

PARENT AND STUDENT HANDBOOK  
SCHOOL YEAR 2020-2021

# VAN VOORHIS ELEMENTARY SCHOOL

120 Folger Street  
Fort Knox, Kentucky 40121

## HOME OF THE LIONS

Department of Defense Education Activity (DoDEA)  
Americas Southeast District

“Educate, Engage and Empower each Student to  
Succeed in a Dynamic World.”



Office Hours: Monday-Friday 7:00 AM - 4:00 PM



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## CHAIN OF COMMAND

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### **DoDEA Director**

Department of Defense Education Activity  
4800 Mark Center Drive  
Alexandria, VA 22350-1400

### **DoDEA Americas Southeast Superintendent**

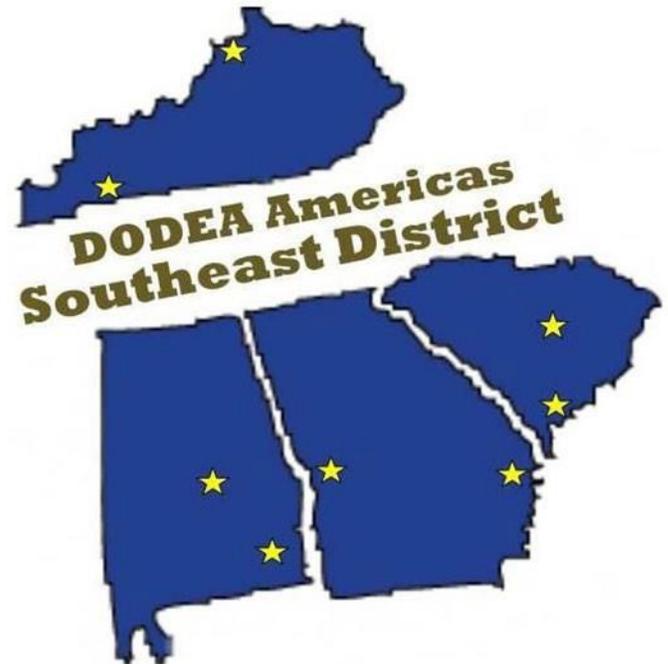
5701 Santa Fe Rd. Bldg. 11800  
Fort Benning, GA 31905 Phone # 706 545-7276  
Fax # 706 545-8227

### **DoDEA Americas Southeast Community Superintendent**

84 Texas Avenue  
Fort Campbell, KY 42223  
Phone # 270-439-1927

### **School Principal**

120 Folger St  
Fort Knox, KY 40121 Phone # 502-624-5854  
Fax # 502-624-7267



## **Department of Defense Education Activity (DoDEA)-Americas**

**dodea americas**  
SOUTHEAST DISTRICT

**DoDEA Mission:** Educate, Engage, and Empower Each Student to Succeed in a Dynamic World.

**DoDEA Vision:** Excellence in Education for Every Student, Every Day, Every Where.

### **AMERICAS SOUTHEAST DISTRICT SUPERINTENDENT'S OFFICE**

**5701 Santa Fe Rd Bldg. 11800, Fort Benning, GA 31905**

**Phone: (706) 545-7276 Fax: (706) 545-8227**

## ***Mr. Thomas M. Brady***

### **Director of the Department of Defense Education Activity (DoDEA)**



Mr. Thomas M. Brady is the Director of the Department of Defense Education Activity (DoDEA). Mr. Brady became the Director on March 12, 2014. As DoDEA's Director, Mr. Brady has oversight of all Defense Department K-12 schools, both state-side and overseas. DoDEA operates 166 schools in 8 districts, serving more than 73,000 students.

Mr. Brady has extensive experience as an educational leader, most recently as a former Superintendent of Providence (RI) Public Schools. Prior to his leadership of Providence Public Schools, he was the Chief Executive Officer for the School District of Philadelphia, and Chief Operating Officer for the District of Columbia Public Schools and Fairfax County Public Schools.

Under Mr. Brady's leadership of Providence Public Schools, the largest district in Rhode Island serving more than 24,000 students in 45 schools, student achievement and proficiency improved in mathematics, science, and reading. He also introduced a new district-wide math and science curricula; opened two new schools; created a comprehensive reform plan for the city's most under-performing schools; and revised teacher hiring protocols.

Faced with operational budget deficits in the School District of Philadelphia, the eighth largest school system in the country, serving nearly 200,000 students in more than 260 schools, Mr. Brady initiated and began implementation of strategic and business plans that reduced operating budget shortfalls nearly 90%. As the Chief Operating Officer for the District of Columbia (DC) Public Schools, a system with more than 75,000 students and over 200 schools, he secured more than \$3.1 billion for capital improvements over a ten-year period. He was also instrumental in revamping the DC Public Schools' food and nutrition program.

Serving as the Chief Operating Officer for Fairfax County Public Schools, the 12th largest school system in the United States with more than 180,000 students, Mr. Brady led the school system's human resources, finance, facilities, transportation services, and information technology divisions.

Mr. Brady's commitment to public service is not limited to the education sector. He served as a commissioned officer for 25 years in the United States Army. Highlights of his military career include serving as the Commanding Officer, Fort Belvoir, VA, and a battalion commander at Fort Benning, GA.

Prior to his selection as DoDEA's new director, Mr. Brady was a senior advisor with Alvarez and Marsal's public sector services team where he led the education team in assisting states and local school districts restore fiscal sustainability, budget reform, and operational improvements. He also served as the Chief Operating Officer of GEMS Education.

Mr. Brady earned his Bachelor of Arts degree in Education (Social Sciences) from Niagara University in New York and his Master of Arts degree in Human Resources Management from Pepperdine University in California.

He is a graduate of the U.S. Army War College and a graduate of the Broad Superintendents Academy. Mr. Brady is married to Lisa Brady, a registered nurse for 33 years. They have five children and eight grandchildren. DoDEA schools have played a significant role in Mr. Brady's family. His wife, Lisa, attended DoDEA schools as have all of his children and two of his grandchildren.

## ***Dr. Christy L. Huddleston*** **DoDEA Americas Southeast District Superintendent**

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Dr. Christy Huddleston was named the Georgia/Alabama District Superintendent in 2012 continues 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. She referees articles for the Journal of School Leadership. Her career and research focus has 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***

### **DoDEA Americas Southeast District Chief Of Staff**

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Mr. 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 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.

## ***Mr. Josh Adams*** **Community Superintendent-Kentucky**

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Mr. Adams began his educational career in Oregon in 2000. During his tenure in Oregon, he served as a middle school assistant principal and elementary principal, as well as serving as the district human resources director. He begins his DoDEA career in 2010 in Germany. Mr. Adams served as principal at Landstuhl Elementary/Middle School and Ramstein Middle School until 2016. In 2016, he was selected as a community superintendent for the Europe East District in Kaiserslautern, Germany. As a community superintendent, he served schools across Germany with a primary focus on school communities in Baumholder, Wiesbaden, and the Kaiserslautern Military Community.

Mr. Adams's education includes a bachelor's degree in Political Science from Portland State University in Portland, Oregon, a Juris Doctorate from the University of Oregon, in Eugene, Oregon, and two graduate certifications in

Educational Administration from the University of Oregon.

Mr. Adams and his wife of 27 years have five children. All five of his children have attended DoDEA schools and the four oldest graduated from DoDEA schools.

## ***Mrs. Angelique Johnson*** **School Principal-Van Voorhis Elementary**

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Angelique Johnson began her career in 2001 as an elementary school teacher in Suffolk Public Schools (Suffolk, VA) before joining Charlotte Mecklenburg Schools in 2003 (Charlotte, NC). Her past experience includes positions as an elementary and middle school teacher, teacher mentor, department chair, continuous school improvement chairperson, and assistant principal.

In 2011, Mrs. Johnson joined DoDEA as a middle school Instructional Support at Shughart Middle School, Fort Bragg NC. In 2013, Mrs. Johnson served as Assistant Principal at Barkley Elementary, Fort Campbell, KY, and Van Voorhis Elementary School. She was promoted to Principal in August of 2015. Under her leadership as Principal, Van Voorhis was recognized as one of three Department of Defense Education Activity (DoDEA) schools named 2016 U.S. Department of Education Green Ribbon Schools.

Mrs. Johnson serves as the principal of Van Voorhis Elementary School in the Americas Southeast District. She has a passion for education and serving our military families and community. “I believe in building and maintaining strong community-school partnerships that involve all stakeholders in the learning process,” she said. “I envision school as a place where students have fun learning, teachers are excited about teaching, parents are involved, and where everyone is committed to educational excellence.”

Mrs. Johnson is a military brat who grew up in the state of Virginia. She received her bachelor’s degree from Old Dominion University, (Norfolk, Va.) and later earned her Master’s Degree in Educational Leadership from Wingate University. (Wingate, NC).

Mrs. Johnson currently resides in Elizabethtown, KY and has two children and two grandchildren.

# VAN VOORHIS ELEMENTARY SCHOOL

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## Contact Information

Van Voorhis Elementary School  
120 Folger St. BLDG 5550  
Fort Knox, Kentucky 40121

Phone: 502-624-5854  
Fax: 502-624-7267

## DoDEA Mission Statement

Educate, Engage and Empower Each Student to Succeed in a Dynamic World.

## DoDEA Vision Statement

Excellence in Education for Every Student, Every Day, Everywhere

## Van Voorhis Vision Statement

“Parents, Students, and Staff all working together to ensure All students Must learn.” “WHATEVER IT TAKES”

## School Improvement Goals

### Mathematics:

School SMART Goal(s):

All Students in Grades 3-4 at Van Voorhis Elementary School will increase their achievement in Math on the CCRS Summative Assessment from 43% “Meets and Exceeds” in SY 17-18 to 49% “Meets and Exceeds” in SY 19-20. *\*New SMART Goals will be revised for SY 20-21 pending data.*

### Literacy:

School SMART Goal(s):

- All students in grades K-3 will increase their achievement in Literacy as measured by Benchmark Assessment System (BAS) in “above the standard” or “at the standard” from 73% in SY 17-18 to 76% scoring “above the standards” or “at the standard” in SY 19-20. All students in grades will increase their achievement in Literacy as measured by Scholastic Reading Inventory (SRI) in “advanced” or “proficient” from 72% in SY 17-18 to 75% scoring in “advanced” or “proficient” in SY 19-20. *\*New SMART Goals will be revised for SY 20-21 pending data.*

**Mascot:** Lion

**School Colors:** Blue and White

## Points of Pride

- Staff with a Commitment to Project Based Learning
- Staff highly committed to the education of military connected children



## **DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES**

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

## **ACCREDITATION**

All DoDEA Americas Southeast District schools have met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and are accredited by the North Central Association Commission. AdvancED is committed to the mission to advance excellence in education worldwide through accreditation, research and professional services. AdvancED delivers on that mission by:

- Helping schools maximize student success
- Building the capacity of schools and school systems to pursue excellence through high standards, quality assurance, and continuous improvement
- Bringing together research and resources for student, school, and system improvement
- Providing a quality seal that is meaningful and useful to students and parents as they make decisions about their education

As a part of the accreditation process, we have established a mission statement through input from the students, the staff, the parents, and the community. This Mission Statement is the basis for establishing priorities which aid in decision-making and provides an effective basis for comprehensive and continuous evaluation. To advance the Department of Defense Education Activity (DoDEA) schools to new levels of excellence, a community strategic planning process has created a Strategic Plan with goals, guiding principles, strategies, and performance indicators that require educational excellence for all students.

Each staff member has the qualifications and skills needed to contribute to the school's achievement of the mission statement. Administrators and teachers are certified through DoDEA and other state certification programs which ensure all educators are highly qualified and knowledgeable in their areas of expertise. DoDEA educators maintain content area recertification by taking a minimum of six semester hours of credit every six years.

The ongoing staff development program has the objective of increasing student learning. The school is funded in a manner that meets and exceeds the standards for accreditation to maintain excellence in staff, facilities, and materials needed to meet the needs of the students.

## **ACCELERATED WITHDRAWAL**

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

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the [DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014](#). Accelerated withdrawal will only be considered if the sponsor presents

Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

### ***Interstate Compact on Educational Opportunity for Military Children***

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

The Department of Defense (DoD), in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

### **ACCESS TO SCHOOL FACILITIES**

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

Schools shall allow equal access to school facilities being used for student sponsored non-curriculum related activities, if a school allows any such group access to its 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.

### **ATTENDANCE**

*(e.g., military mission-imposed restrictions of timing of leave) Regulation*

**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:

- Absent up to 25% of the school day = absent one-quarter of the school day.
- Absent between 26%-50% of the school day = absent one-half of the school day.
- Absent 51%-75% of the school day = absent three-quarters of the school day.
- 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:

- Personal illness
- Medical, dental, or mental health appointment
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a relative
- Religious holiday
- Emergency conditions such as fire, flood, or storm
- Unique family circumstances warranting absence and coordinated with school administration (e.g., military mission-imposed restrictions of timing of leave)
- College visits that cannot be scheduled on non-school days
- 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 excused or unexcused absences may trigger the Student Support Team to convene.

### ***How Parents Can Help***

- Schedule medical and dental appointments outside of school hours.
- Schedule vacations during school breaks.
- Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks
- Or other scheduled school breaks.
- When moving, check school calendars to be aware of important school dates
- (Beginning/ending of school year; testing dates, breaks, etc.).

Make it a habit to contact their child's teachers/principals to arrange to pick up missed School work, either in advance if the absence is known, or the same day their child is absent.

