

Parent/Student Handbook SY 2012-2013



Mr. Dale Moore, Principal
Dr. Thomas Thomson, Assistant Principal
Unit 30401, APO AE 09107
07031-15-2715, DSN 431-2715

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**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE PRINCIPAL
BOEBLINGEN ELEMENTARY/MIDDLE SCHOOL
UNIT 30401
APO, AE 09107**



Welcome Letter

Dear Parents,

Welcome to Boeblingen Elementary Middle School. We are proud of our exceptional students, faculty, and staff and extend an open invitation for you to visit or to become a regular volunteer. In order to conserve paper we are publishing this handbook electronically, with copies available on our school website. If you desire a hard copy, you may come into the school's main office and we will print one out for you. Although it is not possible to address every question/issue in this handbook, it is our hope that you will find it useful and helpful throughout the school year.

We strongly believe that the best education can be achieved for children when home, school, and community combine energies and talents. There are many ways for parents and community members to become involved in our school. Volunteers enrich and support the curriculum in the classrooms and are always welcome in the library, cafeteria, classrooms, and on the playgrounds. We are fortunate to have an active Parent/Teacher Association (PTA) that is always looking for members and people willing to assist. The PTA supports a variety of school programs such as visiting authors, Reading Counts, and various cultural performers. The School Advisory Committee (SAC) is comprised of parents and teachers who work with whole school topics such as curricular concerns, cafeteria items, and bus questions. From time to time, other opportunities for short-term involvement arise. When that happens, you will learn about it through emails from the main office, classroom teachers, the *Bulldog Pride Newsletter* (our weekly newsletter), and/or in the community post.

We invite you to read this handbook and become acquainted with both our mission and our school improvement goals. The DoDEA curricular standards for each grade level can be found on the DoDEA website at www.dodea.edu. Please check the DoDEA website for other pertinent information including new initiatives and trends, school (and district) test scores, and textbook adoptions. For ease when contacting teachers and administrators, our email addresses all follow the same pattern: FirstName.LastName@eu.dodea.edu.

We encourage ongoing communication between parents, students, and teachers. Collectively, we must work together throughout the year to fulfill your child's and our educational goals. We encourage parents to help your children in the evenings by reviewing homework and what was learned during the school day. By adults showing interest in and enthusiasm for topics our children are studying, we will not only teach them to like education, but more importantly to **love** learning. This attitude is important; as school is only the beginning of a well-rounded education. We strive to instill in our students an appreciation for the concept that learning is indeed a life-long process. We wish you and your child a most rewarding and successful school year.

Sincerely,

Mr. Dale Moore
Principal

Dr. Thomas Thomson
Assistant Principal

DoDEA Community Strategic Plan

Vision

Communities committed to success for ALL students!

Mission

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

Guiding Principles

- Success for All Students
- Trust and Respect for Others
- Uncompromising Advocacy for Students
- Development of Lifelong learners
- Equal Access to Quality, Rigorous Education
- New and Motivating Challenges to Inspire Excellence.
- Teaching with High Expectations
- Safe and Stable Learning Environment

GOAL 1: Highest Student Achievement

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning.

GOAL 2: Performance-Driven, Efficient Management Systems

DoDEA will use a performance driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

GOAL 3: Motivated, High Performing, Diverse Workforce

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

GOAL 4: Promoting Student Development through Partnerships and Communication

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.



MISSION & VISION STATEMENTS

Heidelberg District Mission Statement

Promoting Student Success - Preventing Student Failure!" is our district mission. Our schools are committed to highest student achievement.

Boeblingen Elementary Middle School Vision & Mission Statements



To inspire curiosity and ambition for life-long learning in every student.

The Mission

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

School Improvement Goals

Goal 1: All students will demonstrate a proficiency in writing strategies in the English Language Arts.

Goal 2: All students will demonstrate a proficiency in communication in Mathematics.

DoDEA Chain of Command

Ms. Marilee Fitzgerald

Director, Department of Defense Education Activity
4040 North Fairfax Drive
Web Building
Arlington, VA 22203

Dr. Nancy C. Bresell

Deputy Director, Europe
DODEA
CMR 443, Box 7000
APO AE 09096

Dr. Terry Greene

Area Superintendent for Curriculum, Instruction, and Assessment, Europe
CMR 443, Box 7000
APO AE 09096

Mr. Steven Sanchez

Superintendent of Schools
Heidelberg District
Unit 29237
APO, AE 09102

TBD

Assistant Superintendent of Schools
Heidelberg District
Unit 29237
APO AE 09102

Mr. Dale Moore

Principal, BEMS
BEMS Unit 30401
APO AE 09107

Dr. Thomas Thomson

Assistant Principal, BEMS
BEMS Unit 30401
APO AE 09107

**Counselors – Elementary or Middle
Classroom Teachers**

Contact Information

School email:

Principal: Principal.BoeblingenEMS@eu.dodea.edu

Assistant Principal: AsstPrincipalBoeblingenEMS@eu.dodea.edu

Websites

DoDEA/DoDDS Website: www.dodea.edu

DoDDS Europe Website: www.eu.dodea.edu

Boeblingen Elementary/Middle School Website: <http://www.stut-esb.eu.dodea.edu/>

Gradespeed Website: <https://dodea.gradespeed.net/pc/studentlogin.aspx>

Important Telephone Numbers

	Military	Civilian
Nancy Bresell	338-7614	0611-380-7614
Terry Greene	338-7614	0611-380-7614
Superintendent, Steven Sanchez	388-9383	06221-7688081
BEMS Office	431-2715	07031-152715
BEMS Nurse	431-2274	07031-152274
ES Counselor	431-3398	07031-153398
MS Counselor	431-2342	07031-152342
Registrar	431-2923	07031-152923
Bus Transportation Office	430-8493	0711-680-8493
DoDDS Hotline	338-7670	0611-380-7670

Boeblingen Elementary Middle School Calendar

School Year 2012/2013

BOEBLINGEN ELEMENTARY/MIDDLE SCHOOL CALENDAR

First Semester (92 Instructional Days)

Monday, August 27	Begin First Quarter and First Semester
Monday, September 3	Labor Day Federal Holiday
Friday, September 14	Half Day–Dismissal 11:00- Professional Development Day
Friday, October 5	No school for students - Teacher Professional Development
Monday, October 8	Columbus Day - Federal Holiday
Wednesday, October 17	PSAT Testing
Thursday, November 1	End of First Quarter (47 days of classroom instruction)
Friday, November 2	No school for students - teacher work day
Monday November 5	Begin second quarter
Monday, November 12	Veterans Day - Federal Holiday
Thursday, November 15	BEMS (ES Only) Parent/Teacher Conferences
Friday, November 16	BEMS (Both ES/MS) Parent Teacher Conferences
Thursday, November 22	Thanksgiving - Federal Holiday
Friday, November 23	Friday - Recess Day
Friday, December 7	No school for students - Teacher Professional Development
Monday, December 24	Begin Winter Recess
Tuesday, January 1	New Year's Day - Federal Holiday
Monday, January 7	Instruction Resumes
Friday, January 11	No school for students - Professional Development Day
Monday, January 21	Martin Luther King, Jr. Day - Federal Holiday
Thursday, January 24	End of Second Quarter and First Semester
Friday, January 25	No school for students - teacher work day

Second Semester (91 Instructional Days)

Monday, January 28	Begin Third Quarter and Second Semester
Monday, February 18	Presidents' Day - Federal Holiday
Friday, February 1	BEMS (ES Only) Parent/Teacher Conferences
March 11-15	TerraNova Testing
Thursday, April 4	End of Third Quarter (48 days of classroom instruction)
Friday, April 5	No school for students - teacher work day
Monday, April 8	Begin Spring Recess
Monday, April 15	Instruction Resumes - Begin Fourth Quarter
Friday, April 19	BEMS (Both ES/MS) Parent Teacher Conferences
Monday, May 27	Memorial Day - Federal Holiday
Thursday, June 13	End Fourth Quarter & Second Semester
Friday, June 14	No school for students - teacher work day

Accreditation

AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). AdvancED is dedicated to advancing excellence in education worldwide through accreditation, research, and professional services.

AdvancED creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide, educating 15 million students.

NCA CASI and SACS CASI schools share a unified, clear and powerful accreditation process designed to help schools continuously improve. To learn more about AdvancED visit their website at: <http://www.advanc-ed.org/>

Boeblingen Elementary/Middle School earned full accreditation status from AdvancEd during our last accreditation visit in February 2008. The committee was impressed with our School Improvement Plan, in addition to the commitment of the faculty and the statistical and research work and training that has been done. The School Improvement Chairs and the entire school administration, faculty, and staff were complimented on their hard work and their desire to attain the highest achievement for all students. BEMS participates in continuous improvement activities yearly and expects the next on-site AdvancEd visitation in 2013. To maintain our certification AdvancEd requires that reports are submitted each year documenting the progress made toward achieving our goals.

The faculty, the School Advisory Committee (SAC), and School Improvement Leadership Team (SILT) work hard each year to make the school a positive learning environment for children. We hope that each child will not only learn the curriculum, but also achieve the best standards possible and develop an interest in and commitment to learning. We encourage students to set goals on their own and develop strategies so they can be independent, life-long learners.

Standardized Testing

In March, the CTBS Terra Nova III tests are given to all students in third through eighth grades. This helps to determine the progress your child is making in their schoolwork compared to other children nation-wide. The CTBS Terra Nova III has a writing component in all areas of the test to give a better measure of a student's achievement.

Third grade students are given the Developmental Reading Assessment (DRA) reading test twice a year to help determine progress at becoming proficient readers. Be sure your child gets plenty of sleep and a good breakfast when participating in any standardized testing.

