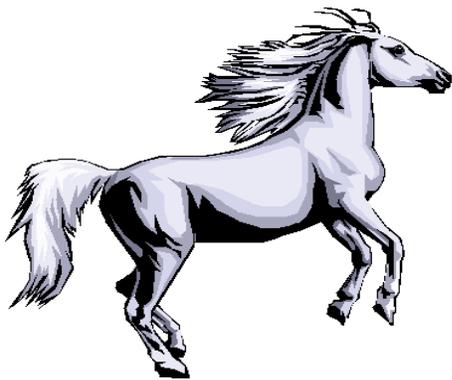


**Stowers
Elementary
School**

Where Everyone is a Champion!

**STUDENT-PARENT
HANDBOOK**



Where EVERYONE is a
CHAMPION!

Freddie Stowers Elementary School



Contact Information

Stowers Elementary School

7791 Stowers Drive

Ft. Benning, GA 31905

Phone: (706) 544-2312

Fax: (706) 544-2349

<http://www.am.dodea.edu/benning/stowers/>

Stowers.Benning@am.dodea.edu

Vision Statement

Saddle up to build strong minds, strong communities and strong hearts.

Mission Statement

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

School Improvement Goals

Goal 1: All students will improve in reading comprehension.

Goal 2: All students will increase mastery in math.

Mascot

Stallion

School Colors

Blue and Yellow

PIE Partners

Our Partners in Education (PIE) support the school's vision and mission through multiple ways. Stowers ES partners with *WRBL* news station, *Kinetic Credit Union* and *DENTAC* and *129 Delta Company*. Volunteers from these organizations contribute thousands of volunteer hours per school year to support students, faculty, with special events and any other needs the school may have. This year our theme and focus is *SADDLE UP for Leading & Learning, Fitness, and Giving Back!*

Points of Pride

- Stowers ES students broadcast a morning show in which they write, produce, and air a live morning show airing morning announcements and news. This gives students the opportunity to learn about technology, writing, and producing an authentic way. *WRBL* collaborates with this project offering firsthand knowledge and expertise.
- Stowers ES students have the opportunity to participate in a Robotics program designed to get children excited about science and technology and teach them valuable employment and life skills.
- Stowers ES students and staff are committed to giving back to the community through a variety of fundraising activities and community events.
- Stowers ES has a large number of students who participate in the Cup Stacking Club. Many of these students also compete in local and regional Cup Stacking competitions.
- Stowers ES has a student leadership club that works in connection with our PIE partners to assist with many community awareness activities.
- Stowers ES has an active chorus ensemble directed by our Music teacher. Our students get the opportunity to perform in on and off post activities.
- Stowers ES has a running club in which our students participate in weekly runs with parents and peers to promote a healthy lifestyle.
- Stowers ES has a girls club Be U mission is to inspire, motivate, and equip young girls to live productive and meaningful lives by making healthy lifestyle choices.
- Stowers ES has Mentoring Mustangs is an after-school enrichment class focused on assuring young men that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter.
- Stowers ES has yoga physically, it enhances their flexibility, strength, coordination, and body awareness. In addition, their concentration and sense of calmness and relaxation improves.

DoDEA School Calendar Template for SY2020-21 - Fort Benning Schools (Parent Version)

July 2020							August 2020							September 2020							October 2020							November 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	2	3	4	5	6	7	8			1	2	3	4	5				1	2	3	1	2	3	4	5	6	7	
					H		9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
5	6	7	8	9	10	11	16	17	18	19	20	21	22	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
12	13	14	15	16	17	18	23	24	25	26	27	28	29	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
19	20	21	22	23	24	25	30	31	OH					27	28	29	30				25	26	27	28	29	30	31	29	30					
26	27	28	29	30	31		6	Break-a-Peak (ES 1-4S-2-4S & 2-4S-3-30MS 1-30-2-30)						6	End of QTR 1						6	Trimester 1 Report Cards Issued (PreK only)												
3	Independence Day (observed)						10	First Day of School (K-8)						9	QTR 1 Report Card Date K-3 (No School)						11	Veteran's Day (No School)												
							24	First Day of School (PreK-5)						21	Teacher CCRS PD - QTR 1 - (No School)						12	Teacher CCRS QTR 2 PD Day - (No School)												
							31	Open House (MS 5:00-8:00 ES 5:30-8:30)						7	Labor Day - (No School)						25	Conferences - (No School for ES & MS)												
														27	Teacher CCRS PD - QTR 1 - (No School)						30	House 1 Report Card Date - (No School for PreK only)												
																					30	Teacher PD Day (CSI) - (No School)						22-27	Thanksgiving Break - (No School)					
																												26	Thanksgiving Day - (No School)					
December 2020							January 2021							February 2021							March 2021							April 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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Stowers Elementary School

