account and log in at www.tutor.com/military.

Free Around-the-Clock Help
 Access to Tutor.com for Military Families is free 24 hours a day, seven days a week—no appointment needed. Regardless of where they attend school, students worldwide can access the online service using any internet-enabled device, including smart phones.

40+ Subjects, All Skill Levels
Math: Elementary, Mid-Level, Algebra I and II, Geometry, Trigonometry, Calculus, Statistics, AP level
English: Essay Writing, Grammar, Literature, AP level
Science: Elementary, Earth Science, Biology, Chemistry, Physics, Anatomy, AP level
Social Studies: U.S. History, World History, AP level
(NEW!) World Languages: Spanish

Expert Tutors
 Every Tutor.com tutor is a carefully screened expert. Our team of more than 2,600 tutors includes certified teachers, college professors, graduate students, select undergraduates from accredited universities and other professionals. We employ military spouses, and approximately 9% of our Tutors are affiliated with the military. Tutor.com tutors are primarily based in the U.S. and Canada, with some bilingual specialists located internationally.

Safe, Secure, Anonymous
 Our commitment to safety starts with our rigorous tutor application process, an extensive background check, and a probationary period before an applicant becomes a certified Tutor.com tutor. Students and tutors always work anonymously and no personal information is shared during sessions. Ongoing session review and mentoring ensures that our tutors maintain the highest standards of quality and safety at all times.

Eligibility: Go to www.tutor.com/military/eligibility to see who is eligible to access Tutor.com for Military Families.

Students go to www.tutor.com/military and click on their service to get a tutor.

Students work one-to-one with a tutor in a secure, online classroom, which features an interactive whiteboard, file sharing and instant messaging.

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.

PARTICIPATION IN ALL SCHOOL ACTIVITIES

Teachers need time before school, during recess and preparation periods to plan lessons and prepare instructional materials, so they should not be requested to supervise children during these times. A child who is well enough to come to school should be well enough to participate in all school activities, including physical education classes and all outdoor recess periods. Unless a written excuse by the doctor is presented to the school nurse excusing the student from participating in school activities for a specific time, the student will be expected to participate in all school activities.

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Teachers need time before school, during recess and preparation periods to plan lessons and prepare instructional materials, so they should not be requested to supervise children during these times. A child who is well enough to come to school should be well enough to participate in all school activities, including physical education classes and all outdoor recess periods. Unless a written excuse by the doctor is presented to the school nurse excusing the student from participating in school activities for a specific time, the student will be expected to participate in all school activities.

STUDENT DRESS CODE

Students are expected to present a clean, neat appearance. Every effort possible will be made to assist in maintaining this appearance throughout the school day.

Short shorts, spaghetti straps, halter tops, see-through shirts, T-shirts designed as underclothing, pants worn below the normal waistline, and shower shoes are examples of inappropriate classroom attire. Clothing with offensive words, obscene pictures, and other inappropriate designs (e.g., replicas of weapons) are not permitted. Appropriateness of dress outside these parameters will be determined on a case-by-case basis by the administration.

Clothing appropriate for local weather conditions is important in a rainy, chilly climate. If an occasion should arise in which a staff member has concerns regarding the appropriateness of a student's dress, mutual discussion with the student and parent will be held. Appropriate rain and winter clothing are

important for health protection. Clothing should be appropriate for all school situations, including PE and recess (i.e., shoes such as flip-flops and open-toed shoes are inappropriate for school).

PROPERTY/SUPPLY ACCOUNTABILITY

Each student is accountable for DoDEA textbooks, library books and/or other instructional materials issued for his/her use. Materials should be handled with care to keep them intact and clean for the next student who will use them. In the event of loss, destruction or misuse of materials or U.S. property, sponsors will be held responsible for reimbursement for the item.

MONEY IN SCHOOL

Money required for school activities, projects and functions will be collected by the classroom teacher at the beginning of the school day (except for lunch money). **PLEASE** arrange for correct change for each student in your family.

A school lunch line of credit with AAFES eliminates the need for children to carry money daily. The school cannot assume responsibility for losses of money left in such locations as desks, book bags or clothing; however, every reasonable effort will be made to assist your child to search for lost items.

The school does not have a petty cash fund and therefore staff in the main office cannot make change for parents or students.

PETS

Due to the unpredictability of a pet's behavior and to remain mindful of children's allergies and one's comfort levels around pets, we ask that family's pets remain off of school grounds during instructional hours, Monday-Friday.

TOYS

Toys and other non-educational objects are distracting to their owners and to other children and may constitute a safety hazard with a large group of children. They should be left at home. **Knives and toy guns are not allowed in school for any reason.**

Scooters, skateboards, roller blades, iPods, radios, MP3 players, infrared laser pointers, pagers and battery-operated games are not allowed at school. These items will be confiscated and will only be returned to a parent at his/her earliest convenience.