Special Programs

Literacy Coach / Read 180: The literacy coach assists children who are performing below grade level in language arts and reading through small group instruction. Read 180 instruction is provided to students in grades 3 – 8 who are performing below grade level, and meet certain criteria for inclusion in the program.

Counseling Program: Counselors work with all students through classroom guidance units. Small group and individual counseling sessions are provided when needed. The program assists children in their social and emotional development. The program is based on the belief that the growth and development during the early years of schooling are most important in the total education of the child. Classroom units include dealing with self-concept, character development, peer relationships, conflict resolution, safety, substance abuse, and communicating ideas. Counseling sessions are designed to help improve behavior management, decision-making, resolve conflicts, and improve study habits.

English as a Second Language (ESL): The ESL teacher works with children who have learned English as a second language, or who speak little or no English. Initially, instruction is primarily listening and speaking. Students are then given help in reading and writing English to improve academic achievement in other areas. Instruction is provided in the classroom as well as a pull out program to best meet the needs of the individual learner.

Learning Impaired/Mild to Moderate (LI): The LI teachers provide services for those students identified as having a disorder in understanding or using spoken or written language as defined by DoD Instruction 1342.12. Special education services are designed to meet the unique educational needs of a student placed in such a program by the Case Study Committee. These programs must be reviewed annually to determine the continued appropriateness. The program of study must ensure a student's placement in the least restrictive environment while providing academic progress. This placement may involve the students spending some part of the school day out of the general education classroom. LI teachers work within the general education classroom teachers to meet students' individual needs.

Speech and Language Pathologist: The speech and language pathologist provides screening, diagnostic, and therapy services on an individual or group basis for any child having a stuttering, articulation, voice or receptive/expressive language disorder.

Psychologist: The psychologist administers psychological batteries, consults with staff and plans and manages a program of psychological services.

School Nurse: The school nurse works with educational and medical agencies to help plan, organize, implement, and evaluate the school health services. First aid is provided to ill and injured students and school personnel.

Gifted Education: BEMS has a very active Gifted Education (GE) program for students in Grades 4-8 who rank in the top 5% of the nation. Similarly, an Extended Learning program is available for very bright 2nd and 3rd graders. If you feel that your child might qualify for such programs, please contact the school for more information.

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

Academic Website Information

The school year is divided into four 9-week quarters. Students receive report cards four (4) times a year. A non-graded program is used in grades K-3. A graded program is used in grades 4-8.

Curriculum guides for most subjects can be found on the DoDEA Website at

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

Report Card Evaluation Codes

Kindergarten-Grades 1, 2 & 3

CD - Consistently Displayed

P - Developing/Progressing

N - Not Yet Evident

X - Not Addressed

Special Subject Marking Code

P - Participates

+ - Shows Strength

/ - More Participation Needed

Grades 4 – 8

A - Excellent

B - Very Good

C - Good

D - Minimal

F – Failing

Special Subject Marking Code

E – Exceeds grade-level expectations

M – Meets grade-level expectations

S – Steady progress towards grade-level expectations

L – Limited progress towards grade-level expectations

Parent/teacher conferences will be held at the end of the first marking period for all students, or may be requested at any time by the parents or teachers. Since no report card is adequate in presenting the full picture of a pupil's progress, when questions arise, parents are encouraged to confer with teachers.

Dropping and Adding Courses (MS only)

Middle school courses may be added or dropped prior to the completion to ten instructional days. Courses dropped within this time period will not appear on the transcript. MS Courses taken for High School credit and dropped after the 10-day grace period, will be recorded as a “WF” (withdrawn failing) on the student transcript.

Honor Roll

The BEMS faculty recognizes and rewards students who have earned high academic achievement and maintain high standards of personal conduct. There are three levels of academic awards presented to students in Grades 4 – 8, based on grade point average.

Elementary		Middle School	
4.0	Principal's Honor Roll	4.0	Principal's Honor Roll
3.5 – 3.99	High Honor Roll	3.75 – 3.99	High Honor Roll
3.00 – 3.49	Honor Roll	3.50 – 3.74	Honor Roll

Home-Schooled Students

Parents who are eligible to enroll their dependents in DoDDS schools, but elect to home school their children may bring their student in to use our Library or Computer Lab at any time that there is not a class using that facility. These facilities are not available after 1500.

Library / Information Center

Newly renovated for the 2011/2012 academic year, the BEMS Library/Information Center's objective is to support and enrich the educational program of the school and to contribute to the instructional and learning experiences of the student. The center provides students opportunities to borrow and use the resources and to participate in listening/viewing and computer activities. Large group instruction and use of the resources are scheduled as needed. Skills are sequentially taught in conjunction with the appropriate classroom or school-wide activity. Periodically the file will be checked for overdue books, and notices will be sent to the students' teacher, notices will also be sent to parents. When students withdraw from school any books that have been checked out by the student must be returned, replaced, or paid for before final check out. Replacement is preferable, but payment for lost books must be made at the school by money order payable to the US Treasury Department.

Homework Policy

Homework is any activity done outside the classroom to reinforce classroom instruction. The purpose of homework is to provide the student with an opportunity to review and/or practice skills and information previously introduced and/or taught in the classroom. At BEMS, homework is considered a necessary part of the educational program to assist children in learning. Assignment, review, and evaluation of homework are an integral tool used by teachers in the education process. Academically appropriate homework to support student learning is selected by the teacher according to the needs of students. The time required for its completion will vary according to the age and ability of each student. A variety of education approaches are used to aid students in their quest for life-long learning. Successful completion of homework assigned is intended to reinforce concepts taught in the classroom. Parental involvement and support for the value and completion of homework is essential for student's success in the education process.

Purposes

- Provides an opportunity for parents to play an integral role in their child's education.
- Encourages students to be organized, self-disciplined, responsible, resourceful and independent.
- Provides the opportunity for students to increase their academic abilities and achievement.
- Reinforces and/or enhances the curriculum.

Type of Homework

Homework should be an extension of class work. It should be practice on things already introduced and at least partially mastered. With younger children the school will encourage parents to be involved and guide their children as they may need help with reading or writing. Homework should be a positive experience and if parent and child work together in a happy way, the child will benefit more. For older students, homework may include writing papers, research projects and book reports in addition to further practice on what they have partially mastered in class. However, if the paper or project is complicated, teachers should clearly give step-by-step guidelines. Older children may be able to work more independently. However, it is good for parents to look over the child's work to assure completion and understanding. Again, it should be a calm, positive experience and one that guides children into good work habits.

Internet Rights and Responsibilities

Students, staff and volunteers are required to have training and an understanding of Internet usage and responsibility before utilizing the Internet. Upon registration at BEMS, all students must sign an Internet agreement form stating that they will use the Internet appropriately. Use of the Internet is a privilege not a right; visiting inappropriate sites, or downloading inappropriate files will result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at BEMS is government property.

Supplies

Textbooks and workbooks are supplied by DoDDS. Your student will need other supplies as listed on the supply lists (you can pick up a list from the school office). The teacher may also make special requests throughout the year. All school supplies are to remain in the school. Please check your child's supplies periodically. The proper care and use of these items should be stressed to help the student develop a feeling of personal responsibility for books or supplies furnished for his/her use. Parents of students who lose or damage schoolbooks or other school property will be held accountable for that loss or damage.

Study Trips

Study trips enrich our academic educational program. Living in Germany gives us opportunities that do not exist in the US. Study trip permission slips will be sent home with the children prior to departing on a trip. **Children will not be permitted to participate without written parental approval.** School policy states that study trips are only for children enrolled in the designated class, grade or group. **No younger children, siblings, or friends are allowed on field trips.** Parent chaperones are solicited to accompany the classes on some study trips. They are to stay with the group/class at all times. The purpose of adult chaperones is to ensure safety of the students being chaperoned.

As an invited chaperone, one's responsibility must be to supervise the students. The following responsibilities will assist parent chaperones:

1. Supervise students assigned by the classroom teacher at the study trip site.
2. Keep "your" students in view at all times.
3. Follow the teacher's directions if an assignment is part of the study trip plan.
4. During the lunchtime, keep "your" students together.
5. Remind students to clean up after themselves.
6. Remind students to be courteous and polite at all times.
7. Chaperones are requested **NOT** to purchase souvenirs/items for the students they are supervising.
8. If a student becomes ill or gets hurt, contact the teacher immediately.

In compliance with DoDDS Policy, chaperones will not consume alcoholic beverages or smoke while on 'duty' as chaperones on school sponsored trips.

A student may be excused from attending a study trip if, in the opinion of the teacher and principal, it is felt that the child's behavior may endanger him/herself or others. An exception may be approved if the student is accompanied by his/her parent/sponsor.

A medical power of attorney for study trips must be on file with the classroom teacher or trip sponsor.

Grade Placement Committee

The Student/Grade Placement Committee makes recommendations to the principal on program adjustments and any other grade or class placement, which is not routine. The committee consists of the homeroom teacher, the teacher making the referral, an administrator, parents, and others as needed. The committee collects data, discusses each referral, makes recommendations for placement, and reviews the progress of students who have been placed.

Parents or teachers may start the referral process to this committee. If any form of testing or assessment is to be done, the parents must first give permission in writing. As per DSR 2000.3, the final decision on grade and program placement is the Principal's responsibility.

Retention

In rare cases, a teacher may request consideration for the retention of a student. Documentation of resource utilization must be submitted with all retention requests.

RETENTION PROCEDURES

1. The teacher notifies parent and counselor of a student under consideration for retention.
2. The teacher should discuss the possibility of retention with the sponsor sometime before January. The teacher provides the sponsor with the objective pros and cons of retention.
3. Parents and the teacher determine if they will proceed to a formal Placement Committee meeting with the school administration.
4. If a formal Placement Committee meeting is held, the sponsor will sign a form stating that a conference was held and that he/she approves of grade retention for the child.