### ***Appointments or Illness***

Students will not be released from school on the basis of a telephone call. Parents must sign-out and sign-in their children when taking them to appointments and back to school. When students are sent home because of illness, they are to be accompanied by their parent(s) or authorized guardian/emergency contact.

### ***Procedures for Absence Notification***

Parents are asked to call the front office when they know their child will be absent. The sponsor must provide the front office with a written explanation of each absence when the child returns to school. The sponsor's note, by itself, does not constitute an excused absence.

Parents will be informed of unexcused absences. Students will be required to make up all missed school assignments. Parents are strongly encouraged to work closely with their child's teachers to ensure all class assignments are completed in a timely manner.

### ***Release of Students Policy***

During the school day, students will be released only to a parent or to the person named as the emergency contact on the registration form. The only exceptions will be: (1) a signed note is received from the sponsor designating another adult to pick up the student or (2) a military unit has designated someone to pick up the student when parents and emergency contacts could not be reached.

All telephone calls for changes in going home must be received prior to 2:45 p.m. on regular school days and by 1:45 on the early release day in order to contact the teacher. Please do not pick-up your child early (at the end of the day) unless you have a medical appointment or emergency.

### ***Tardiness***

Students arriving to school late or being dismissed early from school are signed in and out through the front office. The time and reason for being absent from school is noted for accountability. The section below is used to document Tardy and Early Pick-up absences.

### ***Tardy and Early Pickup Policy***

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

Students will be identified present or absent, based upon the following criteria:

- Absent up to 25% of the school day = absent  $\frac{1}{4}$  of the school day
- Absent between 26% to 50% of the school day = absent  $\frac{1}{2}$  of the school day
- Absent between 51% to 75% of the school day = absent  $\frac{3}{4}$  of the school day
- Absent between 76% to 100% of the school day = absent full day

Students arriving at school after the instructional day begins are considered tardy. If you know that your child will be late arriving to school, please make certain that a note is sent explaining why they are tardy. A student who is tardy should report to the office for a late slip before going to his/her classroom. A signed appointment slip from the dentist or doctor may be used in lieu of a note from parents. Parents should come in to the office to sign in their child; or a signed note is requested from parents.

Students who are tardy due to government transportation are excused and will not need to obtain a late slip from the office. A tardy not properly reported by the parent or guardian is unexcused unless

circumstances warrant otherwise. The classroom teacher will report students who are frequently tardy to the administration. Parents may be contacted if it is noted that a student has numerous unexcused tardies.

Students with more than 5 unexcused tardies and/or early dismissals and students with 7 or more unexcused absences, whether excused or unexcused, during a semester will be referred to the Student Support Team (SST) and then to the Command if the problem is not resolved.

## **BEFORE AND AFTER SCHOOL CARE**

Before or after school care should be arranged by the parent with child care providers or a day care center. Students may not enter the building before 8:00 am.

### ***School Hours***

<i>Days of the Week</i>	<i>K – 4<sup>th</sup> Grade</i>	<i>Pre-K a.m.</i>	<i>Pre-K p.m.</i>
Monday, Tuesday, Wednesday and Friday	8:30-3:15	8:30-11:15	12:30-3:15
Thursday	8:30-2:00	8:30-11:15	12:30-2:00

**For safety reasons, students walking or arriving by car to school should not arrive on the school grounds prior to the beginning of the school day.** Students are not supervised prior to the start of school, nor after school is dismissed. Parents are responsible for seeking alternate arrangements for their children before and after school. The school will not be responsible for students’ care before or after school.

## **BOOKS, MATERIALS, AND TECHNOLOGY**

### ***Books on Loan***

Textbooks and or workbooks are furnished without charge. Sponsors are responsible for payment in case of loss or damage to textbooks, musical instruments, workbooks, library books, science equipment, audio-visual equipment, computer equipment, or other school property.

Parents may request to borrow books. The request MUST first go through an administrator for approval. Once the request is approved, supply personnel will prepare the proper documents for the parent’s signature. This document will note the book(s) being checked out from the school. They return date will depend on the request and the books on loan. If the book(s) is/are lost or damaged, parents will be responsible for replacing the book.

### ***Care of Books and Materials***

Textbooks and educational supplies are issued to students for their use. Students are responsible for the proper care and return of these materials. Parents are encouraged to help by placing book covers on the books. Payment for lost or damaged books will be required in the following manner:

- New 100% of cost
- Good 75% of cost
- Fair 50% of cost

Any student who willfully cuts, defaces, or otherwise damages any property, real or personal, may be



suspended from school. Sponsors will be liable for all school damages. Report lost or damaged materials to the supply office within one week of occurrence. Payment is made at the front office by check or money order, made payable to Treasurer of the United States, NOT to the school.

### ***Information Center (Library)***

The purpose of the Information Center is to support the entire school curriculum and to reflect the philosophy, goals, and objectives of the school. The Information Center provides support in intellectual and physical access to information as well as providing students opportunities to expand their world by using various media and technology resources.

### ***Internet Rights and Responsibilities for Students, Staff & Volunteers***

We are pleased to offer students access to the school-wide computer network for the Internet. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards. We believe that the Internet provides invaluable resources to our students.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

Students, staff, and volunteers need to have training and an understanding of Internet use and responsibility before utilizing the Internet. Use of the Internet is a privilege, not a right. Visiting inappropriate sites, or downloading inappropriate files, will result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at school is government property. In accordance with [DoDEA Administrative Instruction 600.1 "Computer Access and Internet Policy"](#) the parents of all students in grades K-12 are required to sign the Student Network Use Agreement whenever a student registers for school. The agreement covers the use of the school LAN, Internet, and electronic mail (email). The signed agreements are maintained at the school in each student's file. Students at school using the Internet will be under the supervision of an Internet trained teacher/information specialist, or volunteer whenever accessing the Internet. The information specialist or teacher determines permission for students to print Internet information.

## **CAMPUS SAFETY**

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

School security is a national concern. Throughout the United States, youth crime and violence threaten to undermine the safety of our students' learning environment. Since the Department of Defense Education Activity Americas (DoDEA Americas) represents a cross-section of Americana, all partners in our community education process must understand and support the principles underlying a safe and secure learning environment as applied to creating a safe school. The underlying principles all relate to student rights to a safe and secure learning environment free from the threat or fear of physical violence; free from drugs, alcohol, weapons and other prohibited items; free from hazing, bullying or intimidation; and free from gang or criminal activity.

The Department of Defense Education Activity (DoDEA) follows guidance for the Department of Defense and also issues instructions and policies concerning our schools. [DoDEA Regulation 2051.1](#),

Disciplinary Rules and Procedures March 23, 2012 outlines student conduct expectations and disciplinary consequences that may be invoked when the conduct of a student poses an immediate threat to his/her safety or the safety of others in the school. These student conduct expectations apply to student conduct that is related to a school activity while on school property; while en route between school and home, to include school buses; during lunch period; during or while going to or coming from all school-sponsored events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities.

Violence, threats of violence, prohibited items, gang or criminal behavior, and bullying or intimidation will not be tolerated. Perpetrating a bomb threat or complicity in the act is grounds for expulsion. Additionally, local military regulations and laws may authorize criminal prosecution for such actions. Therefore, it is incumbent upon all community education partners – students, parents, military leaders, administrators, faculty and staff –to understand the serious nature of actions violating the principle student freedoms and the scope of authority over infractions as outlined in The DoDEA Disciplinary Rules and Procedures. The administration at each school is responsible for the management of student behavior.

## **CIRRICULUM**

### ***Art Program***

The Art Program has four primary goals:

- Create Works Of Art
- Refers to the creating of art work, art vocabulary, skills development and learning about the elements and principles of design.
- Demonstrate Aesthetic Perception
- Focus upon acute awareness, well-developed observation, appreciation and taste, sense of beauty, intuitiveness, insight and comprehension.
- Develop Knowledge Of Art Heritage
- Delineates the expected outcomes of learning about cultures, individual artists, art masterpieces and art careers.
- Utilize Critical Judgment Of The Visual Art
- Refers to the recognition of difference, evaluation, and analysis, comparison, appraisal, discrimination and wisdom in artistic choices.



These goals, through which the learning outcomes of the art program are determined, are aligned with the DoDEA K-12 Visual Arts Standards and the National Standards for Visual Arts Education.

### ***Music Program***

The DoDEA Music Education Program for kindergarten through twelfth grade has four major goals:

- Participate In Various Forms Of Musical Expression
- The experiences of singing, playing, listening, moving to, and creating music lead to an understanding of musical concepts.
- Demonstrate An Understanding Of Musical Concepts



- To translate or articulate the unique language of music, one should be able to use the vocabulary and notation of music.
- Display An Awareness Of The Interrelationship Between Music And Society
- Music is a vital part of any society's heritage. Hearing and performing a variety of diverse music helps one to understand the role music has played and continues to play in the lives of all people.
- Display An Understanding And Appreciation Of Music As An Art Form.
- Music evokes intellectual, aesthetic, emotional, and physical responses. One learns to be sensitive to the power and beauty of music alone and in its interaction with other art forms.

These goals, through which the learning outcomes of the music program are determined, are aligned with the DoDEA K-12 Music Education Standards and the National Standards for Music Education.

### ***Physical Education Program***

The Physical Education Program ensures all K through 5 students are provided the opportunity to participate in a structured physical education program. The DoDEA Physical Education program for kindergarten through fifth grade has three (3) major goals:

- **Personal And Social Development Skills** Students apply responsible personal and social development skills in the Physical Education setting. They learn to perform activities safely, follow the rules of the class and game, as well as display behaviors that are age appropriate and supportive.
- **Motor Skills And Movement Patterns**
- Competency in motor skills and movement patterns is needed to perform a variety of physical activities. The ability to apply movement skills in sequence from simple to more complex will help build a foundation for the other skills to be learned and will assist the student to be successful in future physical activities.
- **Physical Activity And Fitness**
- A physically active lifestyle is essential to maintaining a health-enhancing level of physical fitness. Students participate regularly in activities that develop cardio-respiratory endurance, muscular strength and endurance, and aerobic capacity. These activities enhance and support the acquisition of lifetime skills.



### ***WE ASK THAT THE FOLLOWING GUIDELINES BE FOLLOWED:***

- Wear proper physical education attire, shoes included.
- Have a pair of athletic shoes to be used only for PE.
- Always cooperate with the teacher and other students.
- Be prepared to exercise and have fun.
- If the student cannot participate for one or two days because of illness or injury, the parent/guardian must write a note stating the reason. Students unable to participate in PE for an extended period are required to have a note from a doctor stating the reason for the limitation or exemption from PE and the period of time the student cannot participate.
- Students must drink adequate fluids before PE Class.



- All injuries occurring in Physical Education must be reported immediately to one of the PE teachers, who will decide if the child should go directly to the School Nurse. The PE teacher will inform the class room teacher.

DoDEA provides students opportunities to communicate in multi-lingual and multi-cultural societies through the study of foreign languages. In so doing, the DoDEA Foreign Language Program equips students with necessary global communication tools for life in the 21st Century.

### ***Gifted Education Programs***

The Department of Defense Education Activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. The goal of the DoDEA Gifted Education program is to identify students with high potential and exceptional performance and to offer challenges that match their strengths and needs.

Services are provided because identified students have a documented need for differentiation and challenge in their instructional program. This differentiation provides daily academic challenge and social-emotional support to ensure continued intellectual growth and development. The DoDEA schools determine the most effective methods to meet the needs of students identified for gifted education services. Schools consider individual strengths in matching student to services because each student has a unique profile of strength.

Students who perform or show the potential for performing at remarkably high levels when compared with others of their age, experience, or environment have learning needs which require differentiated learning experiences. Such experiences are those in which the content, strategies, and expectations of student performance have been adjusted to be appropriate for students identified for gifted services.

### ***Read 180***

Read 180 is an intensive reading intervention program designed to meet the needs of struggling readers in grades K-5.

### ***English as a Second Language (ESL)***

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

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

## **CHILD ABUSE AND NEGLECT**

### ***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.

### ***Family Advocacy Program***

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the [DoDEA Administrative Instruction 1356.01](#), “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee’s immediate supervisor.

### ***Suicide Risk***

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>.

### ***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.

### ***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.

### ***Adult-To-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct***

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

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

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

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

The right to be free from other related abusive misconduct includes physical and/or emotional misconduct that does not qualify as sexual assault or sexual harassment, but that is still intended to make a student feel pressured, uncomfortable, physically threatened, in pain, embarrassed, or offended. It also

includes the right to be free from an adult, or another student, trying to exploit their position of authority or influence over a student to force or manipulate them into an inappropriate personal and/or sexual relationship, even if the student does not think it is harmful. DoDEA does not recognize sexual or romantic interactions between any student and a DoDEA employee or volunteer to ever be consensual, even if the student is of the lawful age of consent.

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

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

Students may visit DoDEA’s “Sexual Harassment Awareness and Prevention” webpage to learn more at [www.dodea.edu/sexualHarassment](http://www.dodea.edu/sexualHarassment).

### ***Sexual Harassment***

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

DoDEA remains firmly committed to providing all students with a safe, supportive, and non-discriminatory learning environment. Every child is entitled to feel safe in school and while participating in school-related activities. DoDEA has a responsibility to address all complaints of sexual harassment, which includes addressing its effects and taking steps to prevent further/future behavior. Sexual harassment by or against students will not be tolerated in DoDEA schools.

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

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

- Commenting or teasing someone about their sexuality, body parts, or sexual development.