7791 Stowers Drive, Bldg 9610
Fort Benning, GA 31905-3130

Phone: (706) 544-2312

Fax: (706) 544-2349

DSN Phone: 835-2312

School Hours

Monday, Wednesday, Thursday, and Friday Hours:

- Kindergarten - 5th Grade: 8:45 am - 3:30 pm
- AM Pre-K: 8:45 - 11:15 am
- PM Pre-K: 1:00 - 3:30 pm

Tuesday Hours

- **Kindergarten - 5th Grade:** 8:45 am – 2:15 pm
- **AM Pre-K:** 8:45 - 10:45 am
- **PM Pre-K:** 12:30 - 2:15 pm

Breakfast is served 8:15 – 8:45 am. Students must be in line no later than 8:35.

Students should not arrive prior to 8:30 unless they are eating breakfast. New meal and snack prices are as follows:

Breakfast:

Regular: \$1.50

Reduced: \$.30

Adult: \$2.50

Lunch:

Regular: \$2.80

Reduced: \$.40

Adult: \$4.00

Ala Carte:

Milk: \$.50

Chips: \$.75

Fruit: \$.75

Veggie: \$.50

Ice Cream: \$1.00

Water 10 oz: \$.50

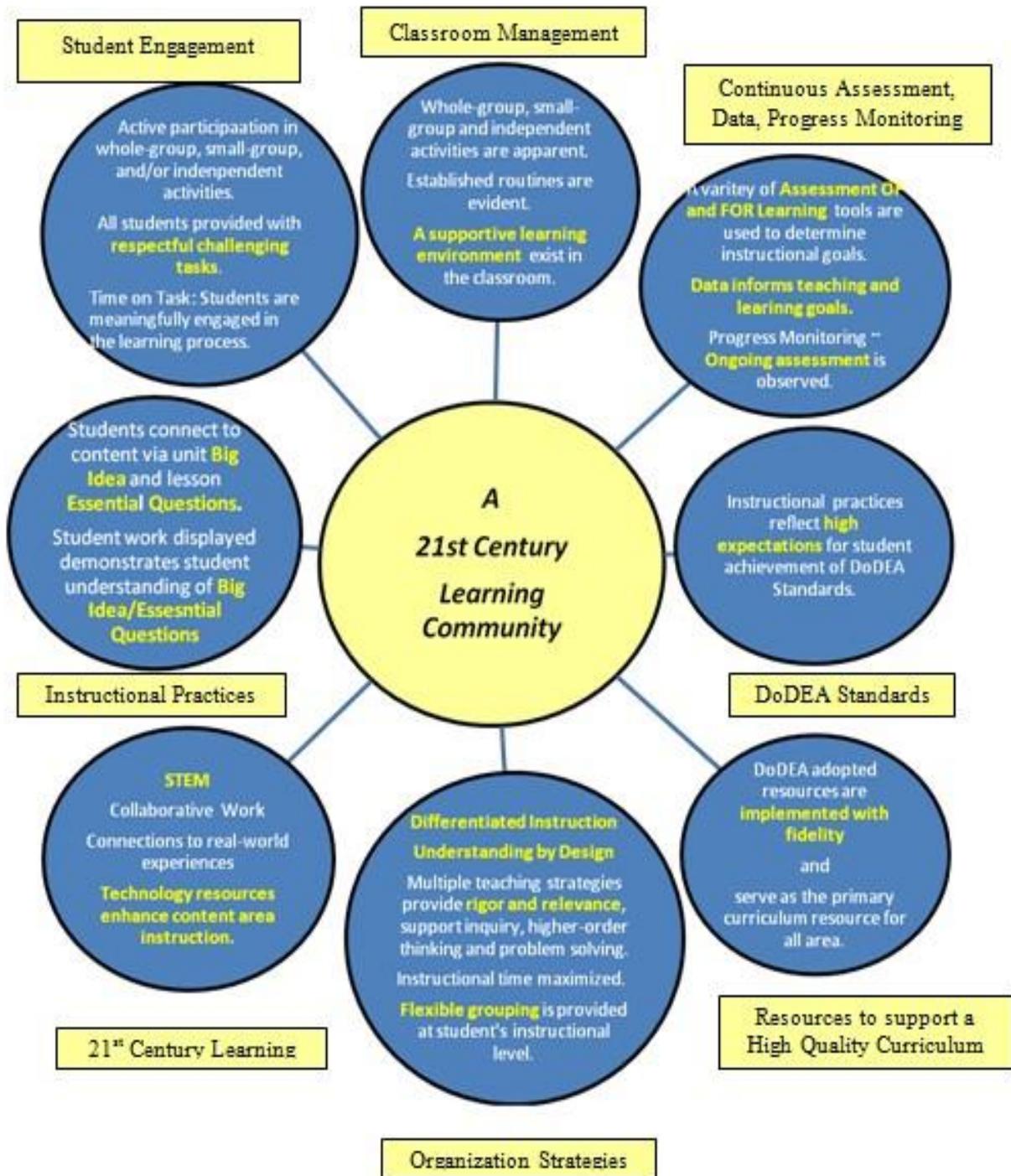
Water 16.9 oz: \$.75

Snack Bar: \$.75

Apple Juice (bottle): \$1.00

Apple Juice (carton): \$.50

DODEA AMERICAS SOUTHEAST DISTRICT IS A A 21ST CENTURY LEARNING COMMUNITY



Dr. Amy D. Dilmar

PRINCIPAL



The GA/AL Community Superintendent, Dr. Lisa B. Coleman, is pleased to announce the selection of Dr. Amy D. Dilmar as Principal of Stowers Elementary School in the Southeast District at Fort Benning, Georgia. Dr. Dilmar has years of serving military-connected students and families in various roles for DoDEA, in public schools, and in Higher Education. Dr. Dilmar has most recently served as Assistant Principal of Stowers Elementary since January of 2020, as part of a collaborative exchange among administrators. Previously, she served four years as Assistant Principal of McBride ES, Fort Benning, a 21st Century Open-Concept School, helping to open the new school in 2016. Dr. Dilmar has also served two years as Assistant Principal of Faith MS at Fort Benning. At both McBride ES and

Faith MS, Dr. Dilmar led the opening of 21st Century open-concept teaching and learning spaces. Prior to arriving at Faith MS in 2014, Dr. Dilmar worked for the Mediterranean District Superintendent's Office, Vicenza, Italy, as the School Improvement and Assessment Instructional Specialist from 2012 to 2014. While in the Mediterranean District, Dr. Dilmar served 18 schools across 5 countries, 4 time zones, and supported teachers that served military-connected students in the Air Force, Army, Navy and international embassies. Dr. Dilmar was able to support the schools effectively as they worked collaboratively to meet and exceed school and District improvement goals. Prior to serving at the Mediterranean District Superintendent's Office in