Stowers Elementary School
Where Everyone is a Champion!

Student-Parent Handbook
Where everyone’s 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. Students utilize higher order thinking skills to solve robotic challenges. Stowers 2016-17 robotics team to our state competition and finished 9th overall. Competing against many Middle School from all over Georgia.

• 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, bringing home a multitude of medals each time they compete.

• 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 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: 9:15 - 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
## 2019-2020 PARENT CALENDAR

### Americas Southeast District: Ft. Benning

#### AUGUST 2019

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Sneak-a-peek: Faith (1:30 – 2:30)
   Elem schools (2:45 – 3:45)
2. First day of school K-8
3. First Day of school Pre-K
4. Open House Faith MS (5:00 – 6:00)
5. Open House Elementary (5:30 – 6:30)
6. NO SCHOOL - CSI Days

#### SEPTEMBER 2019

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. NO SCHOOL - Report card prep day
12. NO SCHOOL – Columbus Day
18. NO SCHOOL – Parent/Teacher Conf. Elementary only (report cards handed out)
21. NO SCHOOL – Parent/Teacher Conf. Elementary and Middle school (report cards handed out)

#### OCTOBER 2019

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. NO SCHOOL – Teacher work day
24. Accelerated Early Withdrawal

#### NOVEMBER 2019

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. NO SCHOOL - Veterans Day
25. Memorial Day

#### DECEMBER 2019

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. End of 2nd Qtr Grading
23-31 NO SCHOOL – Winter Break

#### JANUARY 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. NO SCHOOL – Columbus Day
19. Pre-K only NO SCHOOL – Trimester 2 prep
21. Pre K report cards home

#### FEBRUARY 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. NO SCHOOL – Teacher work day
18. Pre-K only NO SCHOOL – Trimester 2 prep

#### MARCH 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. End of 3rd Qtr Grading
13. NO SCHOOL Report card prep day
16. Beginning Qtr 4
20. Report cards home
30 – 31 NO SCHOOL Spring Break

#### APRIL 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Accelerated Early Withdrawal
25. NO SCHOOL – Teacher work day

#### MAY 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Pre K last day
21. End of 4th Qtr grading period
21. Student last day ½ day (K-8)
22. Report Card Prep (All Grades)
25. Memorial Day
26 – 28 Inclement weather make-up (if needed)
29. Report card mailed home

#### JUNE 2020

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. First Day of School Pre-K
14. NO SCHOOL – Columbus Day
18. Pre-K only NO SCHOOL – Trimester 2 prep

**School Phone Numbers**
- Dexter Elementary: 706-545-3424
- McBride Elementary: 706-545-9411
- Stowers Elementary: 706-545-2312
- E.A. White Elementary: 706-545-4623
- Faith Middle School: 706-545-0310
- Community Superintendent’s Office: 706-545-7276

**Report Card Dates**
- Quarter 1: Oct 18 and 21 conference days
- Quarter 2: Jan 13
- Quarter 3: March 20
- Quarter 4: Mailed home by May 29

**Version Date:** 4/15/2019
DODEA AMERICAS SOUTHEAST DISTRICT IS A 21ST CENTURY LEARNING COMMUNITY
Ms. Debbie Parks

Debbie Parks is the principal of Stowers Elementary School at Fort Benning, GA. Ms. Parks has twenty-four years of classroom teaching experience and 14 years of experience as an administrator. She received a degree in Elementary Education from Asbury University (Wilmore, KY) in 1980 and a Master’s degree in Administrative Leadership from Georgia Southern University (Statesboro, GA) in 1999. During her teaching career, Ms. Parks taught grades 2-5 and language arts, reading, social studies, math, creative writing, journalism, and drama in middle schools in North Carolina, Washington, Arizona, Georgia, and Germany. Her assistant principal experience was at Robinson Barracks ES and Boeblingen EMS in Stuttgart, Germany from 2005-2007. She was promoted to principal in 2007 and served at Wuerzburg EMS in Wuerzburg, Germany. Following the closure of Wuerzburg’s base in 2008, she moved to Garmisch-Partenkirchen, Germany and was the principal at Garmisch EM School from 2008-2012. From 2012-2014, she was the principal at Aukamm ES in Wiesbaden, Germany; and under her leadership, Aukamm ES was named a 2014 National Blue Ribbon School and ranked as the Number 1 Best American Public Elementary School by TheBestSchools.org. In July of 2014, she received a transfer to the larger elementary school in Wiesbaden, Germany - Hainerberg ES, and came to Stowers ES in August of 2015. The Fort Benning community will see high expectations, visibility, positive communication, and active involvement from Ms. Parks. She is a dedicated educator who encourages, motivates, and supports others. Her passion to make a difference in the lives of her students and her staff is a top priority. She personally understands the challenges faced by military families. As a military wife, she has experienced many PCS’s, deployments, and family separations due to TDY’s. These experiences give her a special connection with military kids and their parents. Ms. Parks and her husband Kendall have five adult children: Ashley (35), Hayley (34), Trent (33), Matthew (29), Kaleb (26) two grandchildren, Brooklyn and Will, and two Cavapoo puppies named Louie and Cricket. She enjoys traveling, music, cooking, entertaining, and Georgia football. Go DAWGS!