If teacher and sponsor agree on retention, then a specific plan for student success must be written for the following year.

Attendance

Absences

Child advocacy and force protection concerns necessitate a standardized DoDDS – Europe procedure for reporting student absence from school, especially when the absence is unplanned.

EUCOM has expressed a need for a standard reporting requirement on the part of parents to report student absence from school. As a result, EUCOM now require parents or guardians to notify their child's school of absences or late arrivals and ensure current contact information is on file at their child's school at all times. If contact information is not found current/correct, schools will initiate contact through the chain-of-command. When the military chain-of-command is involved, commanders will execute appropriate counseling and/or disciplinary action. The local military commands expect the following standards to meet minimum notification requirements:

- Planned absences will be reported by the parents to the child's school no later than three days prior to the expected absence.
- Unplanned absences will be reported to the child's school within one hour of the start of school on the day of the absence (*No later than 0900*).
- Late arrivals will be reported to the child's school within one hour of the start of school on the day of the tardiness.

In the event that a child does not have a planned absence from school and is reported by the classroom teacher to be absent, DoDDS-Europe will initiate the following procedures:

- By 10 AM of the day of the unplanned absence, if the parent has failed to contact the office, the school will contact the parent to report the child's absence.
- If the school cannot contact the parent they will contact all names on the contact list.
- If contact information is not current/correct, DoDDS-E will initiate contact through the military chain of command.

This guidance directly supports the education, safety, and enforcement of student attendance by outlining the shared responsibility for parents and schools. The requirement to report absenteeism also reinforces sound force protection measures.

When students are absent, please call the school office (07031-152715) no later than 0900 to inform the school of your child's absence and the reason for the absence.

An excused absence is one for which the child will be given make-up privileges and credit. Excused absences will be granted only for (1) illness; (2) family emergency; (3) educational trips shared by members of the family, subject to prior approval of the administration *three days in advance of the absence*; (4) medical necessities which cannot be cared for on non-school time; (5) bona fide reasons as determined by the administration. A student returning to school following an excused absence will be given a reasonable amount of time to make up work missed. **All other absences will be classified as unexcused.**

Tardy Policy

Student tardiness due to late buses will automatically be excused. When a student arrives late because their parent drove him/her to school, the parent must accompany the student and sign him/her in. The classroom teacher will document tardies. Habitual tardiness in the elementary school may result in disciplinary action. Middle school students must be in class and in their seats when the bell rings at 8:00. Students must be in class in their seats when the tardy bell rings for each of their classes. Our tardy policy has the following progression of consequences:

- 3rd Tardy – warning and letter to parent
- 4th Tardy – after school detention and admin counseling
- 5th Tardy – after school detention and conference with admin and parent
- 6th Tardy – out of school suspension

Parents who drive their students to school need to be mindful of the heavy traffic in this area and leave home in plenty of time to have students arrive punctually.

Telephone and Address Changes

Parents/sponsors are requested to keep the school informed at all times of their home and unit addresses, as well as the home and duty telephone to include emergency contact numbers. It is important for sponsors to notify the school *immediately* of any change in address and telephone. If a home telephone number is not available, the sponsor is responsible for providing the school with TWO separate emergency contact persons that can be reached during school hours. This is required for the safety and well being of the student. *Remember, it is mandatory that the school have emergency contact information in the event that the parent cannot be contacted.*

Power of Attorney for Emergencies

In the case of both parents being out of the country, it is necessary to obtain a special Power Of Attorney to be used in case of emergency. Also, it is important to inform the teacher and school office of the name, address, and telephone number of the person taking care of the child. In addition, it is necessary to notify the school nurse, so the nurse will know whom to notify in case of emergency.

Lunch Schedule

Grade	Lunch
Kindergarten	1030 – 1110
First Grade	1045 – 1110
Second Grade	1100 – 1125
Third Grade	1115 – 1140
Fourth Grade	1130 – 1155
Fifth Grade	1140 – 1205
Middle School	1220 – 1310

Middle School Daily Schedule

A Day	B Day
0800 – 0930 - Period 1	0800 – 0930 - Period 5
0935 – 1055 - Period 2	0935 – 1055 - Period 6
1100 – 1220 - Period 3	1100 – 1220 - Period 7
1225 – 1310 - Lunch	1225 – 1310 - Lunch
1315 – 1435 - Period 4	1315 – 1435 - Period 8

Transfers/Withdrawals

When you are transferred to a new location, please notify the school office 431-2715 (DSN) or 07031-15-2715 (CIV) at least two weeks (10 working days) prior to your child's last day of attendance. The school must have a copy of your PCS orders. After the school has been notified of the student's withdrawal, we will then prepare your child's cumulative folder and you will be able to take all necessary items to the new school with you. DoDDS policy allows the school to release the student's records only to legal guardians. If all obligations are cleared, records may be picked up at the end of the last day your child attends school. Students may not take their official records from the school. Withdrawal within the last 20 days of school is only for a PCS or approved block leave. Family trips during the last 20 days of school will be considered unexcused and students will receive zeroes on all work missed. For this year, the earliest time for withdrawal in order to be promoted to the next grade is after school on May 17, 2011.

Inclement Weather – School Delays and Closures

- The decision to close the school or delay the start of school is made by the USAG-Stuttgart Commander in consultation with the USAG-Stuttgart Consequence Management Team.
- Once notified, procedures are implemented to notify staff through the school's Emergency Phone Roster.
- Parents are advised that we ***cannot*** notify families personally of school start delays or closures. An announcement of "no school," "early dismissal" or "delayed start" are announced on:

Radio AM Band	1143 KHZ
Radio FM Band	102.3

We advise you to practice regularly with your children what to do if you are not at home when he/she returns from school.

Please call 0711-7292474 (CIV) or 421-2474 (DSN) for updated road conditions or visit the garrison's weather site at:

http://www.imcom-europe.army.mil/webs/sites/staff_org/safety/road_conditions/index.asp

When AFN broadcasts that Stuttgart schools are closed, students are NOT to come to school until the notified time and/or date to return. When schools are delayed in opening, staff will also be delayed in arriving at school. Students transported by parents, or students walking, need to remain at home until the appropriate time for school to start. Bus pick-up will also be delayed the same amount of time as is designated in delay announcement. If school is to be closed early, the decision should be made before 1000 hours.

Communication with the Community

School/Home Relations

Good school/home relations are vital to promote excellence in education. Teachers and parents must work together. If your child is not making satisfactory progress or appears to be disturbed about school or homework, make an appointment for a conference with the teacher. This may be all that is necessary to resolve the problem. Our policy guarantees that the suggestions or concerns received from parents will be given consideration. Requests for conferences will receive prompt replies, and our doors are always open for you to talk to us. For middle school students, you may also contact the grade team leader for assistance in setting up a conference with more than one teacher.

Parents are also encouraged to attend student performances or programs throughout the year. Siblings are also encouraged to come if they remain quiet and with their parents during the programs. Movement and the in/out flow of people can distract and disappoint them. Thank you for your consideration and appreciation of all the hard work that goes into a live performance.

Parents are encouraged to come and eat lunch with their children. Just call the office by 8:30 so the cafeteria will have an accurate lunch count and sign in at the front office. Classroom visits may also be arranged by advanced appointment with the teacher and by signing in at the office.

Any time you visit the school, please, *sign in at the office* to receive a visitor's pass. This is to ensure safety and security at our school. Parents, workmen and other visitors must use the front door, as only one door will be unlocked due to force protection and school protection guidelines. Staff and teachers will question non-school staff members if they don't have appropriate passes.

Chain Of Command for Addressing Concerns

As partners in the education of students in our school community, a major part of our mission is to involve parents in their child's learning. We expect all parents to volunteer in the classroom, participate in school wide activities, serve as members of our School Advisory Committee, establish daily study times (even when there's no homework), and help children with task commitment, new skills, and projects. We realize parents' time is limited by a myriad of responsibilities and activities; however, research demonstrates that students who have the greatest school success are children whose parents are actively involved in their education.

As in all partnerships, we realize that miscommunication, confusion, questions, concerns, and even discontent may occur. If you experience such a problem, it is requested that you please utilize the following chain of command procedures to resolve the problem:

Step I – Meet with the teacher and/or counselor

Step II – Meet with an administrator

Step III – District Superintendent's Office

Step IV – Area Office – DoDDS-E in Wiesbaden

Step V – Headquarters

Visitors

Parents, visitors, and workmen upon arriving on school grounds *must* report to the school's office and receive a visitor's pass. Classes are not to be interrupted. If there is an emergency, the office will deliver a message or article to the student and arrange to have the student meet the parent in the office. Parents are not to disrupt classes or loiter in the hallways.

Visitors' Entrance

All parents, visitors, and guests must use the main entrance to the school. (The one exception is for handicapped people in wheel chairs or parents with strollers. The handicapped entrance ramp is near the gym door. Ring the bell to get admittance permission and the office will open the door for you.)

Signing Students In and Out

Parents need to come into the office to sign your child in when they come late to school. When a student leaves early, a parent, emergency contact person, or person with a signed and dated note from the parent must "sign out" the student in the office before leaving the school grounds.