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

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

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

**Policy Reference:** [DoDEA Administrative Instruction 1433.01 Volume 2, Executive Order 13160 Administration: Discrimination Complaints Processing](#)

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior for complaint process and procedures in [DoDEA Administrative Instruction 1433.01 Volume 2](#).

**CLASSROOM ENVIRONMENT**

***Animal or Pets***

Per DoDEA regulation, before an animal or pet can be brought into the school for any reason (to include bringing in pets when there are no classes in session), the animal or pet owner must first have written approval from the Principal. Animals that could cause injury or harm to any person, WILL NOT be brought to school. The pet owner will provide a copy of the Veterinarian certificate for the Principal and School Nurse prior to bringing the animal or pet into the school. A copy of this certificate must be kept in the classroom at all times and a copy retained by the School Nurse in an animal/pet veterinary clearance file. In addition, a copy will also be kept on file in the school office. Animals are visitors at our school, not residents. If your child has any animal allergies, please notify our School Nurse in the school Health Office.

***Water Bottles***

Students are allowed to use personal water containers (plastic only, please) in classrooms and other instructional areas as appropriate. Staff and administrators have the right and responsibility to check the contents of all water containers. Water bottles should be clearly marked with the student's name and teacher. No food or drinks will be allowed in the hallways, playgrounds, or stage area.

**CLUBS/EXTRACURRICULAR ACTIVITIES**

All after school clubs and activities will normally meet only on days that the school follows a full day schedule, NOT on early release days. There is no extra-curricular activity bus for students who

participate in these activities. Parents whose child frequently rides a bus must make transportation and/or other arrangements for the student to be picked up from school following the activity. Notification of these activities will be published in the parent newsletter along with the day and time of the activity. In addition, due to unforeseen training, meetings, or teacher absences, an activity may be canceled without advanced notice. The sponsoring teacher will endeavor to notify students and parents of the canceled activity if time permits. If the activity is canceled at the last minute, students will be notified through the school intercom system at the end of the instructional day.

Sponsors of clubs and extracurricular activities determine academic and behavioral (disciplinary) requirements that students must meet to participate in school sponsored extracurricular activities or to hold a leadership position in a curriculum-related club, team or student organization.

### **COMPREHENSIVE ASSESSMENT SYSTEM**

**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.

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

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

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

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.

- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

## **DISCIPLINE AND BEHAVIOR MANAGEMENT**

### ***Student Discipline***

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

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

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

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

### ***School Bus Behavior***

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

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

### ***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 the [DoDEA Administrative Instruction 2051.02](#), “Students Rights and Responsibilities,” Enclosure 2 (3,c,1) and Enclosure 2 (5,1). Please refer to your school’s Web site for specific dress code policy.

### ***Grooming and Dress***

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:

- ***Accessories***

No student shall wear sunglasses indoors unless proper medical certification is presented. Sunglasses not medically required may be confiscated. Jewelry should be kept to a minimum. For safety reasons it is strongly recommended that long dangling earrings not be worn to school. Accessories must maintain the spirit and intent of the dress code and must not be distracting to learning.

- ***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.

- ***Coats, Light Jackets, Raincoats***

These items may only to be worn to and from school.

### ***Dress code For Grades Pre-K-4***

The elementary schools maintain a dress code to foster a safe, orderly and professional learning environment for our youth and to align with the DoDEA Vision Statement of “Communities Committed to Success for All Students.” Proper appearance not only makes a good impression to others but also has shown to have a correlation to positive student behavior and increased student achievement. The students represent the United States, our military and Fort Knox and their dress should demonstrate that representation appropriately.

Fort Knox elementary school students take pride in being neatly groomed and fashion-conscious. However, they should always be dressed appropriately for the school environment. Students should wear clothing that is appropriate, durable and comfortable. Clothing that is NOT appropriate includes short skirts, tight shorts (also bike shorts or spandex type) and shirts, blouses or tank tops that expose the stomach or exhibit inappropriate language or images. Students are not allowed to wear caps or hats during school hours unless it is part of a school function. Students are not allowed to wear “hoodies”. Students should wear shoes that are comfortable for walking. Flip flops and house shoes (slippers) are not permitted. Due to the unique environment in each elementary school, parents and sponsors should address specific questions about school attire with the specific building administrator.

The Dress Code is not structured for activities after the school day. However, the administration always expects clothes to be appropriate and properly worn. Each building administrator reserves the right to prohibit a particular item of clothing or accessory if he or she determines that the item presents a safety concern or that the item is materially and substantively disruptive to the learning environment. Each principal has the authority to declare special dress days at his or her discretion and may approve student clothing that exceeds the dress code standards described above (such as suit coats, argyle sweater vests and similar high standard dress items) on a case by case basis. Students wishing to dress in a fashion that they consider to be in excess of the Van Voorhis Elementary School Dress Code standards should consult with a school administrator and get permission for the item/s before wearing them to school.

### ***Student Rights and Responsibilities***

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

In accordance with Enclosure 2 of the [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.

The primary objective of school discipline is to maintain a safe and orderly environment that positively affects academic achievement. Discipline provides an opportunity for students to understand that inappropriate behavior results in appropriate consequences. These consequences are designed to keep the students academically involved. Exclusion from learning opportunities is a final disciplinary option. We believe it is imperative to provide students with feedback for their disruptive behavior and allow for planning to avoid future incidents of behavior.

The school philosophy remains that the teacher is responsible for discipline in the classroom. The focus in the area of student discipline at all levels should always be teaching appropriate behavior and promoting self-discipline. The lowering of a student's grade shall not be used as punishment. Students' grades must reflect achievement in the academic area, not the appropriateness of their behavior. Students shall not be assigned additional academic work as a consequence for inappropriate behavior, nor shall they be excluded from any part of the school program unless permission is granted from the principal.

Acts of misconduct should, if a first offense, be dealt with through admonition and counseling between the student and teacher on an individual basis. If the inappropriate behavior continues, the parents will be informed, and their assistance sought. This may be done through a conference and/or other school resources, such as the school counselor. Should the disruptive behavior continue following the involvement of the parents, the assistance of the principal will be sought. Every student that is referred to the office will have a completed referral form.

The principal may suspend a student based on the seriousness and frequency of the problem. If a student is placed in "In-School Suspension" where space permits, the teacher will provide ample assignments so that the child is able to remain engaged in learning throughout the day. No child should be academically penalized because he/she was placed in "In-School Suspension". Corporal punishment is not an option and will not be administered.

If it is necessary to detain a student after school for disciplinary purposes, contact with the parents will be made so that they may arrange transportation and know the whereabouts of their child. Therefore, the teacher will either phone the parents or send home a slip which explains the date(s) and time(s) that the student will be expected to stay. The parents must sign this slip in order for the student to stay.

DoDEA Americas Southeast District Elementary schools operate with four basic rules:

- Be in the right place at the right time
- Treat people, school property and the environment with respect
- Fulfill the responsibilities of a student

- Behave in a manner that reflects favorably upon your family, school, and country

Each teacher has and enforces a classroom discipline plan. The steps of action are:

- Teacher counsels student
- Teacher and student conference and/or peer mediation\*
- Teacher calls the parent\*
- Student is referred to the counselor
- Teacher and counselor meet to develop behavior interventions; e.g., a behavior plan, 504, SST\*
- Teacher and counselor meet with parents to discuss implementation plan\*
- Administration, teacher & counselor meet with parent and student\*

\*Conferences, detentions, suspensions, or referrals are possible at any time depending on the disruptive behavior.

### ***Prohibited Items***

Some items prohibited at school include, but list is not all inclusive:

- Toys; e.g., Pokemon, Digimon, Yugi-OH, fidget spinners, electronic pets related toys, other cards and games
- Beepers, cell phones or other portable communication devices
- Cassette recorders, radios, CD players, iPods or MP3 players
- Skateboards, scooters, roller blades, roller skates, wheelies or skate shoes
- Stink bombs
- Chewing gum or peanuts
- Cigarette lighters and matches
- Tobacco products; e.g., cigarettes, cigars, pipes, chewing tobacco, smokeless tobacco, snuff
- Firecrackers
- Weapons and/or ammo (real or pretend)
- Laser light pointers

### ***Searches***

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

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

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s desk, locker, storage space, school computer, or other property of the school when there is

reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

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

### ***Student Responsibilities***

Students have the responsibility for being aware of, and respecting the fundamental rights of others, and for participating in the development and observance of all applicable standards of conduct.

### ***Surveillance***

Surveillance equipment is present in the school and on the school buses. Students may be disciplined based on evidence gathered through surveillance equipment.

### ***Weapons at School – DoDEA Policy***

#### **DoDEA HAS ZERO TOLERANCE FOR WEAPONS INFRACTIONS**

- **Inherently Dangerous items: Deadly Weapons**  
Weapons in this category include firearms, knives (over 2" blade), explosives, realistic replica guns, nun-chucks, ninja knives, large chains and/or other dangerous weapons of no reasonable use to the pupil at school or at a school activity.
- **Dangerous/Potentially Dangerous items**  
This category includes items not inherently dangerous, used inappropriately to injure or with intent to injure others or instill fear at school or at a school activity including but not limited to unrealistic replica guns, laser pens, small firecrackers, small pocketknives (less than 3" blades), or other inappropriate items.

**Note:** If the school year ends before the length of the suspension/expulsion, students are eligible for re-admittance to school without serving the full length of the expulsion, unless the act occurs during the last 6 weeks of the semester, in which case, the suspension can extend to the end of the next semester. When firearms are involved, the principal must recommend a full calendar year expulsion.

### ***Corporal Punishment***

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitude of a student.

Corporal punishment is not practiced or condoned in DoDEA schools. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

- **In-School Suspension (where available):** It is designed to keep students in the learning environment; therefore, it will be our first choice when possible. It will depend on the availability of a supervised space within the school.

- **Shadow Suspension:** When appropriate, the principal may choose to assign a “shadow” suspension where a parent spends the suspension time attending school with the student for the entire day. This involves accompanying the student to each class and allows the student not to miss valuable instructional time. It also allows the parent to work collaboratively with the classroom teacher by assisting the child during lessons.
- **Home Suspension:** This is the traditional form of suspension where the student is sent home in the care of his/her sponsors should they be unwilling or unable to participate in the In-School Suspension. A home suspension is an unexcused absence. During the time the student is suspended, he/she may not be present at school or attend any school-sponsored activities. Student work may be made up and graded.

### ***Student Conduct and Disciplinary Action***

DoDEA Americas has developed guidance for updating and standardizing the policy and procedures for disciplinary action for all students enrolled in [DoDEA Regulation 2051.1 \(March 23, 2012\)](#). The following excerpt lists the grounds for discipline including suspension and expulsion. The document in its entirety is 45 pages and is available on the DoDEA website under the [Regulation 2051.1 \(March 23, 2012\)](#) for anyone wishing to review it.

E3.1. General. This enclosure describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this Regulation does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct:

E3.1.1. While on school property.

E3.1.2. While en route between school and home or any school activity.

E3.1.3. While on vehicles owned by the Government or contracted by DoDEA schools for the transport of students.

E3.1.4. During the lunch period on a school day, whether on or off campus.

E3.1.5. During or while going to or from all school-sponsored or school-supervised events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities.

E3.1.6. When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions. For out-of-school actions that involve First Amendment rights, there must be substantial disruption, or the likelihood of a substantial disruption, to the school.

E3.2. School Bus Discipline. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 that are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process

disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See enclosures 6 and 9)

E3.3. Additional Guidance at the School/District Level. In addition to this guidance, individual schools; school districts; or directorates may promulgate student policies/manuals that implement the procedures of this Regulation subject to prior coordination in accordance with subparagraph 5.2.8. of this Regulation.

E3.4. Discipline for Minor or First Offenses. A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat of danger to self or others through the use of written or oral reprimands or notice to the sponsor/parent/guardian, time out, teacher/student/conferences, suspension of school or extracurricular privileges, and by any other teacher intervention deemed by the teacher or principal to be appropriate. Minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. Nothing in this paragraph precludes the imposition of more serious disciplinary actions when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence than contemplated by this paragraph. Grade (score) reduction as a disciplinary action is not an appropriate means of discipline.

E3.5. Grounds for Removal. A student may be disciplined, to include removal from school (i.e., suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct:

E3.5.1. Causing, attempting to cause, or threatening to cause, physical injury to another person; or has threatened to use or has used physical force against any person, including physical force that causes serious bodily injury to a person, as defined by section I365(h)(3) of 18 U.S.C. (reference (k)).

E3.5.2. Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (i)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity. A minimum I-year expulsion is required for the possession of firearms.

E3.5.3. Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages.

E3.5.4. Possessing or using tobacco, or any product containing tobacco or nicotine products; including, but not limited to: cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut.

E3.5.5. Possessing, using, distributing, or the attempted possession; use or distribution of any illegal/controlled substance; as defined in enclosure 2. A mandatory expulsion recommendation is required for a second offense.

E3.5.6. Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.

E3.5.7. Robbing or extorting, or attempting robbery or extortion.

E3.5.8. Damaging or vandalizing school, U.S. Government, contractor, or private property.

E3.5.9. Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.

E3.5.10. Committing any lewd, indecent, or obscene act; or engaging in habitual profanity or vulgarity.

E3.5.11. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This provision includes not only horseplay and other forms of disorderly conduct, but also includes: lying to and/or making false statements to school personnel, and/or the violation of other rules and guidance established for an orderly educational atmosphere.

