

**Excellence in Education for
Every Student, Every Day,
Everywhere**

DoDEA Student Handbook

SY 2019-2020



dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HAINERBERG ELEMENTARY SCHOOL

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DoDEA School Rules, Regulations and Procedures

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

General Information

Interstate Compact on Educational Opportunity for Military Children

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

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

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for

Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

Access to School Facilities

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

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

Visitors and Volunteers

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their

destination when signing in at the front office. All visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

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

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

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

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

Enrollment

Student Registration Process

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

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

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)

- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence

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

Student Immunization Requirements

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

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

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

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

It is the responsibility of the sponsor/parent/guardian to provide their

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

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

Immunization Exemptions

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

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

A statement from the child’s health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of

natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child's enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child's enrollment at the school.

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

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

DoDEA immunization requirements can be found at:
<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

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

Student Grade-Level Placement

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

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

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

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

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

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

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

HES Class Placement Changes & Procedures:

The Student Placement Committee will discuss and consider proposals by teachers and/or parents for a student to be grade accelerated, retained or have a same grade homeroom class change. The Student

Placement Committee consists of, at minimum, the current classroom teacher, Assistant Principal and school counselor. Other members that may participate given the unique circumstances of the case are the School Psychologist, School Nurse, Special Education Teacher or others.

Grade Acceleration (Double Promotion):

--The Student Placement Committee considers the intellectual, social, emotional, and physical development of the child referred.

--Recommendation made by the Student Placement Committee should indicate placement in a learning situation that best meets the needs of the child being considered.

--Follow-up reassessment of placement is to be made quarterly during the school year based on pertinent facts presented.

--The committee should include a member of the potential receiving school, if applicable.

--The school principal is the approving authority and the final decision on each student's grade and program placement.

Same Grade Placement (Retention or Non-Promotion):

--The repetition of an entire school year is strongly discouraged. Teachers are to consult with an administrator by January or the end of the first semester if their concerns about a student are significant enough to consider a proposal for retention, or if that discussion has been introduced by the parent(s).

--Recommendations for same grade placement should be referred to the Student Placement Committee for study and evaluation at the earliest time in the school year if there is an indication that such action might be recommended (not later than the beginning of the second semester).

--The Student Placement Committee has the responsibility of designing modifications and keeping a written record of the child's program during the remainder of the year, as well as prescribing one to meet the child's needs, if repetition of the whole year's work is the final recommendation.

--Any repetition recommended must depend upon satisfactory adjustment of the child.

--The school principal is the approving authority, ensures the Student Placement Committee fulfills its functions and is the final decision on each student's grade and program placement.

Request for Changes in Classroom Assignment (Same Grade):

--Changes in homeroom classes during the school year are discouraged and are only considered when other options are not available and a situation can be addressed in no other viable way.

--No placement changes are made within the first 2 weeks (10 school days) of enrollment.

--The first step will always be a conference(s) between the teacher and parent to plan classroom modifications for a trial period to address the concerns. If this is unsuccessful, the Student Placement Committee is convened.

--The Student Placement Committee includes parents, the counselor, current

classroom teacher and administrator in considering classroom changes.

There may be circumstances that prevent a Student Placement Committee review. As a result, the administration may find it necessary to make a class change.

Transcripts/Records Policy/Access to Student Records

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

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

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

An English Language Learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007, DoDEA's ESOL Program is an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at

appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student's age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

Accelerated Withdrawal

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

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

High School Graduation Information

Graduation Requirements

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

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

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

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

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

High School Graduation Course Requirements

Minimum Requirements			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> • 1.0 credit (ELA 9) • 1.0 credit (ELA 10) • 1.0 credit (ELA 11) • 1.0 credit (ELA 12) 	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> • 1.0 credit (World History 9 or 10; or Honors World History 9 or 10, aka Global Studies) • 1.0 credit (U. S. History) • 0.5 credit (U. S. Government) • 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> • 1.0 credit (Algebra) • 1.0 (Geometry) • 1.0 credit (Math course code 400 or above) • 1.0 credit (Algebra II or identified equivalent course) 	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> • 1.0 credit (Biology) • 1.0 credit (Chemistry or Physics) • 1.0 credit (Science elective) <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> • 2.0 credits (World Language [WL] course) <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> • 1.5 credits (CTE course offering) • 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> • 0.5 credit (Lifetime Sports) • 0.5 credit (Personal Fitness) • 0.5 credit (Activity & Nutrition or equivalent PE) <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> • 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> • 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> • 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	-	0.5 credit
Summary			
Minimum Total Credits		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
AP and/or IB Courses and Requisite Exams		-	4 courses
Minimum GPA		2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.			