Vicenza, Italy, Dr. Dilmar served as an Instructional Specialist for the New York, Virginia, Puerto Rico District from 2010 to 2012. While there, Dr. Dilmar served as the Social Studies Instructional Specialist and acting School Improvement Specialist. During her time in the New York, Virginia, Puerto Rico district, Dr. Dilmar facilitated professional development in a vast number of areas including literacy, math, social studies, AP/Honors, and teacher leadership. Prior to joining DoDEA in 2010, Dr. Dilmar worked in public schools and for the State of Georgia serving students in grades 5 to 12. Dr. Dilmar worked for years as a high school teacher in Liberty County, GA., where she taught many students from Fort Stewart who received their high school education off post. Dr. Dilmar has worked on a number of district and state tasks forces, all intended to strategically improve student outcomes. She has gained unique insight into the challenges of her teachers and of the military family as a professor in the Higher Education setting. Dr. Dilmar has taught sponsors, spouses, and teachers in undergraduate and graduate courses at Columbus Technical College and Columbus State University. Dr. Dilmar has a strong connection with Ft. Benning as her grandfather and stepfather were both stationed at Ft. Benning during their military careers and her stepbrother was even born at Martin Army Hospital. Her familiarity with the base and the Army as a whole affords her the needed perspective to build strong relationships with the families of Ft. Benning. Dr. Dilmar earned her Bachelor's Degree in Social Studies, with a minor in Psychology from Armstrong Atlantic State University, Savannah, Georgia in 2005. She completed a Master's Degree in Curriculum and Instruction from Armstrong Atlantic State University and an Education Specialist Degree in Teaching and Learning from Georgia Southern University, Statesboro, Georgia. In 2017, Dr. Dilmar earned her Ph.D. in Curriculum and Teaching from Northcentral University with her dissertation focusing on Professional Learning Communities. Dr. Dilmar actively seeks to ensure that every single family is part of the learning environment and is provided equitable services. She believes that open dialogue and transparency are key factors to creating a successful school environment. A native of Savannah, Georgia, she lives in Columbus with her husband, Brian, and her two adult children, Mia and Mya. In her spare time, Dr. Dilmar enjoys listening to music, traveling, and spending time with her family. She is excited about the opportunity to serve the Georgia/Alabama Community.