E3.5.12. Failing to leave the school, the school grounds, the school bus, or otherwise failing to follow the instructions/directions of the principal or staff member in charge after being told to do so; or is otherwise not authorized to be present in such areas (e.g., expelled or removed).

E3.5.13. Gambling in any form.

E3.5.14. Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.

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

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

E3.5.17. Engaging in, or attempting to engage in, acts of arson, making a threat to bomb, burn, or destroy in any manner a school building or school property, or intentionally making a false report of a bomb threat or fire (e.g., making a terrorist or bomb threat, pulling a fire alarm, etc.).

E3.5.18. Forging, cheating, or plagiarizing the work of others. E3.5.19. Possessing or using fireworks or other explosive devices. E3.5.20. Violating attendance regulations or policies (i.e., truancy).

E3.5.21. Violating the terms and conditions of the DoDEA Student Computer and Internet Access Agreement, or by illegal or unauthorized means gain access to the computers, software telecommunications, and related technologies of others; engage in any willful act that causes physical or financial damage or otherwise disrupts information technology, or use a computer or communications device to communicate threatening, harassing, indecent messages; or download obscene or pornographic materials.

E3.5.22. Violating any law, rule, regulation, or policy of the military installation or the school.

E3.5.23. Failing to report or otherwise be complicit in the above-described acts.

E3.6. Notice to Law Enforcement Authorities. The principal of the school shall notify the Installation Commander, or his or her designee for law enforcement or legal affairs, of any acts that may violate local laws or any situations that may pose a threat to the safety or security of the installation.

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

### ***Bully Prevention***

In the wake of school violence throughout the world, it is important to analyze the causes of violence and implement preventive measures to assure that every student and adult will feel secure in the school environment. District Schools implement a system-wide bully prevention program as a part of the Safe Schools and Character Education program.

Bullying has been defined as a means to have power over another and it takes many forms: physical, verbal, and indirect such as gossip and isolation. Bullying leaves long-lasting scars for its victims. Bullies have a higher incidence of antisocial behavior, domestic violence and crime as adults. Society pays a heavy toll for tolerating bullying behavior and bullies.

In the DoDEA Americas Southeast District Schools and community, bullying will not go unchallenged and will not be tolerated. All students, staff members, parents and the community play vital roles to insure our children are not bullied, do not act as bullies, and will not allow others to

bully. Our schools have a moral obligation to provide our students and the school community with the proper information, prevention strategies, and defenses to create a safe, accepting and caring environment for all.

***Southeast District Discipline Matrix of Consequences for grades Pre-K through Grade 5\****

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

The Southeast District is committed to providing families, students, and schools with high quality supports that enable all students to achieve the highest social, emotional and academic outcomes. Safety and security, through the use of behavioral supports, is our highest priority for all children. DODEA Regulation 2051.1 outlines policy and procedures for disciplinary action for all students enrolled in DODEA schools. This matrix offers a list of suggested consequences for behavior infractions. Corrective student actions will be administered with consideration of the whole child and will be on a case by case bases.

*\*this matrix applies to 6<sup>th</sup> grade students when a part of an elementary school*

**Minor Infractions:  
Administrative Table of Consequences for Pre-K thru grade 5**

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

**Major Infractions:  
Administrative Table of Consequences for PreK – 5**

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

<b>Bus Behavior Infractions</b> (See consequences for Bus Infractions page 84)		
<b>Bullying</b> Cyber bullying, physical intimidation, hazing, name calling, cursing out, insulting, gesturing, or verbally abusing any person	<p><b>1<sup>st</sup> Offense</b> Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p><b>2<sup>nd</sup> Offense</b> Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p>***Continual Offences Teacher, Parent and Student Conference. Follow the same progression</p>	<p><b>1<sup>st</sup> Offense</b> Student/administrator call parent. Attendance in pertinent counseling 1-Day lunch detention.</p> <p><b>2<sup>nd</sup> Offense</b> Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 2-Day lunch Detention</p> <p><b>3<sup>rd</sup> Offense</b> Student/administrator call parent. Counselor, teacher and administrator develop individual Behavior Plan. 3-Day Detention Suspension in serious case.</p>
<b>Computer Misuse</b> (Personal email/entry into chat rooms/giving out password or using another person's password, downloading materials without permission, etc.) inappropriate use of school accounts for personal use, etc.		<p><b>1<sup>st</sup> Offense</b> 5- Day loss of technology Teacher contact parents 2-day lunch detention</p> <p><b>2<sup>nd</sup> Offense</b> 10- Day loss of technology Teacher contact parents 3 day lunch detention</p> <p><b>3<sup>rd</sup> Offense</b> 10- Day loss of technology. Admin contacts parent 3 day lunch detention</p>

<p><b><u>Computer Misuse (Cont.)</u></b></p>		<p><b>4<sup>th</sup> Offense</b> 1 Semester loss of technology. Parent admin conference</p> <p><b>5<sup>th</sup> Offense</b> 1 Year loss of technology. Parent admin conference</p>
<p><b><u>Disruptive Behavior</u></b> Any action of behavior, verbal or physical, that significantly interrupts the learning environment</p>	<p><b>1<sup>st</sup> Offense</b> Conference with counselor</p> <p><b>2<sup>nd</sup> Offense</b> Conference with administrator</p> <p><b>3<sup>rd</sup> Offense</b> Complete classwork in alternate location</p> <p><b>4<sup>th</sup> Offense</b> Complete classwork in alternate location Conference with parents</p> <p><b>5<sup>th</sup> Offense</b> Behavior Plan to include diminishing disruptive behavior</p>	
<p><b><u>Drug Possession/ Sale/ paraphernalia/suspicion of use</u></b></p>		<p><b>1<sup>st</sup> Offense</b> **Over 10-Day suspension Expulsion hearing Military Police notice Drug Dog sweep is possible</p>
<p><b><u>Extortion</u></b></p>		<p><b>1<sup>st</sup> Offense</b> 1-Day lunch detention Restitution</p> <p><b>2<sup>nd</sup> Offense</b> 2- Day lunch detention Restitution</p> <p><b>3<sup>rd</sup> Offense</b> 3- Day lunch detention Restitution Conference with parents</p> <p><b>4<sup>th</sup> Offense</b> 1- Day suspension Restitution</p>
<p><b><u>False Fire Alarm / Bomb Threat</u></b> making a false bomb or terrorist threat or pulling a false fire alarm</p>		<p><b>1<sup>st</sup> Offense</b> 3-5 Day suspension Refer to SST</p> <p><b>2<sup>nd</sup> Offense</b> 5-10 Day suspension</p> <p><b>3<sup>rd</sup> Offense</b> Expulsion hearing</p>

<p><b><u>Fight (minor)</u></b>  Contributing to / spreading rumor, instigating a fight.  Failure to report a physical altercation.</p>		<p><b>1<sup>st</sup> Offense</b>  Administration counseling &amp; contact parents or administration assigns peer mediation if available  3-Day lunch detention  <b>2<sup>nd</sup> Offense</b>  5- Day lunch detention  <b>3<sup>rd</sup> Offense</b>  1- Day suspension  <b>4<sup>th</sup> Offense</b>  2- Day suspension  Refer to SST  <b>5<sup>th</sup> Offense</b>  1- Day suspension</p>
<p><b><u>Fighting (mutual combat)</u></b>  hitting another student, contributing to a physical altercation with inappropriate physical contact, mutual combat, etc.</p>		<p><b>1<sup>st</sup> Offense</b>  1- Day suspension  <b>2<sup>nd</sup> Offense</b>  3- Day suspension  Refer to SST  <b>3<sup>rd</sup> Offense</b>  5- Day suspension  <b>4<sup>th</sup> Offense</b>  7- Day suspension  Expulsion hearing  <b>5<sup>th</sup> Offense</b>  Expulsion hearing</p>
<p><b><u>Forgery of signatures or initials</u></b></p>		<p><b>1<sup>st</sup> Offense</b>  Administration counseling &amp; contact parents or administration assigns peer mediation if available  2-Day detention  <b>2<sup>nd</sup> Offense</b>  3-Day lunch detention  <b>3<sup>rd</sup> Offense</b>  5- Day lunch detention  <b>4<sup>th</sup> Offense</b>  1- Day suspension Refer to SST</p>

<p align="center"><b><u>Gambling</u></b></p>		<p align="center"><b>1<sup>st</sup> Offense</b> Administration counseling Or administration assigns peer mediation if available 2-Day detention <b>2<sup>nd</sup> Offense</b> 2-Day detention <b>3<sup>rd</sup> Offense</b> 3-Day detention <b>4<sup>th</sup> Offense</b> 5-Day detention <b>5<sup>th</sup> Offense</b> Behavior improvement training and make up missing assignments Refer to SST</p>
<p align="center"><b><u>Gang Behavior</u></b> Serious/legitimate (threats/hostile behavior made with hand signals, symbols, colors, language, etc.)</p>		
<p align="center"><b><u>Harassment (Sexual)</u></b> <b>sexual/sexually offensive behavior</b> (lewd and obscene actions to include unwanted, inappropriate touching, propositions, sexual slurs, degrading sexual description, threats, verbal abuse, and other minor sexually inappropriate actions.</p>		<p align="center"><b>1<sup>st</sup> Offense</b> Administration counseling &amp; contact parents or administration assigns peer mediation if available 3-Day detention <b>2<sup>nd</sup> Offense</b> 5-Day detention <b>3<sup>rd</sup> Offense</b> 1- Day suspension <b>4<sup>th</sup> Offense</b> 3- Day suspension Refer to SST <b>5<sup>th</sup> Offense</b> 5- Day suspension</p>
<p align="center"><b><u>Hitting</u></b> Pushing, slapping, grabbing, and scuffling Other( to be determined at the discretion of administration)</p>	<p align="center"><b>1<sup>st</sup> Offense</b> If behavior happens in the classroom- Student / administrator call parent. Peer mediation is used if available. If at recess-student sits out. Behavior reported to classroom teacher for counseling. Student/administrator call parent and peer mediation is used if available. <b>2<sup>nd</sup> Offense</b> Student/administrator call parent 2- Day lunch detention Peer mediation if available</p>	

<p><b><u>Hitting (Cont.)</u></b></p>	<p><b>3<sup>rd</sup> Offense</b>  Student/administrator call parent  Attendance in pertinent counseling  Refer to SST  3-Day lunch detention  <b>4<sup>th</sup> Offense</b>  Student/administrator call parent  Counselor, teacher and  administrator develop individual  behavior plan.  5-Day lunch detention  <b>5<sup>th</sup> Offense</b>  Student/administrator call parent  Counselor, administrator and parent  reexamine behavior plan 1-Day  suspension</p>	
<p><b><u>Insubordination (minor)</u></b>  Adamant refusal to comply  with staffs directive.</p>	<p><b>1<sup>st</sup> Offense</b>  If behavior happens in the  classroom- warning, peer mediation  student./ administrator call parent    <b>2<sup>nd</sup> Offense</b>  Student/Administrator call parent    <b>3<sup>rd</sup> Offense</b>  Student/Administrator call parent    <b>4<sup>th</sup> Offense</b>  Student/Administrator  call parent  Counselor/ teacher develop  Individual Behavior Plan</p>	<p><b>1<sup>st</sup> Offense</b>  Administration Counseling or administration  assigns peer mediation if available  1-Day lunch detention  <b>2<sup>nd</sup> Offense</b>  3-Day lunch detention  <b>3<sup>rd</sup> Offense</b>  5-Day lunch detention  Behavior plan developed  <b>4<sup>th</sup> Offense</b>  1-Day suspension  Behavior improvement training and make up  missing assignments Refer to SST</p>
<p><b><u>Leaving/Skipping Campus without permission</u></b></p>		<p><b>1<sup>st</sup> Offense</b>  Administration counseling  Or administration assigns peer mediation if  available  2- Day lunch detention  <b>2<sup>nd</sup> Offense</b>  5-Day lunch detention  <b>3<sup>rd</sup> Offense</b>  1- Day suspension  <b>4<sup>th</sup> Offense</b>  1- Day suspension  Refer to SST</p>
<p><b><u>Lying</u></b>  regarding official school  matters</p>		<p><b>1<sup>st</sup> Offense</b>  Parent contacted &amp;  1- Day lunch detention</p>

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

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

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

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

## **EDUCATION STUDENT SERVICES**

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

### ***Counseling***

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

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

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

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. 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***

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

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

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

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

## **EMERGENCY PROCEDURES**

### ***Civil Disturbances and Acts of Terrorism***

These are politically driven acts of violence. The chances of a civil disturbance or terrorist act occurring in or around the school are very low. Should a civil disturbance or act of terrorism occur at the school, the following actions will be taken:

- The school administrator will be notified immediately.
- A school administrator will notify the Security Police or designated base Command Post.
- The school will follow all procedures and instructions of the Command Post. Administrators will coordinate the implementation of the DoD Force Protection Condition (FPCON) System measures with local security officials or base commanders to ensure the measures are appropriate with the measures contained in the base FPCON plan. A list of the FPCON conditions is listed in DoDEA Reg. 4700.1, Enclosure 3.

### ***Crisis Information Webpage***

DoDEA has established a Crisis Information Web page to help families, educators, and community members understand how to best meet the needs of DoDEA students, staff, and community members in the event of a crisis. The website provides current information for families and educators about school crisis management policies and procedures and makes available useful resources to help children and adults cope with the stress and anxiety associated with traumatic incidents. Please visit the [Crisis Management Toolkit](#) webpage for more information.

### ***Emergency Evacuation***

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.