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

Transferring Course Credits to a DoDEA School

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

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

Policy Reference: [DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children,” February 4, 2016](#)

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

your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

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

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

Report Card and Grading Information

Grading and Grading System

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

At the beginning of each course or grade level, every DoDEA teacher shall make

available information regarding grading policy and course requirements to parents and students. This information will be provided to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4–12, using the approved DoDEA

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

Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System. To create an account and access the EGB System, please visit the [DoDEA Web site](#)

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
Europe and Pacific Regions	C	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.
	D	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.
	P	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	N	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

(<https://dodea.gradespeed.net/gs/Default.aspx>) for instructions.

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

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

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

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

Progress Reports/Report Cards

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

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

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

Parent-Teacher Conferences

All DoDEA schools should encourage parents to meet with their child's teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child's classes or progress in school. Parent-teacher conferences are also a great way to discuss how parents and teachers can work together to help students perform at their best in school.

If there are concerns about your child's progress in school, a conference may be scheduled. All conferences require prearranged appointment times. Please do not drop in and expect a conference or conversation with teachers. Formal conferences are scheduled for all students at the end of the 1st Quarter. Report cards are given to parents at this conference and the child's overall performance is discussed. Conferences are scheduled on an as-needed basis at the end of 2nd and 3rd quarters.

If you are going to a meeting that was scheduled by the teacher or school, ask

beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling. DoDEA encourages all communication to take place through official school email accounts.

Attendance

Student Attendance

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

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

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

1. Absent up to 25% of the school day = absent one-quarter of the school day

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

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

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of

their child’s absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

Assessments

System-wide Assessment Program

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

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

All assessments selected for use within DoDEA shall:

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

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions

concerning the student's future learning activities within the classroom setting.

- The child must require a specially designed instructional program.

Special Education

Special Education Services

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

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

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

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

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and

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

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

Disability Accommodations and Nondiscrimination

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

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

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of,

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

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

If a parent or legal guardian disagrees with school recommendations for evaluation of a student’s dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy

requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at <https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

Threats towards Others

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

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

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law

enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

System Programs and Services

School Counseling Services

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

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

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

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

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

School Psychology Services

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

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

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

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

School Health Services

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

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The

school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse's responsibilities include:

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

Student Illness

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

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no

- further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.
 - Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
 - Ringworm lesions must be covered for school attendance.
 - Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
 - Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

If your child becomes ill during the

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

Parent Notification

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

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

Allergies and Chronic-Acute Conditions

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

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

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child's welfare in accordance with

DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003.

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

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

Medication at School

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

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

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

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

First Aid and Emergency Care

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

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

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

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

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

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

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

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

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class,

or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

Student Rights and Responsibilities

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

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

Students shall:

- Comply with policies, procedures, and standards for student behavior;
- Refrain from conduct or behavior that is disruptive;
- Respect the rights and human dignity of other students and all school employees.
- Attend school and classes regularly and punctually and make a conscious effort in all classes;
- Participate in and take advantage of educational opportunities provided by DoDEA schools; and
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies,

regulations, and procedures.

Scholastic Integrity

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

Freedom of Religious Expression

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

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

Interscholastic Athletics

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

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

Student Dress Code

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

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

Search and Seizure

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

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

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

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

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

Student Conduct and Discipline

Discipline

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

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

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

investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members.

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

HES Specific:

Proactive Measures: At the beginning of the year, teachers and administrators work diligently to establish procedures and routines that help the students learn the rules and feel safe. These procedures also help the classroom and school run smoothly and effectively. All students have the right to a safe school environment that is conducive to learning. School rules and student behavior expectations help ensure that the learning process is not disrupted.