PARENT INVOLVEMENT

PARENT TEACHER STUDENT ASSOCIATION (PTSA)

The PTSA is a school spirit and fund raising organization requiring the support of all parents to fully satisfy our objectives in supporting the school. Anyone interested in working with the PTSA should

contact the President or Vice-President by emailing PTSA directly at: ptsa.ses@gmail.com or their FB page: Spangdahlem Elementary School PTA.

SCHOOL ADVISORY COMMITTEE (SAC)

The SAC established by DoD regulation, composed of an equal number of elected parents and teachers, advises school administrators and/or installation commanders on program matters which impact the quality of education in our schools. Unlike PTA, this is a non-fund raising committee. Meetings are open to all community members, and parents are encouraged to attend these meetings, share concerns and become involved in improving our school programs.

VOLUNTEERING

There are many volunteer opportunities at Spangdahlem ES that include, but are not limited to reading to/with students; computer lab support/technology; library support; sharing a hobby/interest; creating artwork; typing students' stories; co-teaching; extra-curricular activities; book binding; book orders; field trips; Xeroxing; upgrading bulletin boards; after-school homework tutoring; playground/cafeteria supervision; provide instructional support in the classroom (i.e., individual or group assistance); SAC and PTSA when available, etc.

To volunteer at Spangdahlem ES, DoDEA requires that volunteers fill out DD form 2793. This form is available in the front office. In certain cases additional forms may have to be filled out, depending on the type of volunteering. Info is available in the front office.

Whether you can give a selected time per week or as your schedule allows, volunteers not only support the school's collective efforts in all instructional and extra-curricular endeavors, but also tells all children they are important and valued.

"STUDENT LED" PARENT/TEACHER CONFERENCES

For your child's school year to be most profitable, students, parents, and teachers should work closely together. Good school-home relations are vital to the child's attitude toward learning and feelings of personal acceptance. If your child appears to be disturbed about school activities or homework requirements, do make an appointment to talk with his/her teacher for clarification and possible solutions to the problem. Working together will ensure the best educational program for your child.

School-wide student led parent/teacher conferences are scheduled at the beginning of the second grading period (e.g., November). A conference day is also scheduled at the end of the second and/or third quarters for new families or staff members and families requesting to meet. Teachers or parents may also initiate a request for a conference during these dates. Individual conferences may be initiated at any time during the school year by parents and teachers. A written or telephone request is all that is necessary to schedule an appointment before or after school (class) hours.

PARENT-TEACHER CONFERENCES

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

PARENT/STUDENT/TEACHER COMMUNICATION

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

PARENT BULLETIN

The school makes every effort to communicate often with our parents and community members. Every week throughout the year, you will be advised of school happenings through the official school-parent newsletter. In addition, reminders will also periodically be published to advise you of important events and dates. The primary means of parents receiving copies of this newsletter is via their email accounts. Hard-copies are available upon request.

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.

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

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

For purposes of calculating a student’s high school GPA, the following scales shall be used:

| Unweighted Standard Scale | Weighted Advanced Placement (with AP exam) |
|---------------------------|--|
| 4.0 | 5.0 |
| 3.0 | 4.0 |
| 2.0 | 3.0 |
| 1.0 | 2.0 |
| 0 | 0 |

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

| Location | Code | Description |
|-----------------|------|--|
| Americas Region | E | Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards. |
| | M | Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support. |
| | S | Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support. |

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

REPORT CARDS/PROGRESS REPORTS

Report cards are issued four times a year. First quarter reports are issued at a scheduled parent conference in November. One full day at the beginning of the third quarter (in February) is scheduled for second quarter conferences, especially for new students and for those parents or teachers wishing to conduct a special conference to discuss possible academic concerns. Parents or teachers may request a conference at any time. Students who are new towards the end of a quarter or PSC in midpoint in one marking term will not receive grades or a report card if they have not been in attendance for at least 20 days.

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.

LOST AND FOUND

Parents are urged to clearly and permanently mark belongings with your child's name: jackets, boots, raincoats, sweaters, eyeglasses, watches and all other personal property in order that they may be returned if misplaced. The "Lost and Found" is located in the cafeteria. Unclaimed items are disposed of at the end of the school year if they cannot be successfully donated to a local charity.

CHILD ABUSE AND NEGLECT

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, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

FAMILY ADVOCACY PROGRAM

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.

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.

PROHIBITED SEXUAL, SEX-BASED, AND OTHER RELATED ABUSIVE MISCONDUCT

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

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

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

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

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

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

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

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

NON-DISCRIMINATION/EQUAL OPPORTUNITY IN FEDERALLY CONDUCTED EDUCATION AND TRAINING PROGRAMS

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.

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.

ROLE OF SOCIAL MEDIA

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

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.

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.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

The Department of Defense (DoD), in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses

the educational transition issues of children of military families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides a uniform policy platform for resolving the challenges experienced by military children.

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