### ***Emergency School Closure***

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, through AtHOC Mass Notification System, through the base command units, and the [Fort Knox](#) home page.

The AtHOC Mass Notification 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.

### ***Fire Drill Evacuation Plan***

Fire drills are conducted once each week during the first four weeks of school, and once each month thereafter. A fire evacuation plan is posted in each classroom. All students receive specific instruction and participate in the scheduled fire evacuation drills.

### ***Fire Alarm Pull Switches***

If a student intentionally pulls a fire alarm switch, they are subject to a probable suspension from school. The student will be reported to the military Fire Department and parents will be notified immediately. Pulling of the switches will not be tolerated and disciplinary action will be taken.

### ***Severe Weather***

The tornado season may spawn many severe storms that may affect the military community. It is essential that parents are aware of the local warning system at all times. School attendance may be modified based on storm conditions.



School will be dismissed when the Commander deems it a necessity. Updated information is regularly broadcast on local TV channels and/or local radio stations.

## **ELIGIBILITY AND ENROLLMENT**

### ***Registration Process***

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

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

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

The following documents are necessary to complete the registration process:

- Proof of age (Government Issued)
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty and dependent status
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence e.g. lease agreement.

Please visit the [DoDEA enrollment page](#) or call the school Registrar for more information on eligibility, enrollment/re-registration or to update your student’s information.

### ***Age Requirements***

To register to attend a DoDEA School, the following age requirements must be met.

A child must be:

- Four years old by September 1 to attend pre-kindergarten or Sure Start.
- Five years old by September 1 to enroll in kindergarten.
- Six years old by September 1 to attend first grade.

### ***Immunization Requirements***

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

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

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

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

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

### ***Immunization Exemptions***

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

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

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

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

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

DoDEA immunization requirements can be found at:

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

DoDEA health forms can be found at:

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

## **FOOD SERVICES**

We serve a nutritious USDA compliant hot lunch in our school cafeteria.

### ***Free and Reduced Lunch***

Parents interested in applying for free or reduced lunches may pick up an application at the Food Services Office located at 128 McCracken St. or apply online at [www.lunchapplication.com](http://www.lunchapplication.com). Families are required to reapply each year. Until students are approved for free or reduced lunches, they must either pay full price for lunches or bring a lunch from home. Please see the school Registrar for an application and more information.

Please notify the Child Nutrition Program if you have a child beginning school this year whose sibling was in the Free/Reduced Lunch Program last year. Free/Reduced Lunch Applications for those children who were in the system last year must be renewed each year within the first thirty (30) operating days of the school year.

### ***Menus***

Menus are distributed to students once a month and are published on the school website.

### ***Food Allergies***

Students who have documented food allergies must provide a doctor's statement indicating the nature of the food allergy and what substitutions are to be provided.

### ***Outstanding Lunchroom Balances and Charges***

A new procedure for handling outstanding lunchroom charges has been adopted by the District to ensure that sponsors are informed of the status of their child's lunch account as well as to enable the District to collect these balances in a timely manner. The procedure is as follows:

- Low balance letters will be sent out once a week when full price students reach a balance of \$7.00 and below, and reduced-price students reach a balance of \$2.00 and below.
- If a student charges 2 meals, an attempt to contact the sponsor will be made by telephone. If the sponsor cannot be contacted after three attempts, a letter will be mailed requesting that the outstanding charges be paid. If the balance is not paid within ten (10) working days, the assistance of the superintendent and the sponsor's military commander may be sought.
- Parents may call for an account balance at any time. Money may be sent with the student in an envelope marked with the student's name and teacher, or parents may come to the cafeteria to make payments. **Please Do NOT come to make a payment during serving hours.**
- To better monitor your child's balance, please inform the cashier/manager if you do not want your child to purchase ala carte items with money in their account. Milk sold separately is considered ala carte. If the child does not bring a drink and doesn't have money in his/her account, a cup is given for water from the drinking fountain.
- Student should not borrow money or lunch from another student. They should not use another student's PIN number or charge lunch on another student's account.

### ***Cafeteria Services***

Cafeterias operate in all Fort Knox Schools and serve nutritious breakfasts and lunches. Daily menus are online on the [Van Voorhis Elementary School](http://www.vanvoorhis.com) website under [Food Services](#).

### ***Breakfast and Lunch Prices***

Breakfast Daily (1 meal) \$ .30  
Breakfast Daily (1 meal) \$1.75

Reduced Lunch Daily (1 meal) \$ .40 Full Price  
Full Price Lunch Daily (1 meal) \$2.85

### ***Food and Nutrition Services Meal Account***

For each student, the Food and Nutrition Services Office creates a meal account. Parents have the responsibility to ensure adequate funds are available in the meal accounts at all times to avoid negative balances. Meal account payments are taken daily in the cafeteria between the hours of 8:45-10:45 a.m. Checks are no longer accepted as payment for meal accounts. In the event your child brings the cash payment to school, please place it in an envelope with your child's first and last name and teacher's name on the envelope. For those parents interested in making payments by credit card, internet website [www.K12paymentcenter.com](http://www.K12paymentcenter.com) provides access to a 45-day history of what students are buying for breakfast and lunch. For more information parents may go to the website to register or contact Food Services at (502) 624-2229 or (502) 624-7912.

### ***Delinquent Meal Accounts***

Reminder notices are run every Tuesday and given to the teachers for distribution to the students. When an account reaches seven charged meals, a courtesy letter is mailed to the sponsor for prompt action. The letter will contain a date by which the account must be brought into a positive balance. If the request for payment goes unheeded a Wage Garnishment by DD Form 139 will automatically be processed through the Military Pay Center. At that time an additional \$50.00 processing fee is added to what is owed on the account.

**Note:** No student will be deprived of a meal at school regardless of lunch account balance. However, we encourage families to keep lunch account balances current. The food service director has been authorized to dock military pay for negligent accounts.

### ***Free or Reduced Priced Meals Application***

Families are encouraged to complete an application for free or reduced priced meals. A new application is required for each school year. Only one application is required per family. Applications are available at the Nutrition Office located at 128 McCracken St. or may be completed online at [www.lunchapplication.com](http://www.lunchapplication.com) .

### ***Sack Lunches for Field Trips***

Please, be advised that sack lunches are available from the cafeteria for field trips. Student meal accounts may be used for payment. Any unused portion of a meal account will be refunded upon transfer at any time during the school year.

### ***Lunch from Home***

Please insure that the lunch:

- Contains a variety of nutritious foods.
- Does not require the use of the microwave or refrigerator.
- Does not contain carbonated drinks.
- Is NOT packed in an unsafe food container.



- We discourage bringing fast food from local restaurants into school cafeterias.

### ***Parties And Parent's Lunch at School***

All children eat at school whether they buy or bring their lunch. If you wish to eat lunch with your child on special occasions, please make reservations with the cafeteria cashier. No outside food should be brought to school.

Due to allergies, a focus on nutrition, and maximizing instructional time, the DoDEA Americas Southeast District wants to limit bringing in "birthday treats" to share. Contact your child's classroom teacher for acceptable items.

### ***Lunchroom Behavior***

- Use good table manners.
- Talk softly.
- Be courteous and respectful to everyone.
- Always walk and watch where you are going.
- Objects, including food, are never to be thrown. All food/drinks are consumed in the cafeteria.
- Remain seated at your table until dismissed.
- Do not share your food and do not ask for food from other students.
- Parents pay for/prepare what they want each student to eat for lunch.

### ***Nutrition Break***

Many teachers schedule a nutrition break during the day. Parents may send fruit, cheese/crackers, 100% juice, and other nutritious snacks with their children for this break. Donuts, candy, chips, soda, etc., are not considered to be nutritious and therefore, is not allowed as a snack or at lunch.

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

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

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

A traditional letter grading system will be used.

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

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

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

### ***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.

Mid-quarter progress reports are distributed as a means of communicating progress for those students at risk of receiving a D or F, at the end of the quarterly marking period. Parents are encouraged to contact their child's teacher at any time during the school year for a conference to discuss progress, questions, or concerns. DoDEA grading policies and procedures are established at the DoDEA headquarters, not at the local level.

It is the responsibility of the teacher, under the supervision of the Principal, to determine the instructional level of students in reading and mathematics. Once these levels are determined, it is also the teacher's responsibility to ensure that all assigned work shall be within the students' instructional level. The assumption is made that if a student is properly placed at his/her instructional level, he/she will be able to successfully complete the required work. If a student's grade(s) are a D, at or after midterm, the classroom teacher must notify the parent/guardian of the drop in grades and discuss a plan for improvement.

### ***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 the school for details regarding scheduling. DoDEA encourages all communication to take place through official school email accounts.

## **HEALTH SERVICES**

### ***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.

The school nurse shall take the following measures:

- Ensure appropriate care of students concerning necessary medical attention
- Contact sponsors and/or family members concerning a student's medical concern;
- Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.
- All measures taken will be documented.



**Emergency contacts and phone numbers MUST be up to date in case your child becomes ill during the school day.**

### ***Height/Weight/Vision/Hearing Screenings***

The School Nurse is responsible for the following areas:

- Screening for visual, hearing, scoliosis, and other physical problems with appropriate referrals and follow-up. Information from these screenings is confidential, available only to parents and authorized DoDEA personnel.
- Maintenance of appropriate current and cumulative health records on each child's health record.
- Facilities, personnel and other provisions for first aid, rest, emergency care, and recuperation when minor injuries or illness occur.
- Policies for the prevention and control of communicable disease (The Nurse must clear students after having a communicable disease before reentering school).

The school Nurse is not in a position to diagnosis your child's health concerns, to prescribe medication, or to offer a prognosis. Please allow your family's primary care physician to make all decisions regarding the health of your child.

### ***Student Illness***

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

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).

- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if:
  - A. He/she looks or acts ill;
  - B. He/she has diarrhea with temperature elevation of 100°F or greater;
  - C. He/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash without fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye and thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated.  
*Note:* Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.
- *Note:* Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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.

Please visit the [DoDEA Student Health Services](#) or [When To Keep A Sick Student Home](#) for further instruction based on your situation or discuss with an administrator at your student's school.

### ***Parent Notification/ Incident Reporting/Accident-Injury***

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



### ***Medication***

For the protection of your child and school staff, we must adhere to DoDEA standards of safety measures regarding the administration of medication.

Medication may NOT be transported to or from school by a student. This includes Tylenol, aspirin, and cough drops. A parent needs to bring the medication directly to the nurses' office.

### ***Administering Medication***

We encourage parents to administer necessary medications to their children at home if possible. 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 physician, stating the name of the student, the medication, the dosage, and current date. Prior to administering the medication, the physician and parent must complete and sign a medication permission form. This form, with signatures of both the physician and the parent, must also be on file before administering routine over-the-counter medications (such as Tylenol, cough medicine, cough drops, etc.) to students.

The School Nurse may train unlicensed personnel to give medications in his or her absence. Designated unlicensed personnel must demonstrate competency in administering prescription drugs before assisting students with medication. In-service training shall include instruction in the safe administration of medication. Medications given at school must be documented either on an individual log or in an adopted computerized student health management system. Written documentation must include time, dose, route, and signature of the nurse or person administering the medication. Best practice includes an individual log for each medication and each dosage time.

### ***Standing Prescription Orders***

Standing prescription orders are written by a physician and apply only to students for which the order may be applicable. It is not necessary for the physician to have previously examined the student. Due to the complexity and joint service provision of health care services to the DoDEA organization, it is not feasible to provide universal standing orders for DoDEA School Nurses worldwide. Individual specific standing orders should be obtained for children with long-term illnesses that require treatment at school. Standing orders must be renewed annually.

### ***Storage of Medication***

Medications must be kept in a locked cabinet at school, with the exception of asthma medication. Students diagnosed with asthma must have doctor and parental permission to carry their medication as well as a signed statement taking responsibility for the proper use of the medication.

### ***Minor Injuries***

Injuries requiring minor first-aid treatment such as scrapes, cuts, minor burns, and insect stings will be managed at the school level by one of our Registered Nurses or other appropriate school personnel.

### ***Serious Injuries***

In the case of serious injury or illness the following procedure will be followed: The sponsor and/or spouse will be contacted immediately. In the event contact with the parent is not possible, the EMERGENCY CONTACT person will be called. **PLEASE MAKE SURE YOUR EMERGENCY CONTACT INFORMATION IS CURRENT AND CORRECT.** A 911 call will be initiated when the administrator or School Nurse determines the nature of the illness or injury requires emergency medical attention.

### ***Immunizations***

Students who enroll in DoDEA schools are required to meet specific immunization requirements. Official proof of immunization must be provided to school officials at the time of initial registration and upon request of school officials to verify immunization compliance i.e., copy of child's immunization/shot record. Please also see the Immunizations section under Student Enrollment. As of July 2010, DoDEA aligned with the immunization guidance prescribed by the Interstate Compact on Educational Opportunity for Military Children. As a result, provision has been made for



There are wall mounted, Powerheart AED Defibrillators located at each school. The AED is accessible to all school personnel and the general public traversing this area of the building. Once the case is opened, audible instructions are given for the use of this device.

students transferring to a new location allowing up to 30 calendar-days after enrollment to obtain any immunization(s) required by the receiving state. For a series of immunizations, initial vaccination must be obtained within 30 days of initial enrollment.