Hainerberg Elementary School Rules:

- I behave in safe ways.
- I am responsible for my own choices.

- I take care of my school and my own things.
- I make good choices to allow myself and others to learn.
- I treat everyone with kindness and respect.

(Individual teachers may focus on additional rules in their classroom based on the classrooms' needs.)

High Five Hero:

The Hainerberg High Five Hero program recognizes positive behavior displayed by all students at HES. Students may earn a High Five Hero coupon from any staff member at the school who recognizes exemplary behavior by the student. The students take the coupon to the main office and puts it in a box for a daily drawing. The students will receive a stamp on their hand for their personal reward and a sticker for their classroom chart which shows their contribution to their classroom community.

If a student's name is drawn from the box, their name, their name is announced during the morning announcements and they are able to select a prize at the main office.

Positive Office Referrals

The Hainerberg Positive Office Referral system is another program to recognize positive behavior and acts of kindness displayed by all students at HES. Students may earn a positive office referral from any staff member, student, parent, or community member in the areas of respect, attitude, responsibility, hard work, honesty, self-control. When students are nominated for a Positive Office Referral, an administrator reviews the referral, writes a response to the student and delivers the referral to the student in his/her classroom. Each student will have their photo taken and placed in the Weekly Newsletter.

Reactive Measures:

Each child comes to our school with unique talents, needs, and challenges. Learning and opportunities to practice appropriate school behavior is critical to the learning process for all students. Inappropriate behaviors are addressed through a variety of interventions such as the teacher having conversation with the student, re-teaching the behavioral expectation, praising students making good choices, and counseling.

The Hainerberg Elementary School discipline program is based on:

- Solving problems at the lowest level.
- Treating all students fairly and consistently.

Frequent conduct issues or more severe behaviors merit more severe consequences which could include temporary removal from the classroom setting, loss of privileges, being sent to the school administrator's office, conference or phone call to the sponsor, in-school suspension, out-of-school suspension, expulsion, or other appropriate actions. Official suspensions are erased from a student's file at the end of that school year. When it is necessary for students to face disciplinary action, they will be treated with dignity, respect, and in a fair and appropriate manner.

Administration will make every effort to inform parents of infractions as soon as possible. Looking into the incident with all parties involved does take time, so your patience is appreciated. When there is reasonable suspicion that a student is in possession of prohibited and/or dangerous items, the school has the authority to conduct a search and to seize the items

belonging to students. Sponsors will be notified of such action.

School Bus Behavior

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

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

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

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

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

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

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02,

“Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019 (DoDEA AI 1443.02, and for cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

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

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

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening

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

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

Technology

Computer Access/Internet Policy/Electronic Devices

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

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

- Students shall use DoDEA information technology (IT) resources, including computers,

electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.

- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear; use vulgarities; or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

Role of Social Media

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

HES Cell Phone & Electronic Devices Policy:

We realize that many parents want their children to carry a cell phone for security purposes. Cell phones and electronic devices are to remain turned off at all times when on school grounds, the bus or involved in

school activities. The only exception would be when a student asks to make a call and is given permission by school personnel. Students are responsible for keeping their cell phone and devices secure and out of sight during the school day. We strongly encourage students to power their cell phones/devices off and store them in their backpack before entering the building. It is suggested that you use a security engraver to mark personal identification on the phone. The school, school personnel or DoDEA will not take responsibility for missing or damaged cell phones.

The right to bring a cell phone to school implies responsible use. Any misuse or mishandling could result in the loss of this privilege and/or confiscation by school personnel, the phone will be secured in the Main Office. The sponsor or parent will be required to pick the phone/device up from the school.

Students are not permitted to take photos or videos of other minors while on school property or riding the school bus. Students must adhere to the school and DoDEA policies on appropriate content for personal devices. This includes, but is not limited to music, photos, video, email and text messages.