Dr. Christy L. Huddleston

DODEA AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT



Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012 and now serves as the DoDEA Americas Southeast District Superintendent now that the [Restructuring for Student Achievement \(RSA\)](#) changes have been implemented.

She began her career as a high school science teacher in 1996 and coached the girl's golf team in Harris County, GA. She was selected as the Parent Teacher Student Association (PTSA) Star Teacher in 2001. She went on to serve as the High School Guidance Department Chair and the School Testing and Curriculum Coordinator for Harris County High School. Beginning in 2006, she served as the District Secondary Curriculum Instructional Coordinator and then as the Assistant Superintendent for Curriculum, Instruction and Assessment starting in 2009.

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

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

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

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

Mr. Greg Bull
Americas Southeast Chief of Staff



Mr. Greg Bull began his career in DoDEA teaching pre-school special education for nine years at Fort Jackson, South Carolina before becoming a school administrator at Fort Campbell, Kentucky in July 2010. As a teacher, Mr. Bull served in leadership roles to include the student support team chair, the continuous school improvement chair, and crisis prevention intervention instructor. He was recognized as Pierce Terrace School Teacher of the Year in 2007. Mr. Bull has had vast administrative experiences to include being the assistant principal at Andre Lucas Elementary at Fort Campbell in Kentucky, acting principal at Wassom Middle School, assistant principal at Fort Campbell High School in Kentucky, principal at Kaiserslautern Middle School and Spangdahlem Middle School in Germany, and principal at SHAPE High School in Belgium.

In 2012, Mr. Bull led Kaiserslautern Middle School through a successful school accreditation. In July 2014, at Spangdahlem Middle School he led the school in becoming a Green Ribbon Awardee in 2018. Additionally, Mr. Bull was a secondary school principal of the year nominee in the school year 2017.

Mr. Bull received a Bachelor of Arts degree from Coker College in Hartsville, South Carolina. He received a Master's degree in Special Education from the University of South Carolina in 2004. Subsequently, Mr. Bull also received a Master's Degree in Education Administration and Supervision from the University of Phoenix in 2009.

“Mr. Bull has developed outstanding relationships with his colleagues, parents, community members and military partners on bases that he has served in his leadership capacity,” said Dr. Huddleston. “Mr. Bull is a valued leader in the DoDEA organization and is often consulted by other leaders regarding his approach to crisis response, change management, and program implementation. He has a strong work ethic and can build trusting relationships resulting in improvement in organizational capacity.”

Mr. Bull and his wife Searcy of 14 years have three children: Anna (26), Olivia (21), and McCray (8). They are happy to be part of the Southeast District and look forward to future experiences with DoDEA.

“I am honored to have been selected as the Southeast District Chief of Staff and excited to serve military families in the DoDEA Americas Southeast District,” said Mr. Bull.

Dr. Lisa Brooks Coleman

COMMUNITY SUPERINTENDENT



Lisa Brooks Coleman has been named Community Superintendent for the Georgia /Alabama District, encompassing Fort Benning, Fort Rucker, and Maxwell AFB Schools. Prior to being named to this position, she served as the Georgia /Alabama District's Assistant Superintendent. She began her career in 1986 as a high school biology teacher in Charlotte, North Carolina. She taught 7th grade life science in Hinesville, Georgia and special education in Greenville, South Carolina. In 1991, she taught high school biology, served as a cheerleading coach and sponsor of the science club at Central High School in Phenix City, Alabama. Later she transferred to South Girard Junior High School where she served as a guidance counselor. Following that tenure, she served as the assistant principal at Central High School where her primary focus was on curriculum/instruction and professional development. In 2000, she was selected and served as an elementary school principal. In 2003, she was named as the District Director of Career and

Technical Education for Phenix City Schools. Beginning in August 2009, Dr. Coleman served as the District Director of Secondary Curriculum and Instruction and Federal Programs. Dr. Coleman has experience working in school settings at all grade levels (elementary, middle, and high school) as well as leadership positions at the district office.

Dr. Coleman has completed all degree requirements for her Doctorate of Philosophy in Administration, Supervision and Curriculum from the Doctoral Program at Auburn University in the school of Educational Foundations, Leadership, and Technology. She holds an Educational Specialist and Master's add-on in Educational Leadership and School Administration from Troy University. She holds a Master's Degree in Guidance and Counseling from Troy University and a Bachelor of Science in Biology from South Carolina State University.