Communications

Telephone Messages

Messages to children may be delivered when there is an immediate emergency. Otherwise, please, plan ahead as it is difficult for the office to deliver messages for nearly 700 children. Students cannot be taken out of class to receive telephone calls. Children are not to use school telephones to arrange for visits to another child's home. If a parent calls with a message, we will record it and deliver to the student between 1400 and 1415. Parents are requested to be sure to call in any message before 1400. *Messages received after 1400 cannot be delivered to students before the end of the day.*

Newsletters

The Paw, our weekly newsletter is sent home electronically every Friday to keep students, parents and the US Army Garrison Stuttgart Community aware of activities, school policies and special events. The *The Paw* is dated and numbered in the event a communication fails to arrive home or there is need for a reprint of a special article. Parents are encouraged to check the column or pages, which advise on special dates, the school lunch menu, and school functions. Notices of Federal Holidays or changes affecting special days of non-instruction (no school for students) will also be featured. Printed copies of the *The Paw* are available at the office. Please check with your child's teacher for classroom newsletters in addition to the *The Paw* newsletter.

Website

The BEMS web page contains helpful information for new families including an introduction, an overview of the school, links, School Advisory Committee (SAC) information etc., which we will update frequently. Our website can be found at the following location: <http://www.stut-esb.eu.dodea.edu/> .

Volunteers

Do you have a little time to spare? Would you be interested in volunteering your services by becoming a mentor, playground monitor, assist with clerical tasks, or perhaps help in the school's Media Center? Many parents have experience and skills that could help our educational program. Volunteers should leave their younger children at home or in daycare. If you are interested in volunteering, you will need a general background check. Please contact the main office for the appropriate forms. The PTA has a volunteer coordinator, whom you can contact via the school office. If you volunteer under the auspices of the Red Cross, they can sometimes help you by authorizing free care for your younger child(ren) at the CDC.

Parent Teacher Association (PTA)

Boeblingen has an active PTA with information sent home concerning meetings and activities in the *The Paw* newsletter. Membership to the PTA provides discounts on many events and items. With these discounts most families get their membership fees back many times over. To contact the PTA, send an email to bulldogpta@gmail.com.

School Advisory Committee (SAC)

The School Advisory Committee provides a forum for you to express your ideas and concerns with school and community officials. Boeblingen's SAC Chairperson is elected in the fall by returning and newly elected SAC members. The SAC will...

- RECOMMEND - consider a problem or question, and provide a solution in the form of a recommendation.
- INFORM - keep the community aware of what plans and are being initiated in the school.
- SUGGEST - informally recommend a course of action as a solution to a question or problem.
- EVALUATE - help measure the effectiveness of a program's results.
- INQUIRE - seek information, input, and feedback from the community, school, or installation in order to help develop proposals.
- INVESTIGATE - locate and determine the feasibility of implementing new programs.

SAC is an advisory committee, which works productively to improve and advance the education of your children. SAC meetings are generally held the second school Monday of every month at 3:00 p.m. in the Principal's Office – please check the school calendar for exact dates of meetings. Everyone is invited to attend. However, if you are not able to attend, you may write to or contact any elected member of the SAC, and he/she will share your thoughts and concerns with the committee. Some SAC members are also a part of the IAC, which advises the US Army Garrison Stuttgart commander in regard to school-base related matters.

Employment Opportunities

Some parents and community members would like to apply for jobs in the school as those jobs are often only within the school hours, which is convenient for parents of school-age children. If you or someone you know is interested in applying for a kindergarten aide or special education aide job, or as a substitute, a clerical person or as a teacher, the application listings are continually opened throughout the year. Application can be found online at <http://www.eu.dodea.edu/hr/vacancies.php> or from the school secretary. Please apply early because it may take several weeks to a couple of months for your application to be processed and your background check to be verified, especially during busy times of the year.

Classroom Parties

Please check with your child's teacher before planning a classroom party or event. Classroom parties should be limited to holidays. Learning time should be maximized to the greatest extent possible. Treats should be healthy, please avoid sugary treats, if possible. Treats may be passed out to your child's class at lunch in the cafeteria or brought to the class for the teacher to pass them during an appropriate time that does not interrupt the academic day.

Teacher Appreciation

Teacher Appreciation is celebrated at various times during the year. End-of-the-year thank-you letters from parents and/or students are most appropriate and appreciated. Individually given small gifts such as a flower or a craft would be acceptable, but parties and expensive group gifts are not appropriate.

Lost and Found

The school will make every attempt to assist students and parents to locate lost personal items. It is the responsibility of the student to keep track of his/her personal items. Lost and found boxes are located in the closet next to the Nurse's. Students and parents are welcome to check the lost and found before, during and/or after school. Students who lose watches, rings, or money are to check with the office. Please name tag and/or mark your student's clothing and supplies (i.e., coats, shoes, hats, gloves, book bags, lunch boxes, etc.). This will help your child identify his/her belongings, and will keep the "Lost and Found" area empty! Clothing and other personal items not claimed by the end of each semester will be donated to a local charity.

Youth Services (YS) Activities

After school athletics for middle school and elementary school age students are the responsibility of Youth Services - not DoDDS-E. DoDDS-E does not have authority nor does it receive funding to initiate such services.

Sign up for sports teams, piano lessons and other activities at the Youth Services Offices. Cub Scouts, Boy Scouts, Daisy Scouts, Brownies and Girl Scouts meet here. Please use the following numbers to contact YS for more information: CYS Registration: 430-7480, CYS Sports 431-2616/2597.

Facility Usage Request

If your club or organization is interested in using our facility, you must have a *Facility Usage Form* approved and on file so that overlapping conflicts of usage does not occur. Please pick up the necessary paperwork in the main office if you would like to use our facility after school hours. Garrison approval is required to use the facility, so ensure that you give yourself ample time to acquire the appropriate signatures.

Discipline

Rights and Responsibilities

While students are vitally concerned with their “rights”, many times they overlook their “responsibilities.” We must put equal stress on both, because without one, we cannot have the other. Student involvement in the educational process is a basic right. Active involvement of students in their education, including planning and evaluation, fosters a spirit of inquiry in which students may express their own views and listen to and evaluate the opinions of others. Basic to this document is the concept of respect between faculty and students. The school staff, parents, sponsors, installation commanders, and students have the responsibility for working together so that all students are given the opportunity to develop their full potential under a democratic system.

Expectations and Consequences

Our mission is to educate children. Parents and teachers working together make a difference. It is our belief that all students have a right to learn and that all teachers have a right to teach and both work in an atmosphere and environment free from disruption, interference, and/or threat. Industry, honesty, truthfulness, accepting responsibility, respect for self and others are keys to personal success throughout life. Students need to know, value, and conduct themselves at all times in a respectful, honest, and industrious manner. Students are expected to share, follow directions, be truthful, and respect themselves as well as others. As educators, we strive to do everything possible to help our students gain self-discipline and to be responsible for their actions.

Every student and teacher at BEMS has the right to expect that all students attending school will have acquired the basic social skills necessary to function in a school environment. It is the parents’/sponsors’ responsibility and role to prepare and teach their child/children basic social skills. Each student must be prepared, mentally, physically, and emotionally, to learn on a daily basis. Students who have acquired a healthy attitude towards learning, who are well behaved and know how to cooperate, will find BEMS a pleasant, enjoyable experience.

We desire a school in which students can learn, be creative, and enjoy friendships free from disruption, mean gossip, and threats of personal violence. Parents/sponsors, teachers and students must work together to ensure that the basic right of all those who live, learn, and work side by side at BEMS are consistently maintained. Students at BEMS are well behaved and we want to keep them progressing toward improving their social skills and responsibilities. The discipline system at BEMS is designed to foster an environment that is conducive to learning and teaching.

Discipline problems at school or school sponsored events do not support this goal. Discipline problems and inappropriate behavior are generally classified as, but not restricted to...

1. Profanity
2. Fighting
3. Defiance or disrespect towards adults
4. Stealing, lying, cheating
5. Tardiness
6. Habitual lack of preparation for class
7. Bullying both verbal and physical
8. Destruction, damage to property and/or malicious mischief
9. Obscene literature, comments, or gestures
10. Inappropriate items or weapons
11. Inappropriate body contact, physical aggression

In the event that a student fails to take personal responsibility for him or herself, or fails to respond to the direction of the teacher or other adult authority, after warning and/or counseling, the following are consequences which may be implemented.

The disciplinary action taken depends upon the severity of the child(ren)'s inappropriate behavior or infraction. Generally the principal or appropriate administrator will:

1. Listen to and document the student's perspective and counsel the student.
2. Give a warning or oral reprimand.
3. Issue a restriction of privileges.
4. Call sponsor/parent so they are aware of the situation, and to document the incident*.
5. Retain the child(ren) in the office or other designated area for in-school suspension**.
6. Send student(s) home with sponsor/parent for the rest of the day. Suspend** the student (out of school) for a determined period of time
7. Conduct an administrator-teacher-parent conference before or after the child(ren) is/are sent home or returns.
8. Call a meeting of the Student Success Team, which includes the parents, classroom teacher, counselor(s), and often the school psychologist. During this time, the team outlines a specific discipline plan.
9. Recommend suspension for more than ten days. When the suspension time is greater than ten days, the principal calls for a hearing by the Discipline Committee, which includes a SAC parent member, a SAC teacher member, a base representative (usually the school's liaison officer), a community member of the same ethnicity as the child, and a disinterested faculty member.
10. Notify the Special Education Case Study Committee, which is usually involved with the discipline of special education students, and the modification of their Individual Education Plan (IEP) to include a plan to help correct the discipline problem.

*Please be advised that all discipline incidents will be documented. These records are destroyed at the end of each year. Records are not released to other parents, and discipline dealings are always considered confidential.

**The authority to suspend a student from school rests solely with the school administrator. Parents may appeal all suspensions and expulsions with the district superintendent. Students will begin their suspension during the appellate process.