Transportation

Student Transportation Services

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

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning

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

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

For Hainerberg Elementary School, the School Bus Office (SBO) is located in

Wiesbaden Middle School on Hainerberg. Questions about school bus transportation such as, bus routes, bus stops, bus arrival and departure times, Special Education transportation, bus passes, should be directed to the school bus office.

SBO Lead Transportation Specialist
DSN 337-2605 or CIV 0611-705-2605.
0162-271-1784 or 0162-271-1787
Email: SBO.wiesbaden@dodea.edu

Register Students for Transportation:

Sponsors must register their student(s) for bus transportation at the annual school registration or at the school bus office. It is encouraged, but not required that the student accompany the parent for registration. If the student does not come along with the parent, the parent should be ready to provide a current picture (preferably in a digital mode) for the bus pass.

Bus Passes: Every bus rider is issued a bus pass. Without the pass, the student will be given a formal bus referral for “Failing to have a bus pass”. The student will then be identified as an authorized bus rider and will be allowed to board the bus. The sponsor will be contacted if their dependent does not have a bus pass. Students will not be “stranded” because they forgot or lost their bus pass. Temporary bus passes can be issued on a limited basis. Normally only for 1 or 2 days to ride to or from school on a different bus. Please see the Main Office to address these situations. In unique circumstances such as living in temporary lodging during a PCS, emergency leave, TDY or deployments, an extended temporary bus pass can be initiated for up to 30 days. Please use contact the Transportation Office at DSN 337-2605 or CIV 0611 705 2605 to obtain the documentation for a temporary bus pass.

Address Change: Notify the school bus office at least one week in advance if you change your home address that will affect your child’s school bus transportation. This includes when you move into or out of temporary lodging.

Bus Stop Safety: We highly recommend that you visit your scheduled bus stop with your student(s) to determine the safest route to the stop. Due to the large number of students that have to be unloaded or loaded in a short amount of time, loitering or playing in the vicinity of the where the bus will be loading and unloading is prohibited.

Contracted Bus Drivers: Parents, sponsors and family members are not authorized as government contracting representatives that can instruct drivers how to perform services. Please do not ask drivers to drive around the block or change the location of the authorized bus stop. If a change needs to be made, please get in contact with the SBO.

Bus Rules: All children are expected to follow the ten simple rules while on the school bus. Ultimately, sponsors are responsible for their child’s behavior on the bus. Violations of these rules and any other conduct detrimental to good order and discipline may result in a suspension from riding the bus or loss of bus privileges. If a student is suspended from riding the bus, the sponsor is responsible for getting the student to school.

1. Obey the driver or adult.
2. Enter and exit the bus safely, and always show your bus pass.
3. Stay properly seated especially while the bus is moving.
4. Use seatbelts when available.
5. Keep your hands, feet and objects to yourself.

6. Keep hands and objects inside of the bus.
7. Remain quiet and do not disturb the driver or others.
8. Use respectful language to adults and peers.
9. Food, drink, and gum are prohibited on the bus.
10. Be responsible, be safe.

Special Needs Transportation: Curb-to-curb bus service is provided to students with special needs that have a transportation requirement in their Individual Education Plan (IEP). Parents are responsible for taking their students to the curb for pickup and meeting the bus at the curb on the return trip. The driver and safety aide are not required to go to the door to pick up or drop off a child. For pickup service, the driver is required to wait until the scheduled departure time.

Hainerberg Elementary

School Specific Information

ARRIVAL & DISMISSAL

Arrival:

- Students should not arrive on campus before 0745, there is no adult supervision until this time. Students who walk to school should not arrive to campus before 0800. Morning routines and procedures will allow students the opportunity to play outside on the play area until 0805. Please ensure students are dressed appropriately for the weather.
- A student is considered tardy if they are not in class by 0810. The sponsor or parent is required to sign a student in at the Main Office and receive a tardy slip after 0810.