### ***Student Health -Allergies and Chronic-Acute Conditions***

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

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

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

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

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

### ***Medication at School***

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 to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will:

- make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary,
- arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

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

**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.

### ***Emergency Notification Procedures***

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

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance in accordance with Section 6 of the [DoDEA Regulation 2720.01 “First Aid and Emergency Care,” September 8, 2003](#). If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

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

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

### ***Medical Care for Overseas Non-DoD Dependents***

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

## **HOMEBOUND INSTRUCTION**

Matriculated students unable to attend classes due to a short-term medically related convalescence (less than 3 months) may be able to receive the services of a home teacher for a short time each day. If you find your child in this situation, contact the schools’ principal or the guidance counselor for more detailed information.

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

## **HOMEWORK**

Homework is one means of developing the necessary skills of independent study and learning for present and future use. Homework promotes organizational skills and a sense of responsibility. It is also an opportunity for parents to become actively involved in their child's learning and for each child to reach his/her full potential. Through homework, students are given the opportunity to complete additional practice and application to strengthen skills; to expand and/or enrich regular class work; to complete work started in class; to make up work due to absence.

Teachers may assign homework as determined necessary to enhance student learning that is taking place in the classroom. Each child works at his/her own pace, so the amount of time needed to complete specific assignments may vary. The types of homework may vary to enable the student to have experience/practice in reading, writing, computational skills, and other subject areas during a given week. Frequency and length of assignments will be grade appropriate. At a very minimum, a child should read or be read to 15-20 minutes nightly.



Some teachers follow these general guidelines when assigning homework:

- 1<sup>st</sup> grade: 10 – 15 minutes per night
- 2<sup>nd</sup> grade: 20 – 30 minutes per night
- 3<sup>rd</sup> grade: 30 – 40 minutes per night
- 4<sup>th</sup> grade: 40 – 50 minutes per night

Please do not make the issue of homework a battlefield; if your child is working consistently longer than these times, contact the teacher for assistance.

Students are responsible for:

- Ensuring that they understand the homework assignment.
- Take home all books and materials needed to do the assignment.
- Complete the homework in the assigned format and turn it in when it is due.
- Participate actively and cooperatively in the evaluation of their homework when appropriate.

Parents are encouraged to provide an environment which fosters the development of life-long learning skills. This includes:

- A quiet place to work. Necessary materials. A regular study time.
- Review the student planner.
- Encouragement and praise.

## **ID CARDS**

Per our regulations, all visitors to the school must present their ID card at the front office and sign-in to the school.

## **IN-SERVICE / STAFF DEVELOPMENT DAYS / EARLY RELEASE**

Teaching is a dynamic profession; therefore, teachers need to constantly receive in-service training to ensure that they are current and on the cutting edge of what is happening in the field of education.

DoDEA incorporates in-service and staff development days throughout the school year. These days are over and above the 180 instructional days in the school calendar. Training may be scheduled for a full day or on Early Release days. This time will give the teachers a block of time to meet and work on school improvement goals and other staff development training. Parents are always welcome and invited to attend these staff development/in-service training sessions. These dates are noted on the school calendar as soon as planned and throughout the year in our school newsletters. At various times throughout the year, additional staff development/in-service days may be scheduled. We will notify parents of these dates as they are announced through our school newsletter.

### **LOST AND FOUND**

All articles found at school are to be turned to the office, or the classroom Teacher. Items, such as jewelry or money, must be turned into the school office to be claimed. Unclaimed articles will be donated to charity, after a reasonable amount of time. Students may check the lost and found area in the office for lunch boxes, articles of clothing, and other items.



### **PARENT ADVOCACY**

Ms. Brenda Weatherington  
CYSS School Liaison Officer  
1384 Chaffee Ave  
Fort Knox KY 40121  
P: 502-624-2305/DSN: 464-2305  
F: 502-624-4094  
C: 270-272-3840  
E: [Brenda.d.weatherington.naf@mail.mil](mailto:Brenda.d.weatherington.naf@mail.mil)  
[www.knoxmwr.com](http://www.knoxmwr.com)

### **PARENTAL INVOLVEMENT**

Research demonstrates that parent involvement is essential for student success. Although you may not become involved in all committees and support organizations in the school, we encourage the following activities for your parental support:

- Join PTO and participate in meetings and activities. Have lunch at school with your child regularly.
- Volunteer in your child's classroom.
- Establish a daily study time at home (even when there's no homework).
- Join the faculty on the first Wednesday of the month for our School Improvement Leadership Team meetings
- Keep informed of school events and activities by reading the School newsletter and your child's classroom newsletter.
- Communicate frequently with your child's teacher. Prepare for and participate in parent-teacher conferences.
- Ensure your child has a well-balanced breakfast and comes to school with completed homework, lunch money and school supplies.

## **PARENT-TEACHER CONFERENCES**

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

## **PTO (PARENT TEACHER ORGANIZATION)**

The PTO is an organization of parents and teachers, works for a better school environment by providing both financial and volunteer support for our school programs. The PTO sponsors a variety of activities such as book fairs, school pictures, monthly birthday celebrations for all children, the sale of school t-shirts and many other events. The PTO consists of the following positions: President, Vice President, Secretary, and Treasurer. In addition, there are several committee coordinator positions that vary by the school PTO such as volunteer, spirit week, membership and box tops. If you are interested in volunteering, serving on the executive board, or being a committee coordinator, please contact the PTO.

### ***PTO Objectives***

The PTO is a non-profit, non-partisan, and non-sectarian organization. It cooperates with the school to support the improvement of education in ways that will not interfere with the education of students or the mission of the school and does not seek to control school policies.

### ***Specific Objectives Include:***

- Providing a medium for exchange of information among parents, teachers, and other interested groups. Encouraging and developing programs and activities, which serve to enhance the quality of student education.
- Identifying and promoting opportunities for students to secure the highest advantage in their academic, physical, and social growth.
- Encouraging and maintaining a working dialogue between members, the local educational school system, the local government, and the community at-large on matters affecting the general welfare and education of students. Membership is open to all parents and legal guardians of students attending the school as well as school staff. Contact the school for membership information.

### ***Volunteers***

We appreciate your desire to volunteer to support children and our school. We know that you are a valuable resource in school success. In our ability to manage a volunteer program, please know that the program design is best implemented when all volunteers follow the guidance and needs of the school. Again, we appreciate your support.

### ***Updated Information***

Packets for volunteering are available at each school and on the Van Voorhis Elementary School website. Volunteer packets should be turned in at the school once completed. September 16, 2019 is the official date schools will begin their volunteer program. All packets should be submitted prior to that date if you plan to start volunteering on September 16, 2019. Please see the Van Voorhis Elementary School website under [PTO/Volunteering](#) for more information.

Volunteering in a classroom or at school should be pre-arranged in advance of the day because teachers must protect the teaching and learning environment and be organized so that volunteer support will be utilized in an effective manner. Volunteers who have not made pre-arrangements will need to do so prior to volunteering.

Volunteers who desire to volunteer on a daily basis should work with the principal to address the needs of the teachers and all classrooms. Volunteers are asked to limit their volunteer service to two hours a day so that more volunteers can be included in serving classrooms/schools.

Thank you for your support and adhering to the guidelines shared.

### ***Classroom Volunteers***

Volunteers are asked to coordinate their volunteer time with the classroom teacher prior to volunteering. Teachers will notify the office when a volunteer has coordinated with he/she to volunteer in the classroom. **Classroom volunteers will be limited to 3 hours per day in the classroom.**

### ***Copier Usage***

Volunteers are not allowed to use the school copiers unless they have completed training. The office will maintain a list of volunteers who complete this training. If you are a volunteer and would like to have training, please inquire about training in the school office.

## **PARENTAL QUESTIONS AND CONCERNS**

Parents who have questions and/or concerns are requested to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures should apply in order as needed:

- Step 1. The parent discusses the matter with the teacher.
- Step 2. The parent and teacher meet with the principal if the matter is not resolved in step 1.
- Step 3. Those matters which cannot be resolved at the school level are referred to the Community Superintendent's Office at 270-439-1927.

These procedures follow the correct chain-of-command/line of authority from teacher to principal to superintendent and focus on resolution at the lowest level. Parents are encouraged to seek immediate resolution of problems. Prompt action can frequently prevent complications and more serious problems later on.

## **PARENT/STUDENT/TEACHER COMMUNICATION**

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

## **PARKING AND STUDENT DROP-OFF / PICK UP POLICY**

### ***New Arrival and Dismissal Procedures***

There are only four approved ways for students to arrive/depart to and from school and these are:

- Walking
- Riding the bus
- SAS transportation

- Car-Rider Pick-up

**Parking in the school parking lot and walking students to class or to pick students up is not an approved means of routine arrival or dismissal.**

All students who are picked up by car must have a car-rider number assigned by the front office and must use the car-rider pick up lane. Car rider numbers can be obtained in the front office anytime between 7:00 AM and 3:00 PM on school days. They will also be available at our “Sneak a Peak.” Please note that dismissal is our busiest time of the day and in order to expedite the process and to maintain a safe, secure and orderly process, transportation changes will not be made after 2:45p.m. on regular days and 1:30pm on Thursdays. Parents arriving after these times will be asked to wait until after the dismissal process has been completed except in the rare case of an extreme emergency. Any such dismissal will need to be approved by administration. Additionally, please note that dropping students off late or picking students up early impacts their daily attendance and counts towards their number of days absent.

***Arrival***

- Morning Drop Off-: All students dropped off by a parent must be dropped off at the front circle area. The traffic flow around the school is clockwise with vehicles exiting toward Folger Street. Staff will be out front to receive students. For safety, we ask that students be seated on the passenger side of the vehicle. This will allow staff to safely remove the students from the vehicle. (Please see two-sided map at the end of this handbook).
- The back parking lot has been designated for **BUSES ONLY**
- Walkers and bike riders will enter through the front doors.

***Dismissal***

Please be prepared to show a government issued ID whenever you pick up your student.

- Parents who are picking up their students should line up in their cars in between the parking spaces beginning with the first row nearest the fence, followed by the middle row and the last row nearest the trees. Staff will be available to direct vehicles through the front circle of the school. Students will be escorted to the passenger side of the vehicle where a staff member will place them in the car. (Please see two-sided map at the end of this handbook).

**POV pick-up in the back parking lot is prohibited.**

***Dismissal for Walkers and Bike Riders***

At this time, bike riders and approved unaccompanied walkers will leave the school through the front doors. All students who live in Oak Park will walk on the sidewalk down the hill and cross Conroy. Bike riders will also need to walk their bikes down the sidewalk down the hill and cross Conroy before getting onto their bikes. Staff will assist students crossing Conroy. As in the past, kindergarten students must be released to an adult, or they can be escorted by another student who is at least 10 years old as per post regulation.

***Meeting students at school for pick up: (GYM)***

- Parents/Guardians walking to pick up their student, will meet their student(s) in the gym.

(Please be prepared to show government I.D. to staff member).

- Releasing students via the bike rack and/or pathway is not authorized due to safety and security.

### **PRE-K students:**

All Pre-K students are “hand to hand” drop off and pick up by an adult only.

Pre-K “AM” Students dropped off via the front circle where a staff member will accompany students to the classroom.

Pre-K “AM” Pick up- Student pick up is at the front circle if not riding the bus.

Pre-K “PM” Drop off- Student drop off is at the front circle beginning at 12pm.

Pre-K “PM” Pick-up”- Pick up front circle (car rider) or (gym) walking with parent/guardian.

### ***Pathway leading to Van Voorhis***

The pathway leading to Van Voorhis has been deemed useable by post officials. However, this property is not part of school grounds and is not maintained or staffed by school personnel at any time. Conroy remains the recommended route for students walking or bicycling to and from the school.

## **PLAYGROUND**

### ***Use of Equipment***

Because all playgrounds present some challenge and because children can be expected to use equipment in unintended and unanticipated ways, adult supervision is highly recommended. A playground should allow children to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age related abilities and should be ones that children can perceive and choose to undertake. Toddlers, preschool- and school-age children differ dramatically, not only in physical size and ability, but also in their intellectual and social skills.

Our playgrounds are closed to the public when school is in session. The playground equipment is appropriate for children attending the school. We also ask that all children be supervised at all times. Safety shall always be the prime consideration when children are playing. Any situation or activity that poses a hazard will be stopped. Children are expected to use our playground equipment for the purpose it was intended. Consequences of breaking the playground rules may lead to restriction of playground activities or stronger disciplinary action if the behavior is severe or persistent.

Children should play in a safe and friendly manner. Children may not throw objects (sticks, rocks, dirt, etc.), call others names, argue, or play in a manner that is too rough. "Play fighting" typically results in real fighting and is prohibited. The school will not support "hitting back". When two children fight at school, both will be considered wrong. Adults are present in all school situations and should be used as a means of intervention before a fight occurs.

Children should play only in designated areas and obtain permission from the playground supervisor in order to leave for any reason.

Walk to the playground on the sidewalk in an orderly, quiet manner. This is necessary because you

will pass classrooms that are in session. Use only "whisper" voices until you get to the playground. Students must use the sidewalks around our building for safety purposes and to save our grass. We want to keep our school campus looking great!

## **RECOGNITION AND AWARDS**

DoDEA recognizes that rewarding outstanding student achievement and performance is an integral part of the education process and that providing incentives and awards enhances student self-esteem and promotes the goals and mission of DoDEA.

A school awards program may include recognition in a number of areas, e.g., achievement or performance in academics, athletics, school activities, attendance, citizenship, leadership, service, or any other activity deemed worthwhile by the school.