Suspension and Expulsion Offenses

A student may be suspended or expelled from school, if the principal or in the case of suspension over 10 days or expulsion, the disciplinary committee, determines that the student has:

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
2. Caused or attempted to cause damage to school, government, vendor, or private property.
3. Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.
4. Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove, smokeless tobacco, including snuff and chew packets.
5. Possessed or used alcohol, or any product containing alcohol.
6. Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
7. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug or drug paraphernalia.
8. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
9. Conduct; including fighting, that endangers the well-being of others.
10. Unauthorized presence in the school, on the school grounds, or on school buses or failure to leave promptly after being told to do so by the principal or staff member in charge.
11. Cursing, gesturing, or verbally abusing any person, including but not limited to abuse or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
12. Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
13. Forgery, cheating, or plagiarism.
14. Use or possession of fireworks.
15. Violation of attendance policy.
16. Unauthorized or illegal use of, or access to, computers, software telecommunications, and related technologies; any willful act that causes physical or financial damage, or otherwise disrupts information technology; any use of a computer to communicate threatening, harassing, or indecent messages; or to download obscene material.

Dress Code

Students are expected to *dress for success at school*. This means that clothing attire should be appropriate and conducive to learning. Clothing that distracts from learning or is a safety concern is not allowed. These items include but are not limited to the following:

1. Hats and headgear (scarves, sunglasses) worn inside the building
2. Tank tops with spaghetti straps

3. Shirts that reveal bare midriffs, undergarments/ underwear
4. Revealing or sheer clothing
5. Sagging slacks
6. Shorts for male or female which do not extend to at least below the extension of the fingertips along the outside of the leg.
7. Sandals without a back strap
8. Clothing with violent, suggestive, abusive, profane, or obscene language/pictures
9. *Heelies* – shoes with skating wheels attached

If a student dresses inappropriately, he/she will be told to remedy the attire. This may involve removing the headgear, wearing a jacket over the offensive shirt for the rest of the day with instructions to not wear the item of clothing again, etc. In some cases, the child may be sent home to change clothing. The administration reserves the right to determine appropriateness of the attire and how best to remedy it. There may be days during the year when students are allowed to dress in a crazy way (i.e. hat day, Wacky Tacky Day, crazy hair day, etc.). This "spirit attire" must have the administrators' approval.

Weapons

Students are not to bring **real** or **play weapons**, i.e., guns, knives, sharp instruments, sticks, clubs, black jacks, sling shots, bean shooters, etc. to school or to threaten students walking to school or home or while waiting for or on buses. In addition, students are not to draw pictures of weapons or play weapons games using imaginary weapons. Students may not pick things that are normally not considered weapons and use them as weapons. These items might include things such as sticks, brooms, scissors, pipes, hard balls, rocks, etc. Students who have or had such weapons in their possessions or students who have knowledge of such weapons and do not promptly report offenders may face immediate suspension along with the violator. All instances of weapons possession (play or real) will be fully coordinated with local military and DoDDS officials.

DoDDS Weapon Policy

“Weapons are items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. They include, but are not limited to: guns, look-alike (replica) guns, knives, razors, box or carpet cutters, slingshots, num-chucks, any flailing instrument such as a fighting chain or heavy studded or chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant, or any other object concealed, displayed, brandished in a manner that reasonably provokes fear.”

In “instances of weapons possession involving DoDDS students and occurring on school property (to include buses or walking to and from school) or while participating in school sponsored activities, suspension and/or expulsion proceedings will begin immediately.” Complete DoDDS Discipline Policy is available upon request. DoDDS-wide policies and regulations can also be found on the DoDEA website at www.dodea.edu.

Gang Awareness and Prevention

Gang-like activities, such as vandalism and bullying are a community problem, a problem of the unit, the garrison, the parents, and the schools. DoDDS-Europe, as part of that community, will work with installation agencies and units to help ensure coordinated actions are in place.

Within DoDDS-Europe schools, vandalism, bullying or any other gang-like activities are not tolerated. Any form of initiation, assault, or bullying, may result in suspension for those participating. Military communities fully support our discipline actions.

Fortunately, the overseas military environment is not a fertile ground for gang recruitment, as we have strong families, close communities, and high values. Nonetheless, gang-wannabes, and other forms of bullying do occasionally surface. When it does surface, the entire community takes swift action to ensure appropriate measures are taken.

Teachers and school administrators are proficient at recognizing wannabe activities and the wearing of specific colors (identifying garments), drawing of symbols associated with a certain gang, and/or club by flashing a unique hand or body gesture or symbol.

Gang-like activities or bullying may have once been considered a rite of passage. However, parents, educators and community leaders now see bullying as a devastating form of peer abuse that can have long-term effect on youthful victims, robbing them of self-esteem, isolating them from their peers, causing them to drop out of school, and even prompting health and mental problems.

Gang-like, or wannabe activities and bullying normally includes: joining a fight in progress that is not yours, making threats on behalf of another person or group, and intimidation using a group threat. This list is not all-inclusive. Students engaged in these types of behavior can expect suspension for two to five days depending on the nature and severity of the offense.

Students that engage in or have association with acts of hazing on or off post are also subject to disciplinary actions. Hazing is defined as, “any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization.”

Graffiti in any form will not be tolerated. A person or persons who, without the consent of the owner, utilizes aerosol paint or other permanent markers to intentionally or knowingly make markings, including inscriptions, slogans, drawings, or paintings will be suspended based upon the nature and severity of the offense.

DoDDS-Europe schools prohibit wearing of specific colors associated with or intended to identify the wearer as a gang member wannabe. This can include certain sports franchise merchandise, or certain kinds of jewelry. School dress codes also prohibit wearing clothing that promote or advocate the use of drugs, violence, or other undesirable behaviors.

DoDDS-Europe promotes open and honest communications with parents should they have concerns regarding dress requirements. The primary consideration in making such decisions is concerns for the well-being and security of all students.

Parent/Sponsor Notification of Student Misconduct

The parent/sponsor, upon notification of their student's pending suspension, will meet their child in the school office within thirty (30) minutes of being notified or as soon as possible thereafter. It is essential that the suspended student depart from the school as quickly and quietly as possible. A student who receives a suspension from school will receive **written notice** identifying the offense and specific date(s) assigned to suspension, in school or out. Copies of the notice will also be given to the parent/sponsor, administration, counselor, classroom teacher, district superintendent, and school liaison officer.

Pick-Up of Misbehaving Student by Parent/Sponsor

An appointed school employee, administrator, or secretary will make contact with the parent/sponsor at home or duty station to notify the parent/sponsor that their student has been suspended. Parents/sponsors unable to pick up their student within the thirty-minute time limit or who state they do not have transportation may elect:

- To request and authorize, in writing, a family friend to pick up their student.
- To request assistance from the sponsor's unit.
- When appropriate, authorize their student to walk home (this may only be approved by the principal with parent consent for students who normally walk to school).
- Approve and pay for taxi pick-up and delivery of their child.
- Parent/sponsor arrangement of other appropriate and safe means to pick up their student.

Behavioral Records

A cumulative record is maintained at the school recording violations of school rules and policies. DoDEA extracts computer discipline records periodically for information and data purposes. A parent may at anytime request a copy of their student's behavior profile. Upon request, the community school's officer and/or civilian misconduct officer will be provided a copy. Discipline records are maintained during the school year but do not carry over to the following school year.

Snow Rules

Snow is beautiful, yet it can be dangerous. Please follow these rules when there's snow at school:

- Leave it on the ground - *Students are not allowed to hold or throw snowballs.*
- Snow is not to be in students' hands, unless they are building a snowman or a snow sculpture. Students should not lie in the snow to make "snow angels".
- Students should take small steps on ice and snow to avoid falling.
- They should never run or slide near a road or traffic.

These rules apply wherever there is snow or ice, at school, on the bus, and at the bus stop.

Emergency Procedures

Emergency Evacuation Procedures

Students will be informed of emergency evacuation procedures during the first week of school. One fire drill per week will be held in September and one per month for the remainder of the school year. In the event of an emergency evacuation, the following procedures will apply:

- An alarm or announcement will be heard throughout the school.
- Students will be escorted out of the building to a pre-designated location away from the building until it is determined that the school building is safe to re-enter. It is important that students remain calm and quiet while exiting the school.
- If it appears that there is an emergency, students will be escorted to an alternate location (chapel, bowling alley, base gym) or to assigned locations. Parents will be given directions for picking up their child(ren) over AFN.

It is essential that each family designate an alternative destination for children in the family in case of early school closure. Children need to know where to go if their parents are not home.

Fire Drills

During fire drills or other emergencies, everyone will be required to leave the building as quickly and safely as possible. Maps showing exit routes are posted in every room. Your teachers will explain to you what to do and where to go.

- Follow your teacher's instructions exactly.
- Remain with your teacher at all times.
- Be quiet! That way you will be able to hear the directions.
- Always walk! Running or pushing is unsafe.
- Be alert! Using your head will help you and your classmates out of the building safely and calmly.
- In case of a false alarm, the alarm bell will be shut off immediately, and the all clear will be announced.

Lockdown Drill

The purpose of a lockdown is to protect students and adults from hostile intruders or other events which necessitate keeping students safe in classrooms. During this drill, the interior and exterior doors of the buildings will be locked.

Lunch / Recess Rules & Expectations

Cafeteria Procedures and Expectations

In the cafeteria, all children will be expected to use “restaurant manners.” They may talk quietly to the people next to and across from them, but not shout or yell at any time. Students should keep their food in their “eating space” and ensure that their area, table and floor, is kept clean. Swapping of food items is not encouraged.