Dismissal:

- On Monday, Tuesday, Wednesday, and Friday, school dismisses at 1430. On Thursday school dismisses at 1330.
- Any changes to your child's dismissal procedures need to be communicated with the classroom teacher or Main Office no later than 1400 (Monday, Tuesday, Wednesday, Friday) or 1300 (Thursday). Please know that classroom teachers are oftentimes unable to check their email outside of their lunch and planning periods. It is highly encouraged that any transportation changes be coordinated through the Main Office.
- **Walking or Parent Pick-Up:** There are designated dismissal areas around the school for students who

walk or drive home with their parents. Please pick up your student in those waiting areas.

- **CDC or SAS:** Students who attend the Hainerberg SAS will wait for the SAS instructor in the Old MPR. The students will be accounted for by SAS and then walk with the SAS Instructor to the SAS building. Clay Kaserne SAS will board the bus at the front of the school and ride to the SAS facility.
- **Bus:** All students who bus home will be walked by the teacher to the front of the building to board their bus. All Kindergarten students will be individually placed on the bus by their classroom teacher or classroom aide.
- **Individuals Authorized to Pick-Up Students:** Any adult other than the sponsor or spouse who is authorized to pick up your student from school must be listed as an emergency contact with the school. These authorized adults will be asked for a Photo ID at pick-up.

BULLYING

The US Army Garrison Wiesbaden and Wiesbaden Complex schools are committed to making our community and school a safe, caring and welcoming place for all our children and youth. We treat each other with respect and we refuse to tolerate bullying in any form in our community or at our school.

Our community and school define bullying as follows: Bullying is a mean one-sided activity intended to harm where those doing the bullying get pleasure from a targeted child's pain and/or misery. Bullying can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or

mental ability; includes all forms of hazing and cyber bullying. It can be and often is continuous and repeated over time, however, once is enough to constitute bullying.

Bullying that happens off of school grounds, including all forms of cyber bullying can impact the feeling of safety the targeted child has upon returning to school with the perpetrator(s) and can create an intimidating, hostile or offensive environment for all students. The school and the Civilian Misconduct Action Authority (CMAA) will address these actions when necessary for the wellbeing and safety of the community and all students involved. All suspension and expulsion documents, if forwarded to the CMAA, may be used as aggravating factors when considering administrative action in juvenile civilian misconduct under Army Europe Regulation 27-9.

Examples of bullying include but are not limited to:

- Taunting
- Insulting
- Threatening or ganging up on someone
- Stealing or damaging another person's things
- Spreading rumors
- Physically hurting a targeted student
- Unwanted touching, patting, grabbing, hugging, kissing, cornering
- Shunning or purposefully excluding a targeted student
- Using a cell phone or the internet to threaten, stalk, ridicule, humiliate

Adults in our community and staff at our school will do the following to prevent bullying and help children feel safe:

- Closely supervise students
- Watch for signs of bullying behavior and stop it when it happens

- Provide training opportunities for students and families regarding awareness and prevention of bullying
- Take seriously families' concerns about bullying and create a procedure for reporting
- Look into all reported bullying incidents and respond quickly and appropriately
- Assign consequences for bullying based on the school discipline code
- Maintain open communication between garrison agencies to address bullying
- Provide immediate consequences for those who retaliate against students who report bullying

CLASS PARTIES

At HES we enjoy celebrations. If you would like to provide a small snack for a classroom celebration or your child's birthday, please contact the classroom teacher more than three days before the celebration for permission and to make arrangements. Please note your student's classroom may have an allergy alert and some snacks will not be permitted in the classroom.

CONTACT INFORMATION

Please keep all contact information up to date with the school registrar. This is how we will contact you in case of emergency involving your student. If we do not have accurate cell, duty, or home phone numbers we will rely on your emergency contact and chain of command to reach you or tend to your student. The Change of Contact Form is in the main office or you can call the registrar and share your new contact information.

DAILY SCHEDULE

The daily schedule at Hainerberg Elementary School is as follows:

Kindergarten through Grade 5:

0810 Students Line Up with Morning Bell
0810 Students are Tardy-arrivals after this time require check in at the front office
1430 Dismissal for K-5

PSCD & Sure Start:

0855 Students Arrive
1430 Dismissal for PSCD & Sure Start

Every Thursday is an early dismissal at 1330. No after school clubs/activities will occur on Thursday. Half Days have a dismissal time of 1055. No lunch is served on half days.