The provision of awards and incentives is the responsibility of the local school. The history, traditions, and current needs of each school should determine the number and nature of the awards given to students. Schools should establish, in writing, the criteria and process for selecting recipients for each award given. The award program should be reviewed at least every two (2) years by the principal in conjunction with parents/sponsors, teachers, and students. The final authority in determining the number, type, and recipients of school awards is the principal.

Van Voorhis Elementary students will be recognized each quarter for their academic achievements. Regular recognition of student accomplishments builds momentum and helps individuals reach for even more as the school wide model is sustained. Recognizing success can let students know that their hard work and dedication is noticed and valued.

## **RETENTION PHILOSOPHY**

The following is an excerpt of an article, which appeared in the March 2008 issue of Educational Leadership as related to research on grade-level retention of students.

There is no educational research which indicates that retention is of value. Most educational research indicates that grade-level retention is a harmful practice when applied to many students. Research does indicate that:

- Low-achieving students do progress whether they are retained or promoted.
- At the end of the repeated grade, retained students' scores on achievement tests are somewhat lower in comparison to their counterparts who have moved to the next grade.

There is no evidence that promoting "underachieving and immature" students contributes to emotional and social problems, and there is no evidence that repeating a grade improves these problems.

Students who are far behind academically or who have social or emotional problems need special services and individualized educational plans of management as opposed to another year in the same grade. Fortunately, DoDEA is staffed with a large number of specialists to provide specialized and individualized educational services.

Rather than considering grade-level retention, efforts should focus on assuring that students who are markedly underachieving obtain the appropriate services. An individualized plan of management is

essential for these students. The individual student program recognizes each student's ability and level of achievement. Our school has a Student Support Team (SST) to work with teachers and/or parents making recommendations and suggestions for students to be more successful academically and/or behaviorally. In rare cases, a parent may request consideration for the retention of a student. Documentation of resource utilization and intervention must be submitted with all retention requests. The SST will be utilized as a Placement Committee to make recommendations to the Principal who makes the final decision. The SST can also work closely with parents, teachers and the Special Education Child Study Committee (CSC) to determine through testing if the child needs special services should that be a conclusion of need.

## **RIGHTS AND RESPONSIBILITIES**

### ***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 Responsibilities***

- 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.

### ***Parental Responsibilities***

- See that your child is punctual and regularly attends school.
- Develop, maintain, and model for your child a respect for lawful procedures and the rights of others.
- Maintain continuous communication with the school and your child's teachers.
- Monitor your child's academic progress.
- Maintain open communication with your child about proper school attitudes and behavior.
- Investigate concerns your child brings home for better understanding and proper resolution of these concerns.
- Respect the ideas and feelings of school personnel and students. Promote and encourage appropriate grooming and attire. Provide your child with a lunch daily.

### ***Parent-Teacher Conferences***

All DoDEA schools should encourage parents to meet with their child's teacher for parent- teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their

child's classes or progress in school. Parent-teacher conferences are a great way to discuss how parents and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling.

### ***School Responsibilities***

- Students will be provided a learning environment that is safe and encourages their best efforts.
- Students will be provided with opportunities to become actively involved in their learning.
- Students will be provided with opportunities to participate in extra-curricular activities that extend their interests and abilities, subject to availability of funds.
- Students and parents will become essential elements in an educational School-Home Partnership.
- School-Home communications will be maintained to assure that information about school programs and activities is made available in a timely manner.
- Students, parents, teachers and the administration will be provided with collaborative opportunities to work together toward continually improving the total educational program.

### ***Student Rights***

- Students have a right to receive a quality education. Students have a responsibility to listen to instructions, to work in a cooperative manner, and to follow classroom guidelines set by the teachers.
- Students have the right to be informed of the educational progress and deficiencies, to receive regular teacher evaluation, and to have assignments and tests evaluated and returned.
- Students share with the school staff the responsibility of developing a climate within the school that is conducive to productive learning.
- Students have a right to hear and be heard. Students have a responsibility to be attentive, by not interrupting or disrupting the class and respect the rights of others to learn.
- Students have a right to be treated with courtesy and respect. Students have a responsibility to respect others by not teasing or annoying other people, by showing respect and courtesy toward others.
- Students have a right to be safe. Students have a responsibility not to threaten or harm anyone else in school.
- Students have a right to privacy, personal property, and personal space.
- Students and parents must be responsible for class attendance.
- Students are responsible for maintaining property, properly caring for textbooks and other equipment issued by the school, obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.
- Students have a responsibility to respect the privacy of others, their personal property, and personal space.
- Students have a right to be proud of their ancestry, cultural background, religious beliefs and gender. Students have a responsibility to be understanding and respectful of the ancestry, cultural background, religious beliefs, and gender identity of others. All students have the right to fair and equal opportunities in all activities.

### ***Freedom of Expression***

- Students have the right to free inquiry and free expression of ideas. Free expression is not to be restricted, unless its exercise interferes with the orderly conduct of classes.
- Students have the right to recite the Pledge of Allegiance and salute the American flag, but may decline to do so long as they respect the rights of others who wish to do so.
- Students have a responsibility for showing proper respect for those who wish to participate in the Pledge of Allegiance, in flag salutes, or in patriotic ceremonies, and to respect the customs and flags of all nations. Students have a responsibility for the content of their expression and for assuring that such expression does not interfere with the freedom of others to express themselves. They have a responsibility to avoid libel, slander, obscenity, profanity, known falsehood, and disregard for truth.

### ***Freedom of Religious Expression***

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

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

### **ROLE OF SOCIAL MEDIA**

Use of personal social media between parents/teachers/students is discouraged. Each school has an official school social media account to be used to communicate with parents and students.

### **SAFETY AND SECURITY**

**Policy Reference:** [DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#)

#### ***School Closures***

There are times when emergency or weather situations could result in school being closed. On days of inclement weather, Fort Knox’s website: <https://www.facebook.com/FortKnoxKY/> or <http://www.knox.army.mil/> will post of cancellation of schools, as well as local radio and television stations. **FT. KNOX SCHOOLS are NOT part of Hardin or Meade County Schools.** It is rare for post schools to close due to inclement weather.

### **SCHOLASTIC INTEGRITY**

Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the work of others will be

investigated. Any student who is in violation will receive no credit, an appropriate consequence for the particular assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student's discipline folder for the period of the school year.

## **SCHOOL SUPPLIES**

Schools are responsible for procuring certain supplies. School supplies are available through military exchanges as well as commercial vendors. For a list of supplies students will need to bring to school, please see the School Supply list posted on the [Van Voorhis Elementary School](#) website.

## **SPECIAL EDUCATION**

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

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

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 Services***

**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](#)

**Policy Reference:** [DoDEA Regulation 2500.10 – Special Education Dispute Management System, August 2001](#)

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 with Enclosure 3 in the 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 in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services;

interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

### ***Special Programs for Children with Disabilities***

- ***Child Find***

The purpose of Child Find is to identify children in the community, age 3-21, who may have a disabling condition such as physical, social emotional or cognitive processing difficulties (PSCD). Once located, these students are screened and assessed to determine the nature and extent of special services needed and appropriate placements may be made using available resources. Referrals can be made to the school office for the Child Study Committee (CSC) to contact you.

- ***Students with Disabilities***

The mission of the Department of Defense Education Activity (DoDEA) is to provide a quality educational program that prepares all students for success in a global environment. We believe that through equal access to a quality education, all children can be challenged to achieve their best in school, and all can be successful learners.

In DoDEA, students with disabilities are provided a free, appropriate education in schools where placement and service decisions are based on the individual needs of the student, in the least restrictive environment and in accordance with the system's guiding principles. DoDEA is committed to promoting inclusive education, which is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs in the general education program, as appropriate.

## **SCHOOL ADVISORY COMMITTEES**

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

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

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

## **SCHOOL BOARD**

School Boards act in an advisory capacity, providing input to the community superintendent and administrators in the area of fiscal, personnel and educational policies, procedures and programs. The DoDEA community superintendent makes the final decisions on matters affecting the school community. School board members are expected to attend all open and executive session school board meetings.

## **SCHOOL NEWSLETTER**

School newsletters are published throughout the school year. The school office will email the newsletter to all parents whose correct email address is on file in the school office. The school newsletter is emailed in a PDF format. Your computer will need to have the Adobe Acrobat Reader installed in order to view the newsletter. You can obtain this program (if you do not already have it installed on your system) on the Internet for free. If you are unable to or have difficulty opening the newsletter, the office will print a copy for you. The purpose of our school newsletter is to inform our parents, teachers and general military support of upcoming events and activities taking place in our educational system. Please keep an accurate email address on file in the school office.

## **SCHOOL PICTURES**

The PTO schedules school pictures for all students within the first two months of school. Schedules, picture packages, and additional information are sent home with your child well in advance of school picture day. If you have a problem with your child's photographs, please contact the school office and a contact name and number will be provided to you. The school is not responsible for the quality, misplacement, or services of school pictures.

## **STUDENT GRADE LEVEL PLACEMENT**

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

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

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

Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

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

## **STUDENT PLACEMENT AND CLASS SELECTION**

Students are placed in classes based on their learning needs and the number of students already assigned to classes. An administrator is responsible for these decisions. Every attempt is made to maintain well-balanced and equitable groups. NAME REQUESTS FOR TEACHERS ARE NOT ACCEPTED. The school will do its best to match your child's learning style with a matching teaching style. If you wish to discuss your child's placement, please contact the school Principal, not the child's teacher.

### ***Change of Classroom Assignment***

On occasion, classroom size may grow beyond an expected or desirable student-teacher ratio. In such cases, an additional class or a multi-age classroom may be formed, and a new teacher hired. The new class will be formed by randomly selecting students from existing classes to create the new class. In the event of decreased classroom enrollment, classes may be combined to form one larger class.

### ***Interstate Compact on Educational Opportunity for Military Children***

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

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.

## **STUDENT RECORDS**

### ***Transcript/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.

Parents may review their child's cumulative school records at any time with the assistance of school personnel as long as it does not interrupt instruction. School records may not be removed from the main office.

Please contact the school Registrar at 502-624-5854 for more information.

### ***Change in Student Information***

It is imperative we maintain accurate, up-to-date information on each student enrolled in our school. We request parents to notify us immediately if there is a change in any of the following information:

- Home address
- Home telephone number
- Work telephone number
- Emergency contact name and/or telephone number
- Rotation date
- Mailing address
- Student health concerns/allergies
- Student's Last Name
- Email Address

We are legally required to maintain current orders or extension to orders in order to enroll or reenroll all students.

### ***Court Orders and Noncustodial Parent Rights***

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

### ***Power Of Attorney***

If you plan to be TDY, or on any other type of leave while your child(ren) is/are attending school, please be sure to obtain a special power of attorney to be used in case of emergency, and inform the teacher and school office of the name, address, and telephone number of the person taking care of your child. In addition, please notify the School Nurse, so they will know whom to contact in case of emergency. The School Registrar will keep a copy of the power of attorney in your child's confidential file for emergency situations.

### ***Withdrawals and Transfers***

Elementary school withdrawal is different than higher grades regarding requirements and is based on the 20-day rule. Upon receiving final notification of your departure from the community, please inform the school office personnel (registrar) at least two weeks prior to your actual departure. This notification is needed to prepare your child's report card and other school records. No progress marks are given in any quarter unless the child has attended school for 20 days during that quarter. In the final quarter, no recommendation for grade placement can be given unless the child attends school for 20 days in that quarter.

It is DoDEA policy that copies of student records are sealed and given to parents to be hand carried to their next school ***if traveling overseas***. The sponsor/spouse must sign for records, provide a copy of orders, and present an I.D. to receive the child's school records. **Official (original) records will be**

**sealed and mailed upon request by the receiving school.** Parents who would like a copy of their child's records for their personal files must personally request an extra set of records to be made when filling out the withdrawal form. **We cannot make personal copies without advance notice.** It is a requirement to clear all debts (payment for lost or damaged books, library fines, cafeteria charges, etc.) **BEFORE** the last day of attendance.

### ***Early Withdrawal of Students***

If a student is departing school with less than 20 school days in attendance, prior to the end of the school year and due to official military orders, the following statement will be written on their report card: "Although (student's name) was unable to complete the school year due to the military transfer of his/her family, had he/she continued their current progress through (the date for 20 days of attendance) he/she would have been promoted to grade \_\_\_\_ next school year."

If a child is departing school on or after the date of 20 days of attendance in the 4th quarter his/her report card will be completed as usual, to include all grades, comments, and promotion to the next grade level.

### ***DoDEA Early Withdrawal Policy***

Excerpt from policy: The policy therefore requires that students present verification of the date of their sponsor's departure, i.e., Permanent Change of Station (PCS) or other official orders, to school officials in order to receive consideration for full academic credit. Students who withdraw prior to the 20-day limit receive a "withdrawal" grade rather than a final grade. At the elementary school level, administrators may annotate the child's progress report to indicate the student's status.

## **STUDY 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.

### ***Chaperone Guidelines***

- All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
- Other younger/preschool age children in the family will not be allowed to accompany parents on a trip, as they tend to distract parents and students alike.
- Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
- Chaperones are required to accompany the class to and from the trip. Following the bus in their private vehicle is not close supervision.