1. There will be no running, struggling, shoving, pushing, etc.
2. Classes must eat at assigned tables.
3. Once seated, students are to remain seated until excused by one of the lunchroom monitors. If they need assistance, they are to raise their hands.
4. Prior to dismissal, students are to remove their trash from the table and dispose of any food found on benches and on the floor. No food is to be eaten on the playground.
5. While in the cafeteria, children will be expected to be reasonably quiet. Loud and excessive noise may necessitate the imposition of a no talking rule until the children can learn to converse in normal voices.
6. The children will act in a polite and courteous manner, and will show evidence of acceptable table manners.

Recess Procedures and Expectations

During periods of inclement or severe cold weather, the administration may decide to have indoor recess. Otherwise, it is school policy that pupils who are well enough to attend school are well enough to participate in recess. **Please dress your child appropriately at all times for the weather.** Children may want to bring an extra sweater or jacket and keep it at school due to the ever-changing weather patterns in Germany.

Warm jackets, hats and gloves or mittens are appropriate winter wear. If your child gets excessively wet in the snow, you may be asked to bring him/her dry clothes. Boots are also good as they keep a child’s feet dry. When students wait for buses during inclement weather, parents should pay special attention to making sure their children have warm, waterproof clothing.

Playground Rules

Students are expected to conduct themselves in a manner that encourages a sense of responsibility, safety, and well-being for all children on the playground. Students will respect the requests and directions of the duty teachers and/or lunch monitors at all times. Students are expected to show consideration for others and to take turns. The following is not allowed:

- Spitting on the playground
- Jumping off any playground equipment
- Jumping up and down on the bridge
- Doubling up, standing, or twisting on the swings
- Improper use of equipment (jumping on the teeter totter instead of sitting on it)
- Climbing *up* the slides
- Playing “TAG”
- Piggyback carrying of other students
- Throwing snow
- Wall ball, pegging, or dodge ball types of games
- Slam dunking and hanging from the basketball rim
- Pushing, fighting, arguing, obscene gestures, or bad language constitute more severe behavioral infractions and may result in suspension from school
- Bringing balls and sports equipment from home
- Bullying will not be tolerated
- Leaving the playground for any purpose without permission from a duty teacher/monitor
- Running to or from the playground

Recess is over when the whistle is blown. All playing stops, balls and equipment are returned to the garage, and students will line up at their designated areas.

Nurse's Information

School Health Program

It is our school's philosophy that the physical health of a child is the parents' responsibility. Only when a child becomes ill or injured during school hours will the school take any action.

What Parents May Expect From the School Health Program

The school nurse performs a wide range of Health Services for the school. From time to time, the nurse may find it necessary to contact the sponsor to notify of special health needs. It will be the sponsor's responsibility to promptly follow up and follow through with recommendations of those health needs.

During the school year the nurse will be involved with the following:

- Health screening to include: vision, audio metric (hearing), height and weight (If you suspect any vision or hearing problems during the school year, contact the nurse and request screening);
- Determining exclusions and re-admissions for health reasons with the aid of the clinic if necessary;
- Coordinating a healthy school environment; and
- Handling emergency care of accidents or illnesses that occur at school.

Information regarding Health Care Services at BEMS:

1. No medications will be given without the Permission-to-Medicare form turned into the nurse. This includes OTC items such as: Aspirin/Tylenol/Ibuprofen (etc.) for headaches and cramps. There are forms available in English and German.
 - a. Routine medications & permission forms (Ritalin, Concerta, etc.) must be renewed every school year.
2. If a student presents with a **temperature of 100° or more**, they will have to go home. In order to return, the child must have maintained a temperature between 97.6 and 99.0 for *at least 24 hours* without the use of Tylenol, Aspirin, Ibuprofen, etc.
3. Vomiting & diarrhea: The student cannot continue at school that day, nor can they return the next day. They must be free of symptoms for a minimum of 24 hours. This includes those times when the onset of the symptoms is in the middle of the night and they seem better in the morning.
4. Returning to school after a diagnosis of Strep Throat treated with antibiotics requires one full day **AFTER** the day the illness was diagnosed. Most have a fever when diagnosed (one of the diagnosing symptoms) and they need to be fever-free a full 24 hours, regardless of being on the antibiotic.
5. Emergency contacts need to be updated when the person is no longer available to assist. **ALSO:** Please...if you go away and leave your child in the care of another family, even for the day, notify the school nurse of the arrangements and who has Power of Attorney. The emergency contact person(s) need to be able to pick up the child in case of illness requiring their dismissal from school, or take information from the nurse in case of an injury and you cannot be reached.

Registration Immunizations Requirements

It is required by DoDEA that all students re-register every year. When registering new students, DoDEA requires: 1) complete set of orders listing the sponsor and family members; 2) shot records (showing full MMR, OPV or IPV (Polio Vaccine), DTP, HepB, and Varicella); 3) birth certificate; 4) previous school records; and 5) proof of living quarters (contract, bill, etc.). If the sponsor is a contractor, you will also need to submit a copy of the front and back of the sponsor's DoD ID card. Registration services are provided Monday - Friday, between the hours of 0800 - 1500. You must also register your child for a school bus pass if he/she is a bus rider. The school bus registration may be completed at the school or at the School Bus Office at Washington Square on Patch Barracks, Bldg 2307.

Serious Injury Procedures

In the event of a serious student injury, the following will take place:

- Administration will be notified.
- If needed, in accordance with "best nursing practices," the nurse will be sent to assess and give care.
- Parents will be notified as quickly as possible in this process.
- The administration will then call the MPs to request that an Emergency vehicle be summoned to transport the student to the appropriate medical facility.
- Parents need to authorize* the transportation of their child via emergency vehicle, as this event is charged to them.

*Parents may request that authorization be granted for such emergencies at registration.

School Lunches and Healthy Morning Snacks

Students in grades K through 8 must eat lunch at school. Students may not leave the school grounds at noon without parents to sign them out. Parents may send a lunch each day, send money for children to purchase a lunch, or set up a lunch purchase account through AAFES. Reduced price or free lunches may be applied for through CYS Central Registration (430-7480) and are set up through AAFES. Parents are always welcome to have lunch with their child(ren), just notify the office by 8:30 if you would like to eat with your child and have a school lunch, cost for adults is \$5.00 (or priced by item in the À la carte line).

If children have confirmed allergies to foods or drinks, please give a verified doctor's note to the nurse. We will then give a copy to the AAFES food manager to make substitutions if needed. We encourage all parents to send a healthy sandwich, fresh fruit, fresh vegetables, and/or clear fruit juices for snacks and school lunch. Please save your gum and candy for rewards at home. Gum and candy do not belong at school except when a teacher authorizes such items for a special classroom activity. A note from the teacher will be sent with your student when such requests are made. Thank you for understanding.

Child Abuse and Neglect

Every DoDEA employee is a mandated reporter of suspected child abuse and is required by DS Regulation 2050.2 to report any suspected cases of child abuse or neglect. The MP desk will be contacted in cases where abuse is suspected. The MP desk will contact Social Work Services to direct the investigations.

Child Find/Special Education

If you know of any child who is not attending school because of a handicap, please have their parents notify the school. By law, DoDEA is required to provide an education for all children. This includes children (preschool through 21 years of age) who may need special education and related services because they are handicapped. Please call Boeblingen Elementary/Middle School at 07031-152715 (civilian) or 431-2715 (DSN) or the Educational and Developmental Intervention Services (EDIS) at 07031-152697(civilian) or 431-2697 (DSN).

Transportation

Traffic Safety

Traffic practices off-post in Germany greatly differ from those in the United States. In the United States all traffic must stop when a school bus is unloading or loading passengers. Off-post in Germany, school buses *do not* have priority over other vehicles. This may create a serious hazard for children getting on or off buses. Motor vehicles will continue to pass a stopped bus from both directions. All students must understand this and not cross the road in front of, or from behind a stopped bus. *Students must wait until the bus is gone* so they have a clear view of traffic in all directions before they attempt to cross a road. Proper conduct aboard buses and near roads is essential.

Early Arrivals and Bus Safety Concerns

Students who walk or are driven to school by parents are not to arrive on school grounds before 0745. There are no staff members on duty prior to 0745.

Bicycles and Other Wheeled Items

BEMS has bike racks available for student use. Please lock your bike safely into the rack when you come to school and always follow the safety rules of bike riding on and off the base. Bikes should not be ridden while on school grounds, and the school is not responsible for injuries or theft that occurs as a result of bicycle use. Skateboards, scooters, roller-skates, Heelies, and roller blades are not allowed to be used on school grounds.

Duty Bus

Middle school students who wish to participate in extracurricular activities at Patch High School may ride the duty bus over to Patch with parental permission and a duty bus pass. The bus stop for the shuttle bus is located near the housing office building on Panzer and the departure time is in accordance with the posted schedule. Please check the garrison web site for updates to shuttle schedules. Duty bus passes may be obtained from the School Liaison Officer.

Bus Behavior

Students are expected to follow the bus driver's and DoDDS personnel's instructions when boarding, riding or leaving the bus. They are to take a seat immediately and remain seated until the bus arrives at school or the scheduled bus stop. Older children should sit near the back of the bus, and younger children should be in the front. Students are never to throw anything at, near, on, or in the bus. They are never to extend articles or parts of the body outside open windows. Students who are "rowdy" or create diversions that distract the driver's concentration on driving, may be suspended from the bus. Students must not to play at the bus stops and they should wait a safe distance away from the road. All children need to behave in an orderly and serious manner or risk having their *bus privileges suspended or revoked*. If problems occur, please contact DETMO Transportation Office at DSN 430-8493/8497 or CIV 0711-6808493/8497.