DRESS CODE

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. Standards for elementary school dress code address our students' comfort, safety, cleanliness and sense of modesty. To help create the best learning environment for elementary students, the following standards for student dress must be observed at Hainerberg Elementary School.

- Students dress and grooming should be in good taste and clean.
- The main torso of the body and undergarments should not be visible.

- All tank top straps and shoulder straps should be three finger widths wide or more.
- Hem lengths on dresses, skirts, and shorts must be at or below fingertips when arms are at sides.
- Waistband of shorts, slacks, skirts, and similar garments must be worn above the hips.
- Shoes must be worn at all times. Shoes with laces should be laced and tied at all times.

Not allowed to be worn:

- Halter tops, see through tops and t-shirts or pants designed as underclothing or pajamas are not appropriate in the school setting.
- Flip flops are not safe for the school environment.
- Any article of clothing that is excessively torn or filthy may not be worn.
- Clothing that displays advertisements for any alcohol, tobacco, or drug product is not to be worn at school or school functions.
- Clothing and accessories that display profanity, violence, discriminatory messages or sexually suggestive phrases are not to be worn at school or school functions
- No hats or bandannas are to be worn during the school day.
- Any article of clothing or accessories, such as jewelry with spikes or ammunition or are similar to dog collars are not permitted.
- Wallet chains, chains worn as belts, that may cause injury to another student may not be worn at school or school functions.

If a student is in violation of the dress code, administration will be notified. The administration will call the sponsor and/or parent. The parents can bring, in a timely fashion, a change of clothes that is within the dress code policy or the school administration will have the nurse provide a garment that is within dress code that the student can wear for the school day.

EXTENDED ABSENCES

When your child will be on a prearranged extended absence (5 or more school days), please follow the procedure below:

1. Sponsor contacts the teacher informing them of the extended absence.
2. Sponsor completes and sends to school the Prearranged Absence Form, which is in the HES main office, for administrator's signature.
3. Teacher prepares assignments for missed class lessons and gives to student/sponsor.
4. Student hands in completed assignments to receive a grade. If a student is in violation of the dress code, administration will be notified. The administration will call the sponsor and/or parent

EXTRA-CURRICULAR ACTIVITIES

HES offers students a choice of clubs and activities. Please help your children select the ones in which they are most interested. Students must accept the responsibility associated with being in a club and must still find time for quality academic work. The list of extracurricular activities will be published in October. Extracurricular activities usually begin in late October and generally run for

one hour after school. Participation in school clubs is a privilege. Students who are suspended on the day of the activity will not be permitted to attend. Parents are responsible to promptly pick up their students after the club ends. There is no supervision for students after school clubs in or outside the building.

GIFTED EDUCATION

Students who enter the Gifted Education Program are sponsor, student, and/or teacher-recommended. Activities in the Gifted Education Program are specifically designed to encourage higher level critical thinking skills.

EMERGENCY PROCEDURES

Safety and Security: At Hainerberg Elementary, we take the safety of our students and adults seriously. Therefore, we practice a variety of safety during the school year.

- Fire Drill:
 - When the alarm goes off, all students, teachers, staff and visitors will evacuate the building to their designated areas. Visitors are to remain with your student's class or follow school personnel to a designated area outside of the building.
- Evacuation Drill:
 - All students, teachers, staff and visitors will evacuate the school building to the Hainerberg Chapel in the event that the school needs to be evacuated. Students must be signed out at the Chapel from the teacher or administration by the sponsor,

parent or listed emergency contact.

- Lockdown:
 - All students, teachers, staff and visitors will remain in a closed area until. No entry or exit to/from the school will occur given an all clear by proper authority.
- Lockout:
 - All students, teachers, staff and visitors will remain inside the school location. Movement throughout hallways and between classrooms will be limited. No entry or exit to/from the school will occur until given an all clear by proper authority.
- Shelter in Place:
 - All students, teachers, staff and visitors will remain in the building until given an all clear by proper authority.

If you are a visitor at HES during one of these procedures, please follow the directives given by school personnel and emergency responders.