- Chaperones may not transport their student or any other student to and from the study trip. Students are required to ride the bus to and from the study trip. Under no circumstances may a child be checked out from the study trip (with the exception of a bona fide emergency). The child **MUST** return to the school and then he/she may be checked out at that time.
- Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone. Please allow 5 business days for processing of all volunteer request forms.
- **UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.**

## **TELEPHONE MESSAGES**

### *Teachers*

To avoid disrupting instructional time, only emergency messages from parents will be delivered to teachers in classrooms. All other messages from parents will be placed in teachers' boxes or sent to the teacher via email, which they may be able to receive during the "Specials" period or at lunch. To ensure the teacher receives your message, please call by 10:00 a.m. to allow the school office ample time to send the message. In addition, the school intercom system will not be used to deliver messages to students or to check your child out of the classroom unless there is an emergency approved by an administrator.

### *Students*

Due to classroom transitions throughout the school day, it is not always possible to relay phone messages to students. To avoid disrupting instructional time, only emergency messages will be delivered directly to classrooms. All other messages will be sent to the homeroom teacher via email. The school office cannot guarantee delivery of phone messages to students received after 1:00 p.m. Please provide your child with transportation/pick-up instructions prior to start of school.

## **TRANSPORTATION**

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

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



Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student's IEP and/or required by Section

504 guidelines. “Curb-to-curb” only applies to students with disabilities who require such service as documented in the student’s IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

### ***Bicycles***

Some students who live close to the school arrive and depart the school on bicycles. **These students should wear helmets (due to post regulations) and safety equipment as needed.** Take precautions, obey traffic rules and use extra care crossing streets when riding bikes to and from school. Students are to walk their bicycles on the sidewalk and not on the grass. Transported bus students who live several miles from the school should ride their assigned bus or be transported by a parent or guardian (rather than ride a bicycle to the school).



### ***Bicycle racks***

Students must place their bicycles in slots on a school provided bicycle rack. Students are not to leave their bicycles on the ground or park them in front of the exit doors. Students should not take up more than one space for their bicycle. Students are strongly encouraged to lock up their bicycles. The school is not liable for missing or stolen bicycles. Bicycles not parked appropriately may be confiscated for pickup by student or by a parent.

### ***Bus Procedures***

Student transportation is the responsibility of the Student Transportation Office with support from the school principal. All students who ride DoDEA school buses must be registered with the DoDEA schools. All Pre- Kindergarten, PSCD and Kindergarten students **MUST** be picked up by a parent/guardian at the child’s bus stop location. Bus drivers are not authorized to release these students if the parent/guardian is not there to pick them up. Students will be brought back to the school office and parents will be notified to come pick them up.

Students must be picked up immediately after the sponsor is notified, or Security Forces may be notified.

Parents, sponsor, guardians and students are reminded that bus transportation to and from school is a privilege, which can be revoked administratively when students violate the expected standards of conduct and discipline while riding the bus.

Students should follow the same basic guidelines as listed under School Bus Safety/Behavior Standards (in the back of this handbook). When a student violates these rules which have been provided for student safety and well-being, school administrator or transportation officials can suspend student’s bus privileges (see Consequences for Bus Infractions in the back of this handbook). It then becomes the sponsor’s responsibility to provide transportation to and from school for the student during the period of suspension. All questions concerning student transportation should be addressed to the transportation office.



### ***Video 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.

### ***Scooters and Skateboards***

The use of scooters AND skateboards anywhere on campus is prohibited at all times. If a scooter or skateboard comes to school, it will be confiscated for the day and **MUST** be carried off campus at the end of the day. If a student is caught riding their scooter or skateboard on campus, it will be confiscated and turned into the office. Parents may be notified. Signs are posted throughout the campus to remind the students of this policy.

### ***Skate Shoes***

Skate shoes are strictly prohibited anywhere on campus. While these shoes, with retractable wheels (“wheelies or Heelies”), may be a lot of fun but they present a serious safety concern at school. Students should not wear these types of shoes to school at any time, for any reason. Failure to follow this policy will result in a phone call to the parents requesting another pair of shoes, and/or the wheels being removed and kept in the main office for pickup.

## **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. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor’s badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor’s badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Operational Guide 03.19, a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process. Volunteering forms can be found on the [Van Voorhis Elementary School website](#) as well as the [DoDEA Volunteer Resources webpage](#).

Parents and other responsible adults are always welcome at school. If you know in advance that you will be visiting your child’s classroom, we encourage you to notify your child’s teacher ahead of time, so they are prepared for your visit. We do not allow students to bring friends or other non-registered students to school due to liability and space restrictions. In addition, parents may not bring younger siblings, other children, or babies with them when they visit or volunteer in a classroom. This can be a serious distraction from the learning environment for all students.

DoDEA policy mandates use of visitor badges and positive identification of all visitors and contractors. In compliance with this policy, upon arrival, **ALL** visitors are required to come to the school office, sign in, show identification, and receive a visitor’s badge. All visitors **MUST** sign out and return the visitor’s badge upon leaving the building.

## **SCHOOL BUS SAFETY/BEHAVIOR STANDARDS**

### ***ON AND AROUND SCHOOL BUSES, STUDENTS WILL:***

- Comply with all school rules with the "Behavior Standards for School Bus Students."
- Board and exit the bus in an orderly, safe manner.
- Present bus pass when boarding the bus, and upon demand.
- Remain seated while on the bus.
- Talk with other passengers in a normal voice.
- Keep all parts of the body inside the bus windows.
- Keep aisles, steps, and empty seats free from obstruction.
- Remain fully and properly clothed.
- Treat the driver and fellow students with respect.
- Promptly comply with the bus driver's or monitor's instructions.
- Treat the bus and other private property with care.

### ***ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:***

- Fight, push, shove, or trip other passengers
- Use or possess unacceptable items identified in the school "Code of Conduct."
- Push while boarding, on, or exiting the bus.
- Get on or off the bus while the bus is in motion.
- Make excessive noise, or play electronic equipment without earplugs.
- Put objects out of bus windows or hang out of windows.
- Engage in horseplay.
- Obstruct aisles, steps, or seats.
- Engage in public displays of affection.
- Eat, drink, or litter on the bus.
- Use profane or abusive language or make obscene gestures.
- Spit or bite.
- Harass, bully, or interfere with other students.
- Disrespect, distract or interfere with bus driver.
- Damage private property.
- Sit in the bus driver's seat, or touch bus operating devices or equipment.
- Open or try to open bus door.
- Throw or shoot objects inside or out of bus.
- Tamper with bus controls or emergency equipment.
- Violate any other school rule, law or military installation regulation.

- A. All rule infractions are cumulative. A series of minor infractions may result in serious consequences.
- B. All misconduct must be evaluated on a case-by-case basis. Depending upon severity, warnings, suspensions, or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct instance.
- C. Older students are expected to behave more maturely and thoughtfully than younger students, therefore, will be held more responsible for the consequences of their conduct.
- D. Possession of weapons or prohibited items, as described by this guidance or other military regulations, controlled substances, alcohol, or other serious incidents will be reported on Form 4795 and may result in suspension or expulsion from school in addition to the loss of bus privileges.

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

<b>LEVEL 1: UNSAFE BEHAVIOR (E3.5.11, E3.4, E.3.5,14)</b>					
<ul style="list-style-type: none"> <li>Fighting, pushing, shoving, or tripping</li> <li>Use or possession of unacceptable items identified in DoDEA Regulation 2051.1. (The school bus is an extension of the school/campus)</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in horseplay</li> <li>Getting on or off bus while bus is in motion</li> <li>Not properly seated</li> <li>Putting objects out of bus windows or hanging out of window</li> </ul>	<ul style="list-style-type: none"> <li>Making excessive noise or playing electronic equipment without using earphones</li> <li>Obstructing aisles, steps, or seats</li> <li>Pushing while boarding or leaving the bus</li> </ul>			
<b>UNSAFE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> and Subsequent Offenses
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 2: INAPPROPRIATE BEHAVIOR (E3.5.11)</b>					
<ul style="list-style-type: none"> <li>Failure to remain properly clothed</li> <li>Public displays of affection</li> <li>Eating, drinking, or littering on bus***</li> </ul>	<ul style="list-style-type: none"> <li>Using abusive/profane language and/or gestures</li> <li>Spitting or biting</li> <li>Harassing or interfering with other students</li> </ul>	<ul style="list-style-type: none"> <li>Failure to comply with bus driver's or monitor's instruction</li> <li>Disrespect, distraction, or interference with driver</li> </ul>			
<b>INAPPROPRIATE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 3: DESTRUCTIVE BEHAVIOR (E3.5.11, E3.5.8, E3.5.17)</b>					
<ul style="list-style-type: none"> <li>Damaging private property (requires payment of damages)</li> <li>Throwing or shooting objects inside or outside of bus</li> </ul>	<ul style="list-style-type: none"> <li>Sitting in driver's seat or tampering with bus controls</li> </ul>	<ul style="list-style-type: none"> <li>Opening or trying to open bus door</li> </ul>			
<b>DESTRUCTIVE BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year
<b>LEVEL 4: PROHIBITED BEHAVIOR (E3.5.8, E3.5.1, E3.5.11)</b>					
<ul style="list-style-type: none"> <li>Tampering with bus controls or emergency equipment</li> </ul>	<ul style="list-style-type: none"> <li>Violate any other school rule, law, or military installation guide</li> </ul>				
<b>PROHIBITED BEHAVIOR CONSEQUENCES</b>					
	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
Recommended Consequences (Bus Riding Privileges)	Warning	1-5 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	Remainder of the Year

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

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

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

Legend

# Morning Drop Off



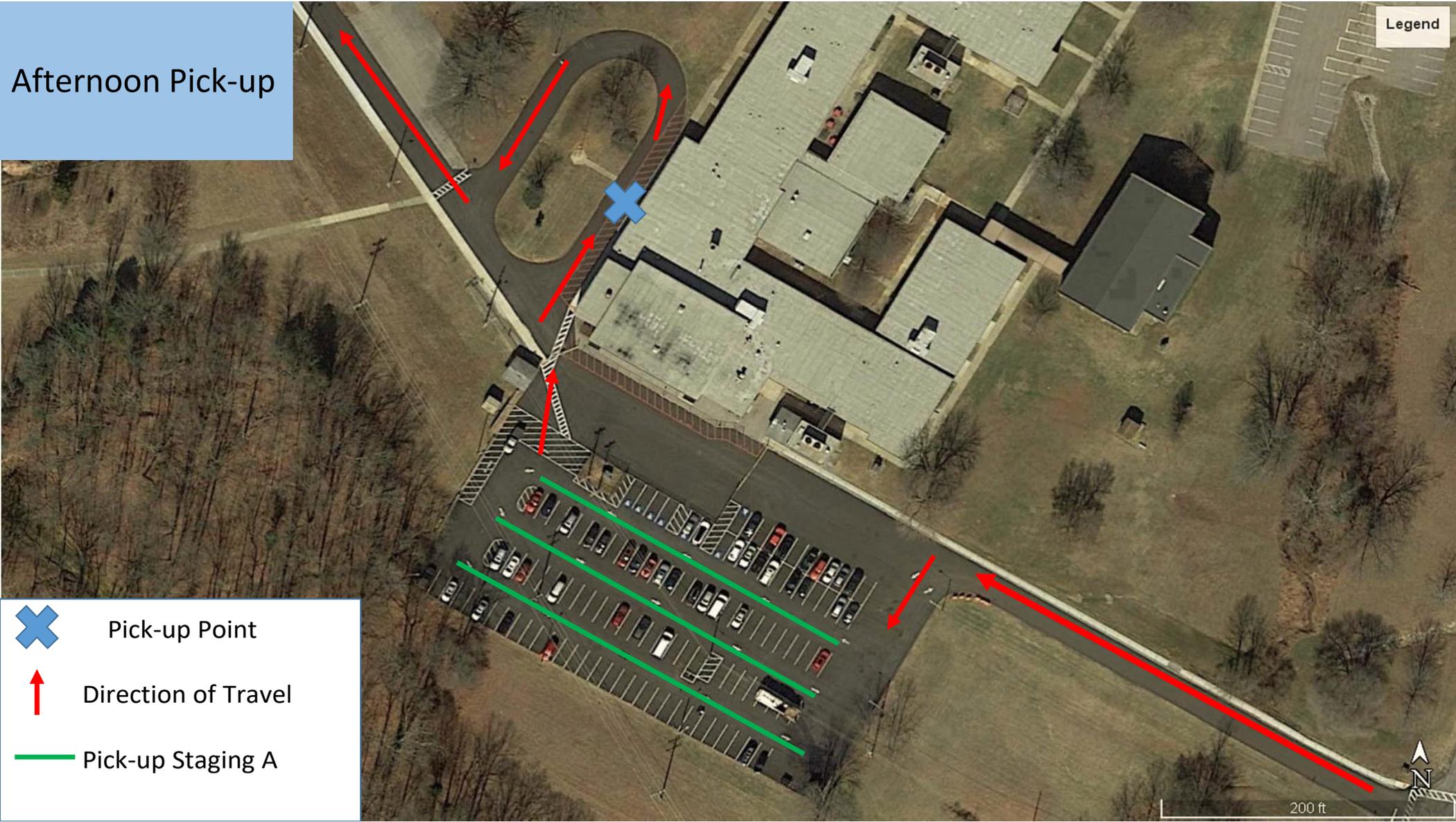
 Drop Off Point

 Direction of Travel

200 ft

Legend

# Afternoon Pick-up



-  Pick-up Point
-  Direction of Travel
-  Pick-up Staging A

200 ft



## **STUDENT HANDBOOK SIGNATURE SHEET**

The signatures below signify that parents and students have read and understand the information presented in the Parent/Student Handbook.

One sheet can be used per family listing multiple students on this same signature page.

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Parent Name (Printed)

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Parent Signature

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Student Name (Printed)

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Student Signature