Bus Conduct Expectations

On and around school buses students will:

1. Comply with the DoDEA Behavior Standards for School Bus Students.
2. Board and exit the bus in an orderly, safe manner.
3. Present bus pass when boarding the bus and upon demand.
4. Remain seated while on the bus.
5. Talk with other passengers in a normal voice.
6. Keep all parts of the body inside the bus window.
7. Keep aisles, steps, and empty seats free from obstruction.
8. Remain fully and properly clothed.
9. Treat the driver and fellow students with respect.
10. Promptly comply with the bus driver's or monitor's instructions.
11. Treat the bus and other private property with care.

On or around school buses students will not:

1. Fight, push, shove, or trip other passengers.
2. Use or possess unacceptable items identified in the school Code of Conduct.
3. Push while boarding or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise or play electronic equipment without earplugs.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps or seats.
9. Engage in public displays of affection.
10. Eat, drink, or leave litter on the bus.
11. Use profane or abusive language or make obscene gestures.

12. Spit.
13. Harass or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat.
17. Open or try to open bus door(s).
18. Throw or shoot objects inside or out of the bus.
19. Tamper with bus controls or emergency equipment

Table of Consequences

Category	Examples of Infractions	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
A Minor Misconduct	<ol style="list-style-type: none"> Boarding or exiting the bus unsafely, to include crossing in front of or behind the bus. No bus pass or improper bus pass. Standing while bus is in motion or not being properly seated. Obstructing an empty seat, door, stairs or aisle. Making excessive noise. Disturbing, insulting, or harassing other students. Public display of affections (PDA). Eating, drinking, or chewing gum. Using profane or obscene language or gestures. Littering. 	Oral/Written Warning	1 – 5 day Bus Suspension	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY
B Serious Infractions	<ol style="list-style-type: none"> Failure to comply (or disrespectful, talking-back, lying) with bus driver or other adult’s instructions. Exchange or refusing to show bus pass. Horseplay and spitting. Throwing objects at, within, or out of the bus. Sticking objects or body parts out the window/door. Full or partial nudity. Damage, theft, or pilfering <\$100. 	1 – 5 day Bus Suspension	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY	N/A
C Severe Offenses	<ol style="list-style-type: none"> Tobacco or alcohol use. Sitting in driver’s seat/tampering with controls. Interfering with driver. Unauthorized operation of emergency exits. Fighting, hitting, biting, pushing. Vandalism, damage, or theft >\$100. Any action that leads to a bus accident. 	10 day Bus Suspension	20 day Bus Suspension	Suspension of Riding Privileges for the Remainder of SY	N/A	N/A
D Criminal or Illegal Acts	<ol style="list-style-type: none"> Possession or use of weapons or other prohibited items. Possession of illegal substances. Lewd or indecent acts. Threatening or causing injury to another person. Bomb Threat. 	<u>SCHOOL SUSPENSION/EXPULSION PROCEEDINGS INITIATED</u> - Serious Incident Report to appropriate authorities. - Notification to Installation Commander via Schools Liaison Officer (SLO) if appropriate.				

- Notes:
- 1 – All rule infractions are cumulative in most cases for the SY. A series of minor infractions may result in serious consequences.
 - 2 – All misconduct must be evaluated on a case-by-case basis. Depending upon severity, warnings, suspension.
 - 3 – SLO to be informed when suspensions/expulsions from bus occur.
 - 4 – Possession of weapons or prohibited items, controlled substances, alcohol or other serious incidents will be reported on DoDEA Form 4795 and may result.
 - 5 – Discipline of students with disabilities must be consistent with the provisions of Encl. 5 to DoDEA Reg. 2051.1.

School Bus Infractions and Recommended Consequences **The number in the columns to the right designates the number of incidents.**	Bus Riding Privileges Suspended For:				
	Warning	5 School Days	20 School Days	30 School Days	Remainder of Year
1. Unsafe Behavior					
a. Fighting, Pushing, Soving or Tripping.	1	2		3	4
b. Use or possession of unacceptable items identified in the school code of conduct. (The school bus is an extension of the school/campus)	1	2	3		4
c. Failure to have bus pass in possession.	1	2	3		4
d. Pushing while boarding or leaving the bus.	1	2	3		4
e. Getting on or off bus while bus is in motion.		1		2	3
f. Not properly seated.	1	2	3	4	5
g. Making excessive noise or playing electronic equipment without using earphones.	1	2	3	4	5
h. Putting objects out of bus windows or hanging out of window.		1		2	3
i. Engaging in horseplay.	1	2	3	4	5
j. obstructing aisles, steps, or seats	1	2	3	4	5
2. Inappropriate Behavior					
a. Failure to remain properly clothed.	1	2		3	4
b. Public displays of affection.	1	2			
c. Eating, drinking, or littering on bus.	1	2		3	4
d. Using abusive/profane language and/or gestures.	1	2		3	4
e. Spitting.		1	2	3	4
f. Harassing or interfering with other students.	1	2		3	4
g. Failure to comply with bus drivers or monitor's instructions.	1	2	3	4	5
h. Disrespect, distraction, or interference with driver.	1	2	3	4	5
3. Destructive Behavior					
a. Damaging private property (requires payment of damages)		1		2	3
b. Sitting in driver's seat or tampering with controls.		1			2
c. Opening or trying to open bus door.		1			2
d. Throwing or shooting objects inside or out of bus.	1	2	3	4	5
4. Prohibited Behavior					
a. Tampering with bus controls or emergency equipment.			1		2

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

Arrival and Dismissal Procedures

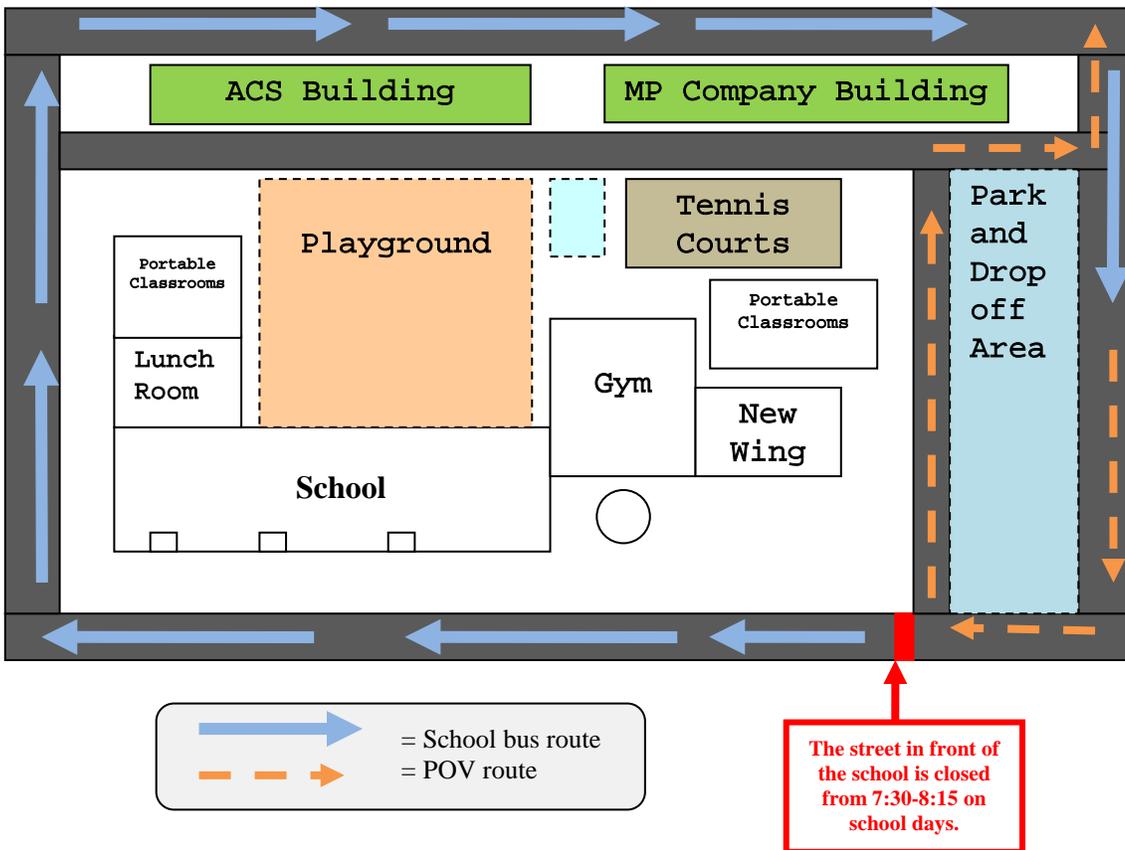
Arrival Plan

- Students who ride to school on a school bus will remain on the bus until 7:50.
- Students who walk to school must stay on the sidewalks and walk to where their class lines up in the morning.
- Students who ride to school in an automobile will exit vehicles and walk on the sidewalks to line up with their class.