HOME SCHOOL

DoDEA recognizes that home-schooling is 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 school 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 student, 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 at Hainerberg Elementary is an essential part of the school program. Homework will vary in accordance with the teacher, to the needs of the student and will relate to classroom instruction. Homework assignments are intended to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to assess student understanding of classroom instruction. Completion of routine homework can motivate students to develop good work habits, while increasing the opportunity for individual initiative and responsibility. Homework can also stimulate creativity, critical thinking and awareness that learning can take place outside of the classroom.

LOST & FOUND

The lost and found box is in the hallway near the New MPR. Quarterly, unclaimed clothing items will be removed from the school and donated.

MONEY IN SCHOOL

Students are encouraged to bring in money for the exact amount of the items being paid for; i.e. lunch, study trip fees, yearbooks, etc. The student is responsible for making these payments. Any lost or stolen money is not the responsibility of the school or agency. Sponsors and parents are always

welcome in the school to deliver money and make payments for the student.

NON CUSTODIAL 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 students' 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.

RECESS

Each classroom has a 20-minute recess each day. Recess is supervised by school personnel. Some classrooms may have additional recess at the discretion of the teacher. We value our students' need to get outside and be active during the school day. Therefore, please adhere to the HES Dress Code and ensure your student is dressed appropriately and safely for outdoor recess year round. In the winter, your student should be wearing a winter coat that protects them from the winter elements. A sweatshirt or hoodie is not a safe winter clothing choice in Germany. Your student should also have on waterproof shoes and socks to keep them safe from winter weather elements. Please encourage your child to wear appropriate gloves/mittens and a hat when outside in winter months. If your student is not dressed appropriately or safely for the conditions, we will contact the sponsor. In the warmer months, please ensure your child's skin is appropriately covered to protect from sun exposure.

SCHOOL CLOSURES

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures.

All weather notifications will be pushed out via the atHoc mass notification system, the garrison Facebook page, and AFN Wiesbaden 103.7FM. Upon receipt of this information, school administration will initiate notification to families via email (when possible) and posting pertinent information on our school Facebook page.

STUDENT MEAL PROGRAM

AAFES operates the cafeteria kitchens under the guidelines of the Department of Agriculture. Monthly menus are available on the school and AAFES websites. Students may bring a lunch from home (please ensure that no sodas/energy drinks are packed in a home lunch). Or a student may purchase a hot lunch from the cafeteria. On the occasion that a student forgets his/her lunch or does not have enough money to pay for it, he/she may either call home or charge the meal. It is the sponsor's responsibility to repay for this lunch charge through AAFES or at the school cafeteria.

Children with food allergies must have a doctor's certification stating what the food allergy is and provide a copy of that statement to the school cafeteria manager and school nurse to ensure the cafeteria is able to provide an appropriate meal/food substitution.

Methods of payment include:

- AAFES School Meal Auto-Payment System
 - Through the School Meal Auto-Payment System,

parents can deposit money into a meal account for their students. These accounts are set up at the PX on Hainerberg.

- When PSCing, the parent/sponsor must close their student's account at AAFES in The Exchange. They will receive cash for the account balance.
- Send Lunch Money Daily
 - Sponsors or parents who decide not to open a school meal account can pay cash for their student's meals. This option does not apply to those who qualify for the Free/Reduced Lunch Program.
- Free/Reduced Lunch Program
 - Students from families whose income meet eligibility criteria will receive free or reduced lunches at the school cafeteria. You may apply for this program at any time during the school year. Applications are available at HES.

If you have any questions, please contact your local school for information and an application for the Free and Reduced Lunch Program.

SCHOOL FACILITIES

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.

Anyone seeking usage of the facility outside of school hours must complete and submit a facility usage form, which can be found in the Main Office. The facility request requirements ensure that all organizations and individuals must obtain permission from the school administration and garrison officials to utilize these facilities. Upon completion of the facility request, please submit the completed copy to the school Main Office. Facilities Management will communicate the approval/disapproval of the facilities request.