Dr. Maribeth Henderson

Dr. Maribeth Henderson is the assistant principal of Stowers Elementary School at Ft. Benning, GA. Dr. Henderson has more than 25 years of experience in education. She began her educational career as a kindergarten teacher. Throughout her career, she worked as a reading specialist, a reading/literacy coach, a University Professor and an instructional support specialist (ISS). Dr. Henderson also has worked in Arkansas, Nebraska, Colorado, Texas, China, and Japan.

In addition to her classroom experience, Dr. Henderson served as an assistant professor of Literacy and Early Childhood Education at Stephen F. Austin University in Texas. In 2009, she taught Literature and Composition for the University of the Incarnate Word in China. Dr. Henderson worked as an adjunct professor at the University of Arkansas-Little Rock, Texas State University and the University of Texas-San Antonio. She served multiple terms on the board of the Alamo Reading Association, the San Antonio chapter of the Texas/International
Reading Association and was the state chairperson for the Texas Reading Association in the field of Early Literacy.

Dr. Henderson’s eight-year tenure with the Department of Defense Education Activity (DoDEA) include teaching Sure Start/Pre-Kindergarten and Kindergarten while stationed in Japan. She also worked as a literacy, social studies, and Early Childhood Education ISS at Fort Stewart, Georgia before being promoted to assistant principal.

She holds a Bachelor’s and Master’s of Education from the University of Arkansas- Little Rock. She also received a Doctorate in Instruction and Curriculum Leadership with a dual emphasis in Early Childhood Education and Literacy Education from the University of Memphis. Her post-doctoral work includes certification as a Reading Recovery teacher, training as a Reading Recovery Teacher Leader and certification as a school administrator.

Dr. Henderson is proud of her military heritage. Her late husband and brother-in-law served honorably in the US Army. Her father and step-father served in the US Air Force. Her experiences as a “military brat” raised in a military family and as a military spouse give her the personal insight of knowing first-hand the challenges often faced by military families. She is passionate about making a positive difference in the lives of military-connected students and their families.

Dr. Henderson has one daughter, who is a high school sophomore. Her daughter attended DoDEA schools around the world.

Dr. Henderson and her daughter love to travel, especially internationally.
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.
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.
# Table of Contents

General Information 4

- Interstate Compact on Educational Opportunity for Military Children 4
- Access to School Facilities 4
- Visitors and Volunteers 5

School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas) 5

Enrollment 5

- Student Registration Process 5
- Student Immunization Requirements 6
- Immunization Exemptions 7
- Student Grade-Level Placement 8
- Transcripts/Records Policy/Access to Student Records 9
- English for Speakers of Other Languages (ESOL)/Language Services 9
- Accelerated Withdrawal 9

High School Graduation Information 10

- Graduation Requirements 10
- High School Graduation Course Requirements 10
- Transferring Course Credits to a DoDEA School 12
- Home-school Students 12

Report Card and Grading Information 13

- Grading and Grading System 13
- Progress Reports/Report Cards 15
- Parent-Teacher Conferences 15

Attendance 15

- Student Attendance 15

Assessments 16

- System-wide Assessment Program 16

Special Education 17

- Special Education Services 17
- Disability Accommodations and Nondiscrimination 18
Reporting Abuse, Neglect, Suicide Risk and Threats 18
  Child Abuse and Neglect 18
  Suicide Risk and Threats Towards Others 18
  Suicide Risk 19
  Threats Towards Others 19
System Programs and Services 20
  School Counseling Services 20
  School Psychology Services 20
  School Health Services 21
  Student Illness 22
  Parent Notification 22
  Allergies and Chronic-Acute Conditions 23
  Medication at School 23
  First Aid and Emergency Care 24
Student Rights and Responsibilities 25
  Discrimination-Free Education Programs and Activities 25
  Student Rights and Responsibilities 25
  Scholastic Integrity 26
  Freedom of Religious Expression 26
  Interscholastic Athletics 26
  Student Dress Code 27
  Search and Seizure 28
Student Conduct and Discipline 28
  Discipline 28
  School Bus Behavior 29
  Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct 29
Technology 31
  Computer Access/Internet Policy/Electronic Devices 31
  Role of Social Media 31
Transportation 31
  Student Transportation Services 31
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