A native of South Carolina, Dr. Coleman is married to retired Army Lieutenant Colonel Ernest Cardell Coleman. They are the proud parents of two daughters Brooke Elizabeth and Lauren Alexandria. Dr. Coleman has been surrounded and supported by the armed forces for most of her life. In addition to her husband's distinguished military career, her father served in the Navy and her two brothers served in the Army.

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DoDEA School Rules, Regulations and Procedures

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

General Information

Interstate Compact on Educational Opportunity for Military Children

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

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

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

Access to School Facilities

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

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

Visitors and Volunteers

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

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

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

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

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

Enrollment

Student Registration Process

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

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

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

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

The following documents are necessary to complete the registration process:

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

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

Student Immunization Requirements

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

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

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

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

It is the responsibility of the sponsor/parent/guardian to provide their child’s most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to

submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

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

Immunization Exemptions

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

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

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

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

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

DoDEA immunization requirements can be found at:

<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

Student Grade-Level Placement

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

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

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

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

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

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

Transcripts/Records Policy/Access to Student Records

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

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

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

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

Accelerated Withdrawal

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

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

Home-school Students

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

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

Report Card and Grading Information

Grading and Grading System

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

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

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

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

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

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

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

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.

Progress Reports/Report Cards

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

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

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

Parent-Teacher Conferences

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

Attendance

Student Attendance

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

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

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

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

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

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

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

Assessments

System-wide Assessment Program

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

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

All assessments selected for use within DoDEA shall:

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

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

Special Education

Special Education Services

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

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

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

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

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

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

Please contact your child's school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC)

chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

Disability Accommodations and Nondiscrimination

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

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

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

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA

student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

Suicide Risk

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

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

Threats Towards Others

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

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

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

System Programs and Services

School Counseling Services

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

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

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

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

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

School Psychology Services

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

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

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

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

School Health Services

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

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

The school nurse's responsibilities include:

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

Student Illness

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

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

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

Parent Notification

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

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

Allergies and Chronic-Acute Conditions

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

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

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

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

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

Medication at School

When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of

administration, and current date of issue. Contact the school nurse for the required Medication Consent Form. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

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

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

First Aid and Emergency Care

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

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

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

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

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

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

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

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

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

Student Rights and Responsibilities

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

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

Students shall:

- Comply with policies, procedures, and standards for student behavior;
- Refrain from conduct or behavior that is disruptive;
- Respect the rights and human dignity of other students and all school employees.
- Attend school and classes regularly and punctually and make a conscious effort in all classes;
- Participate in and take advantage of educational opportunities provided by

- DoDEA schools; and
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

Scholastic Integrity

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

Freedom of Religious Expression

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

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

Interscholastic Athletics

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

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

Student Dress Code

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

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

Dress Code

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

Clothing

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

Footwear

Shoes must be worn at all times. Only closed toe shoes should be worn. Zories, flip flops, slippers, and steel-toed shoes are not allowed for safety reasons. Sandals may be worn provided they are safe and will not pose a hazard for the student. The heel on footwear should be no more than a half-inch high. Students should plan to wear tennis shoes or other athletic footwear when possible on Physical Education days. We strongly recommend that tennis shoes/athletic footwear be worn at all times.

Hair

Hairstyles must not impair sight or prevent adults from seeing the student's eyes. In addition, hairstyles may not be outrageous or excessive. Administrators will make final determination regarding any staff referrals due to hairstyles being disruptive or excessive.

Hats and Headwear

No hats or head coverings are permitted in the building or classrooms. This includes headwear such as bandannas. Hats are permissible on the playground. Students should hand carry hats for wear during recess to the cafeteria. Exceptions are to be approved by the principal or the designee.

Search and Seizure

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

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

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

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

Student Conduct and Discipline

Discipline

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

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

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in

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

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

School Bus Behavior

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

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

SCHOOL BUS DISCIPLINE MATRIX
(DoDEA Regulation 2051.1, E.8.A3)

LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5,14)					
<ul style="list-style-type: none"> Fighting, pushing, shoving, or tripping Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus) 	<ul style="list-style-type: none"> Engaged in horseplay Getting on or off bus while bus is in motion Not properly seated Putting objects out of bus windows or hanging out of window 	<ul style="list-style-type: none"> Making excessive noise or playing electronic equipment without using earphones Obstructing aisles, steps, or seats Pushing while boarding or leaving the bus 			
UNSAFE BEHAVIOR CONSEQUENCES					
	1st Offense	2nd Offense	3rd Offense	4th Offense	5th and Subsequent Offenses
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)					
<ul style="list-style-type: none"> Failure to remain properly clothed Public displays of affection Eating, drinking, or littering on bus*** 	<ul style="list-style-type: none"> Using abusive/profane language and/or gestures Spitting or biting Harassing or interfering with other students 	<ul style="list-style-type: none"> Failure to comply with bus driver's or monitor's instruction Disrespect, distraction, or interference with driver 			
INAPPROPRIATE BEHAVIOR CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)					
<ul style="list-style-type: none"> Damaging private property (requires payment of damages) Throwing or shooting objects inside or outside of bus 	<ul style="list-style-type: none"> Sitting in driver's seat or tampering with bus controls 	<ul style="list-style-type: none"> Opening or trying to open bus door 			
DESTRUCTIVE BEHAVIOR CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11)					
<ul style="list-style-type: none"> Tampering with bus controls or emergency equipment 	<ul style="list-style-type: none"> Violate any other school rule, law, or military installation guide 				
PROHIBITED BEHAVIOR CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

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

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

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

School Surveillance

School buses may be equipped with video cameras. Public areas of the school may also have video surveillance as a means to ensure safety of our students.

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.

Americas Southeast District Suggested Matrix of Consequences for grades Pre-K through Grade 5*

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

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

**this matrix applies to 6th grade students when a part of an elementary school*

Minor Offenses:

Administrative Table of Consequences for Pre-K thru grade 5

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

Major Infractions

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

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

<p><u>Bus Behavior Infractions</u> (See consequences for Bus Infractions)</p>		
<p><u>Bullying</u> Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p>2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p>***Continual Offences Teacher, Parent and Student Conference. Follow the same progression</p>	<p>1st Offense Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p>2nd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p>3rd Offense Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 3-Day Detention Suspension in serious case.</p>
<p><u>Computer Misuse</u> (Personal email/entry into chat rooms/giving out password or using another person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.</p>		<p>1st Offense 5- Day loss of technology Teacher contact parents 2-day lunch detention</p> <p>2nd Offense 10- Day loss of technology Teacher contact parents 3 day lunch detention</p> <p>3rd Offense 10- Day loss of technology. Admin contacts parent 3 day lunch detention</p> <p>4th Offense 1 Semester loss of technology. Parent admin conference</p> <p>5th Offense 1 Year loss of technology. Parent admin conference</p>
<p><u>Disruptive Behavior</u> Any action of behavior, verbal or physical, that significantly</p>	<p>1st Offense Conference with counselor</p>	

interrupts the learning environment	<p>2nd Offense Conference with administrator</p> <p>3rd Offense Complete classwork in alternate location</p> <p>4th Offense Complete classwork in alternate location Conference with parents</p> <p>5th Offense Behavior Plan to include diminishing disruptive behavior</p>	
<u>Drug Possession/ Sale/ paraphernalia/suspicion of use</u>		<p>1st Offense **Over 10-Day suspension Expulsion hearing Military Police notice Drug Dog sweep is possible</p>
<u>Extortion</u>		<p>1st Offense 1-Day lunch detention Restitution</p> <p>2nd Offense 2- Day lunch detention Restitution</p> <p>3rd Offense 3- Day lunch detention Restitution Conference with parents</p> <p>4th Offense 1- Day suspension Restitution</p>
<p><u>False Fire Alarm / Bomb Threat</u> making a false bomb or terrorist threat pulling a false fire alarm</p>		<p>1st Offense 3-5 Day suspension Refer to SST</p> <p>2nd Offense 5-10 Day suspension</p> <p>3rd Offense Expulsion hearing</p>
<p><u>Fight (minor)</u> Contributing to / spreading rumor, instigating a fight. Failure to report a physical altercation.</p>		<p>1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 3-Day lunch detention</p> <p>2nd Offense 5- Day lunch detention</p> <p>3rd Offense 1- Day suspension</p> <p>4th Offense 2- Day suspension Refer to SST</p> <p>5th Offense 1- Day suspension</p>
<p><u>Fighting (mutual combat)</u> hitting another student, contributing to a physical</p>		<p>1st Offense 1- Day suspension</p> <p>2nd Offense</p>