SCHOOL TRIPS

The purpose of a study trip is to meet specific learning objectives, promote the integration of curricula into a real world setting and extend the classroom instructional program.

The purpose of school sponsored study trips is to enhance the educational experience provided to students beyond the general education classroom experience. For safety and security reasons, students are expected to be in the presence of either the classroom teacher or an authorized school chaperone for the duration of the trip. The expectation is that all students travel with their class from the school to the designated destination and return from the designated destination to the school via the arranged transportation coordinated between the school and the transportation office. It is not common practice for parents to check students out of school during a study trip or from the study trip. It is the expectation that all parents follow appropriate check out procedures set forth by the school to ensure the safety of all of our students.

A sponsor/parent must sign permission for each study trip their student is able to

participate in. The entrance fee, food and personal purchases are paid by the sponsor/parent. Students are encouraged to participate in Study Trips. A higher degree of independence, self-control and responsibility is expected of students while on study trips. If a sponsor/parent would like to be a chaperone there are a few key points to note. A Military Police Background Check must be completed and an approved response shared with the school. This background check paperwork should be submitted to HES at least 6 weeks prior to any scheduled study trip a parent wishes to chaperone. A completed DD2793 Volunteer Agreement Form must also be submitted to the main office. The purpose of chaperoning is to ensure safety and student engagement while on the study trip. In order to ensure this safety and engagement, while chaperoning you cannot bring younger siblings or other family members on the study trip. Chaperones cannot consume alcoholic beverages while on study trips. Smoking is not permitted while in the presence of students. Before chaperoning your child's study trip you will need to read the Study Trip Chaperone's Responsibilities, sign it and return it to your classroom teacher prior to the day of the study trip. Please obtain this form from the main office or the classroom teacher.

SCHOOL VISITORS

All sponsors, parents and volunteers visiting or volunteering in HES will have on a yellow name tag issued from the Main Office. This is a safety measure to ensure that our students are safe at all times and that all adults in the building are accounted for. Please be respectful and understanding when asked to verify your photo ID. We do this as a safety measure for our students.

PARENT ADVOCACY

PTO (Parent Teacher Organization)

The HES PTO is a volunteer organization dedicated to supporting students, teachers and educational programs. The support provides supplementary assistance to activities for which other fund sources are insufficient or non-existent.

School Advisory Committee (SAC)

(DoDEA Europe & DoDEA Pacific) and School Boards (DoDEA Americas)

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

The HES SAC is a group composed of three parents and three teachers, elected for two-year terms. Elections for the open positions are held each spring. SAC officers are elected during the first school-year meeting, typically in September. SAC serves to advise the Principal and provides an important avenue for official recommendations.

Parent/Student/Teacher Communication

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

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.

Protection of Curricular Time

Classrooms are not to be interrupted to deliver personal messages (except in emergency situations approved by administration), lunch money or school supplies/assignments. Forgotten items (such as books, assignments or money) from home may be left with the front office and will be delivered to the student.

Public Relations

Electronic displays will be utilized to advertise events and to showcase student work. Administrators must approve advertisements prior to submission for display. Announcements for the Student Announcements are to be submitted from the activity sponsor to the Main Office by 1200 the day prior to the announcement being published. Announcements will not run for more than three consecutive days.

TOYS

Students should not bring toys to school. HES will not be responsible for any lost or exchanged toys. Students should also not bring any items that represent a weapon, i.e. toy swords, guns, ammunition, etc. Students may not bring any items that may cause harm to themselves or others, i.e. laser pointers, blades of any sort.

The Hainerberg Elementary School Student and Parent Handbook is a valuable resource for parents and students.

Please read this handbook to familiarize yourself with how to best prepare your student to be successful at HES and to better understand your student's day-to-day here at HES.

Upon completion of reading the HES Student and Parent Handbook, sign this form to acknowledge your understanding of the information contained within this Handbook.

Return the signed page to your child's classroom teacher.

Thank you.

-HES School Administration Team



I have read and understand the information and guidelines outlined in the Hainerberg Elementary School Student and Parent Handbook.

Child's Name

Teacher/Grade

Parent Name

Parent Signature

Date of Signature