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


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)


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


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

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](#)


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

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

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

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

**Immunization Exemptions**


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

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

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

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

DoDEA immunization requirements can be found at: [https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm](https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm)

DoDEA health forms can be found at: [https://www.dodea.edu/StudentServices/Health/healthForms.cfm](https://www.dodea.edu/StudentServices/Health/healthForms.cfm)
Student Grade-Level Placement


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


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


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.
**High School Graduation Information**

**Graduation Requirements**


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

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

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

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

**High School Graduation Course Requirements**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Requirements</th>
<th>Standard Diploma</th>
<th>Honors Diploma</th>
</tr>
</thead>
</table>
| **English Language Arts** | 1.0 credit (ELA 9)  
1.0 credit (ELA 10)  
1.0 credit (ELA 11)  
1.0 credit (ELA 12) | 4.0 credits      | 4.0 credits     |
| **Social Studies** | 1.0 credit (World History 9 or 10; or Honors  
World History 9 or 10, aka Global Studies)  
1.0 credit (U. S. History)  
0.5 credit (U. S. Government)  
0.5 credit (Social Studies elective) | 3.0 credits      | 3.0 credits     |
| **Mathematics** | 1.0 credit (Algebra)  
1.0 (Geometry)  
1.0 credit (Math course code 400 or above) | 4.0 credits      | 4.0 credits     |
<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>• 1.0 credit (Algebra II or identified equivalent course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1.0 credit (Biology)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>• 1.0 credit (Chemistry or Physics)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1.0 credit (Science elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>• 2.0 credits (World Language [WL] course)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Note: Credits must be in the same WL course.</td>
<td></td>
</tr>
<tr>
<td>Career Technical Education (CTE)</td>
<td>• 1.5 credits (CTE course offering)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Computer Technology CTE course)</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>• 0.5 credit (Lifetime Sports)</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Personal Fitness)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Activity &amp; Nutrition or equivalent PE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>• 1.0 credit (course in visual arts, music, theater, and/or humanities)</td>
<td>1.0</td>
</tr>
<tr>
<td>Health Education</td>
<td>• 0.5 credit (Health Education course offering)</td>
<td>0.5</td>
</tr>
<tr>
<td>Honors Diploma</td>
<td>• 0.5 credit in Economic Literacy in CTE, Social Studies, Science &amp; Mathematics</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td>26.0</td>
</tr>
<tr>
<td>Minimum Total Credits</td>
<td></td>
<td>26.0</td>
</tr>
<tr>
<td>Required Courses</td>
<td>21.0 credits</td>
<td>21.5 credits</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>5.0 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>AP and/or IB Courses and Requisite Exams</td>
<td>–</td>
<td>4 courses</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>2.0 GPA</td>
<td>3.8 GPA</td>
</tr>
</tbody>
</table>

*AP and/or IB courses may be used to meet DoDEA requirements.

In Bahrain only, an IB diploma is awarded upon completion of the established requirements for the IB diploma. Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

**Transferring Course Credits to a DoDEA School**


DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Enclosure 3, Section 10, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

**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. Any student, including eligible DoD dependent home-school students, who has not met
the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor participate (walk) in a DoDEA commencement ceremony.

Report Card and Grading Information

Grading and Grading System

Policy Reference: DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unweighted Standard Scale</th>
<th>Weighted Advanced Placement (with AP exam)</th>
</tr>
</thead>
</table>

13
For grades K–3, achievement codes rather than letter grades will be used.

<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americas Region</td>
<td>E</td>
<td>Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>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.</td>
</tr>
<tr>
<td>Europe and Pacific Regions</td>
<td>CD</td>
<td>Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.</td>
</tr>
</tbody>
</table>
**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


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


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 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 suspension 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 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


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 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

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.
Technology

Computer Access/Internet Policy/Electronic Devices


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 out 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. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

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

**School 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.