<p>altercation with inappropriate physical contact, mutual combat, etc.</p>		<p>3- Day suspension Refer to SST 3rd Offense 5- Day suspension 4th Offense 7- Day suspension Expulsion hearing 5th Offense Expulsion hearing</p>
<p><u>Forgery of signatures or initials</u></p>		<p>1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 2-Day detention 2nd Offense 3-Day lunch detention 3rd Offense 5- Day lunch detention 4th Offense 1- Day suspension Refer to SST</p>
<p><u>Gambling</u></p>		<p>1st Offense Administration counseling Or administration assigns peer mediation if available 2-Day detention 2nd Offense 2-Day detention 3rd Offense 3-Day detention 4th Offense 5-Day detention 5th Offense Behavior improvement training and make upmissing assignments Refer to SST</p>
<p><u>Gang Behavior</u> Serious/legitimate (threats/hostile behavior made with hand signals, symbols, colors, language, etc.)</p>		
<p><u>Harassment (Sexual)</u> sexual/sexually offensive behavior (lewd and obscene actions to include unwanted, inappropriate touching, propositions, sexual slurs, degrading sexual description, threats, verbal abuse, and other minor sexually inappropriate actions.</p>		<p>1st Offense Administration counseling & contact parents or administration assigns peer mediation if available 3-Day detention 2nd Offense 5-Day detention 3rd Offense 1- Day suspension 4th Offense 3- Day suspension Refer to SST</p>

		5th Offense 5- Day suspension
<p><u>Hitting</u> Pushing, slapping, grabbing, and scuffling Other(to be determined at the discretion of administration)</p>	<p>1st Offense If behavior happens in the classroom- Student / administrator call parent. Peer mediation is used if available. If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/administrator call parent and peer mediation is used if available. 2nd Offense Student/administrator call parent 2- Day lunch detention Peer mediation if available 3rd Offense Student/administrator call parent Attendance in pertinent counseling Refer to SST 3-Day lunch detention 4th Offense Student/administrator call parent Counselor, teacher and administrator develop individual behavior plan. 5-Day lunch detention 5th Offense Student/administrator call parent Counselor, administrator and parent reexamine behavior plan 1-Day suspension</p>	
<p><u>Insubordination (minor)</u> Adamant refusal to comply with staffs directive.</p>	<p>1st Offense If behavior happens in the classroom- warning, peer mediation student./ administrator call parent 2nd Offense Student/Administrator call parent 3rd Offense Student/Administrator call parent 4th Offense Student/Administrator call parent Counselor/ teacher develop Individual Behavior Plan</p>	<p>1st Offense Administration Counseling or administration assigns peer mediation if available 1-Day lunch detention 2nd Offense 3-Day lunch detention 3rd Offense 5-Day lunch detention Behavior plan developed 4th Offense 1-Day suspension Behavior improvement training and make up missing assignments Refer to SST</p>
<p><u>Leaving/Skipping Campus without permission</u></p>		<p>1st Offense Administration counseling Or administration assigns peer mediation if available 2- Day lunch detention</p>

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

		<p>2- Day suspension Restitution Notification of military police 3rd Offense</p> <p>3- Day suspension Restitution Notification of military police 4th Offense</p> <p>5- Day suspension Restitution Notification of military police 5th Offense Expulsion hearing Notification of military police</p>
<u>Smoking /possession of tobacco products</u>		<p>1st Offense Administration counseling or administration assigns peer mediation if available</p> <p>2nd Offense 5-Day detention</p> <p>3rd Offense 1-Day suspension</p> <p>4th Offense 2-Day suspension Refer to SST</p> <p>5th Offense 3-Day suspension</p>
<p>Teasing Name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves (Others to be determined at the discretion of the Administrator)</p>	<p>1st Offense If behavior happens in the classroom-warning, peer mediation student./ administrator call parent</p> <p>(If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/Administrator call peer mediation is used if available)</p> <p>2nd Offense Student/Administrator call parent</p>	
<u>Teasing (Cont)</u>	<p>Peer mediation is used if available / 1-lunch detention</p> <p>3rd Offense Student/Administrator call parent /2-Days lunch detention. Attendance in pertinent counseling Refer to SST</p> <p>4th Offense Student/Administrator call parent Counselor/ teacher develop Individual Behavior Plan 2-Day lunch detention</p> <p>5th Offense Student/Administrator call parent</p>	

	Counselor, administrator/ parent re-examine behavior plan 3-Day lunch detention.	
<p><u>Theft</u> Items over \$20 Attempting to steal or wrongfully appropriate or receive stolen school, government, or private property.</p>		<p>1st Offense 3- Day lunch detention Refer to SST Restitution 2nd Offense 1- Day suspension Restitution Notification of military police Behavior Plan developed 3rd Offense 3-Day suspension Restitution Notification of military police 4th Offense 5-Day suspension Restitution Notification of military police</p>
<p><u>Theft</u> Items under \$20 Will have lesser consequences</p>		<p>1st Offense 3- Day lunch detention Restitution Parents notified Counseling referral 2nd Offense 5 - Day lunch detention Restitution Parents notified Counseling referral 3rd Offense 2 - Day school suspension Restitution/ Parents notified Counseling referral</p>
<p><u>Unauthorized Area</u> Presence in: (examples) Opposite gender restrooms, posted areas</p>		<p>1st Offense Administration counseling or administration assigns peer mediation if available 1-Day detention 2nd Offense 2-Day detention 3rd Offense 5-Day detention 4th Offense 1- Day suspension 5th Offense Behavior improvement training and make up missing assignments Refer to SST</p>
<p><u>Use, possession and sale of drugs</u> include illegal drugs, misuse of legal substances like nonprescription drugs,</p>	<p>1st Offense Student/administrator call parent 11- Days suspension pending expulsion hearing Military Police Notified</p>	<p>1st Offense 11- Days suspension pending expulsion hearing, Military Police notified</p>

<p>medicine prescribed for another person, sniffing glue, inhalants</p>		
<p><u>Vandalism (minor incident)</u></p>		<p>1st Offense 1- Day suspension</p> <p>2nd Offense 3-Day suspension Refer to SST</p> <p>3rd Offense 4-Day suspension</p> <p>4th Offense 7-10 Day suspension</p> <p>5th Offense Expulsion hearing</p>
<p><u>Vandalism</u> Destruction of Government or Personal Property Vandalism (Cont)</p> <p>to-include graffiti, defacing property (personal or government) exceeding \$50 in value.</p>		<p>1st Offense 1-3 Day suspension Refer to SST</p> <p>2nd Offense 3-5 Day suspension *1</p> <p>3rd Offense 4-7 Day suspension</p> <p>4th Offense Expulsion hearing</p>
<p><u>Weapons</u> carried, presented, or used with the intent of threatening or harming any individuals, or that are capable of causing death or serious bodily injury, ammunition, knives, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, fighting chain, heavy studded or chain belt, or objects designed to project a missile, pepper spray or any other similar propellant-no reasonable use to pupil at school or school activity</p>	<p>1st Offense 11- Days suspension pending expulsion hearing Military Police Notified</p>	<p>1st Offense Student/administrative call parent 11-days suspension pending expulsion hearing, Military Police notified.</p>
<p><u>Weapons/firearms</u> possession of firearm, starter gun, any explosive, incendiary, poison gas, bomb, grenade or rocket</p>	<p>1st Offense One calendar year expulsion</p>	<p>1st Offense Expulsion one calendar year Expulsion hearing Military Police Notified</p>

Technology

Computer Access/Internet Policy/Electronic Devices

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

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

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

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

Electronic Devices

Cell phones, electronic games and smart devices (watches) are NOT PERMITTED at school. Exception: cellular devices to contact parents before and after school are allowed, but they must be secured in book bags(backpack)and not taken our during the school day. The school is not liable for lost or stolen electronic devices.

Role of Social Media

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

Transportation

Student Transportation Services

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

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student's primary residence to the school or designated bus stop.

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

School Trips

Academics are not restricted to the classroom, but take place in the community as well. Therefore, study trips may be ongoing throughout the school year. A letter from your child's teacher, to include the date, time, and destination of the study trip, will be sent home the week prior to the planned trip. At various times during the school year, classes may take study trips as part of the instructional program. Study trips are considered part of the instructional day. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the school. If a parent does not want to send their child on a study trip, the teacher will make alternate arrangements for the child to attend another class for the period of the study trip or parents may elect to keep their child at home. Parents may attend the study trip with the child in these instances. Chaperones may not bring siblings/infants on a study trip. As an invited chaperone, one's responsibility must be to help supervise all the students in the classroom.

Emergency Procedures

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

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

School Closures

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures. Emergency school closure occurs when unforeseen circumstances such as broken water pipes, flooding, loss of power, severe weather, etc., warrant closure to be initiated during non-school hours. The decision to close the school is made through input from the administrators, our superintendent, and the Commander. An announcement of the closure will be broadcast on TV and/or radio, At Hoc, and through the base command units.

The At Hoc System allows for each school to contact all of their parents and/or staff with one phone message through an automatic dialing system. At the District level it allows a message to be sent to all parents and/or staff in the same method. This allows greater security and sharing of information with parents and staff. There is a POC at each location that has the necessary codes to access the system.

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

Student Meals

Please contact your local school for information and an application for the Free and Reduced Lunch Program.