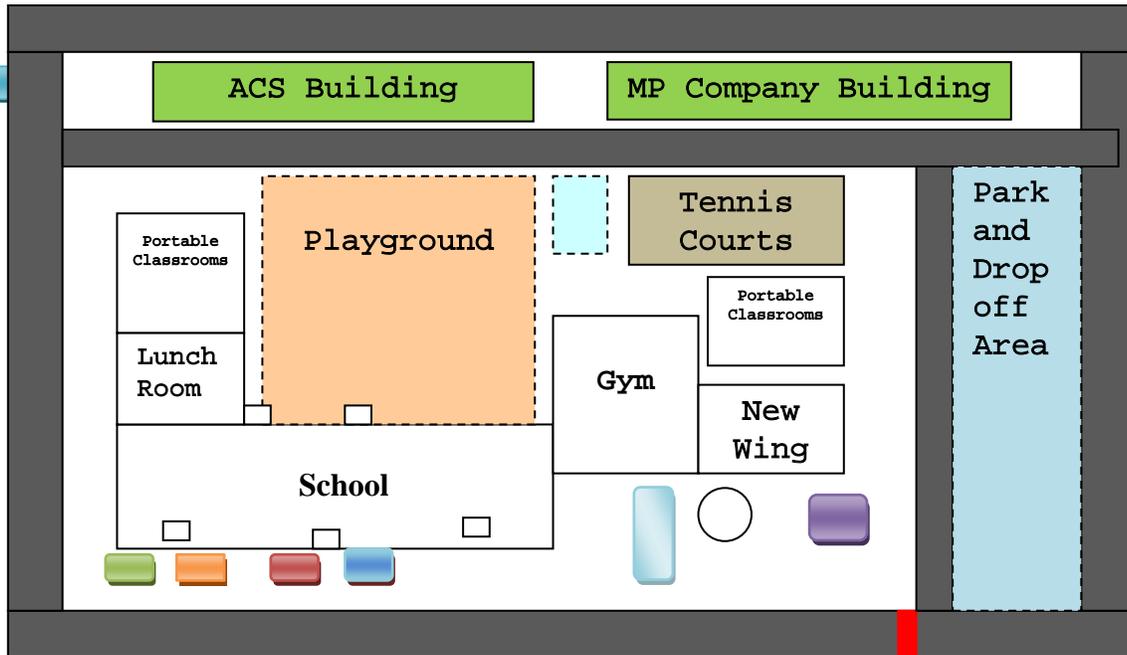
ES students will walk to where their class lines up.

MS students will enter the school and go to their lockers and begin class by 8:00.

Arrival Map



Line up Locations for the Beginning of the Day



-  Kindergarten
-  First Grade
-  Second Grade
-  Third Grade
-  Fourth Grade
-  Fifth Grade

Dismissal Plan

School Bus Riders

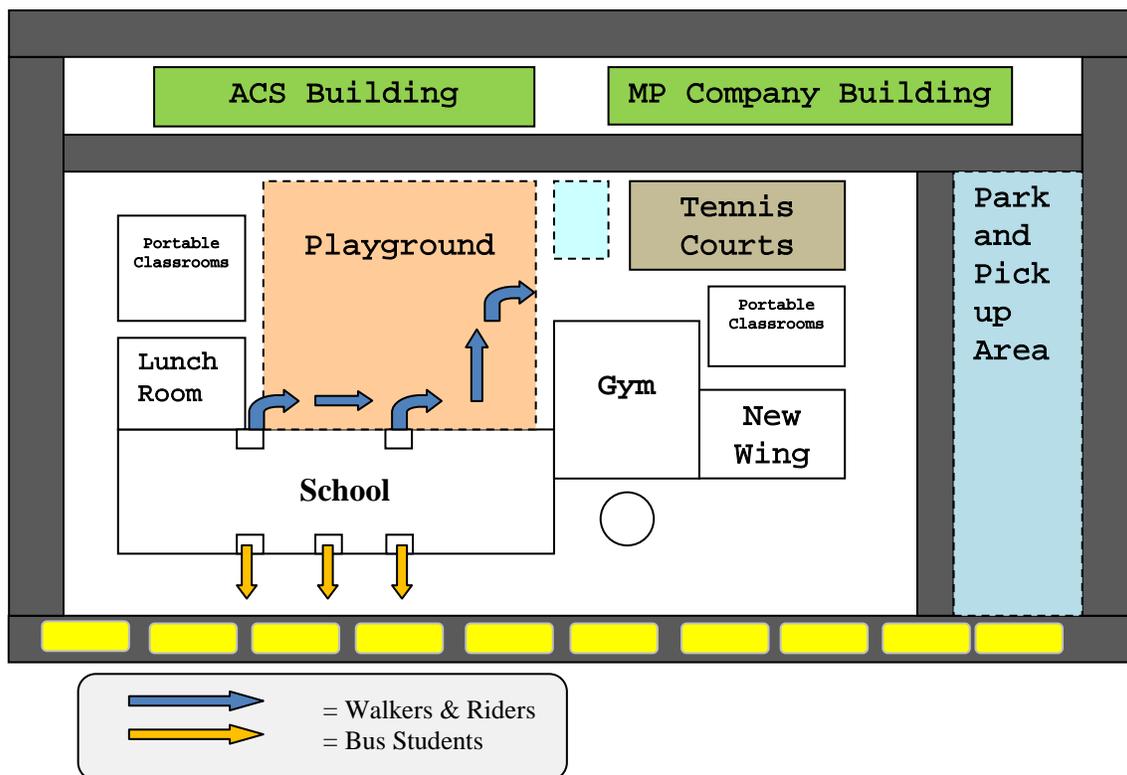
The busses will park in front of the school in the same order everyday at 2:25. *The street will be closed to all traffic except busses from 2:15-2:50.* Students who ride a school bus will leave their classrooms, escorted by their classroom teachers, go down the nearest staircase, and out the corresponding FRONT door exit to their waiting bus.

Walkers

Students who walk home will leave their classrooms, escorted by their classroom teachers, go down the nearest staircase, out the corresponding BACK door exit, through the back gate and stay on the sidewalks to the housing area.

Riders

Students who are riding home in an automobile will leave their classrooms, escorted by their classroom teachers, go down the nearest staircase, out the corresponding BACK door exit. From there, walk through the back playground gate and down the street to the waiting car.



Inclement Weather

- Kindergarten students will line up in the gym foyer
- Grade 1 students will line up in the stairwell by the cafeteria
- Grade 2 students will line up in the stairwell by the nurses office
- Grade 3 - 4 students will line up in the cafeteria
- MS students will go to their classes

Parking

Please park in the parking lot on the north side of the building. Remember that vehicles may not park within 25 meters of the school building for force protection reasons. No car should park in front of the school during the school day. The street in front of the school is one way and is also closed to through traffic from 7:30-8:15 and 2:20-2:45 to allow our buses to drop off and pick up students safely.

Personal Electronic Device Use Policy

We at Boeblingen Elementary/Middle School understand that the possession of personal electronic devices such as cameras, cell phones, iPods, and other MP3 players, have become more prevalent at our school. With that in mind, we have developed guidelines for the appropriate use of these devices while on school property.

- Students are to use their electronic devices outside of the school building only. All devices should be turned off and properly stored before entering the building.
- Middle school students will store their electronic devices and equipment in their locker. Elementary school students will store theirs in their backpack.
- Individual teachers may allow the use of personal electronic devices during class time. In such instances, the student must properly store their electronic device before their next class begins.
- Students may use their electronic devices on the bus ride to and from school, and on the bus during study trips.
- Students are solely responsible for the care and safety of the electronic devices they bring to school.
- Students must have permission from individuals before taking either photos or videos of them.
- Students must adhere to the BEMS and DoDEA policies on appropriate content for personal electronic devices. This includes, but is not limited to music, photos, video, email and text messages.

Admirable Use Guidelines

Post with respect

Photos and videos are a great way to share your experiences, but be sure to ask for permission of the people in your photos or videos before posting them on the Internet.

Comment with kindness

Remember the Golden Rule and treat others as you would like to be treated. When you comment online, ensure that your comments are kind rather than cruel.

Consequences

Should any student choose not to adhere to the guidelines for the appropriate use of these devices while on school property, he/she can expect the following consequences:

1st offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The student may pick it up from the front office at the end of the school day.

2nd offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The student may pick it up from the front office at the end of the school day, after they have received administrator counseling.

3rd offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The parent may pick up the device after meeting with an administrator.

MS Advisory Guidelines Period 8 1:15-2:35

1. The purpose of advisory at Boeblingen Middle School is to:
 - a. ensure that each student is known well at school by at least one adult who is that student's advocate (advisor);
 - b. guarantee that every student belongs to a peer group;
 - c. help every student find ways of being successful within the academic and social options the school provides;
 - d. promote communication and coordination between home and school
2. Advisory in our school is a time for middle school students to partake in academic, social and extracurricular activities. These activities can include special visitors (i.e. Army Substance Abuse Counselor); opportunities for individualized instruction; the ability to ask questions about assignments; group projects; team building; intramural sports; and whole group assemblies. While advisory frequently offers an opportunity to work on homework, this is not the purpose of the scheduled time.

3. In order to aid students, teachers and parents in pre-planning, an advisory bulletin board will be available listing how advisories will be used for a mandatory assemblies, programs or activities throughout the year.
4. The structure of the BEMS Advisory period will be:
 - a. 20 minutes of Sustained Silent Reading (SSR)
 - b. 15 minutes of teacher led activities on team building/study skills.
 - i. Topics may include:
 1. Student Handbook
 2. Effective use of planners
 3. Test taking strategies
 4. Cornell Notes
 5. Organizational skills
 6. Time management
 7. Decision Making
 8. Role playing (student led discussions)
 9. Goal setting and academic monitoring
 10. Recognition of student achievement
 11. Administrator announcements
 12. Middle School Counselor class
 13. Army Substance Abuse Counselor
 - c. 35 minutes of academic support (to include homework, make-up work & tests), service programs (peer and cross-curricular tutoring) small group study, club meetings, and assemblies Students may be dismissed for make-up tests quizzes and special assignments during SSR only when it has been communicated between the teacher giving the test and the advisory teacher prior to advisory.
5. **At 1:35** students may begin to present passes to their advisory teacher. No students should appear at any other classroom prior to 1:40 without an Advisory pass and their Advisory card.
6. Students must have their Advisory card in the hallways when traveling between classes.
7. All students must return to their advisory at 2:25 for dismissal.

Policies and Regulations Not Addressed In This Handbook

The BEMS Student Handbook is not intended to address every issue or policy. It is mainly to touch on current highlights affecting the school and its community. As new policies and/or issues arise, parents will be notified through the school's newsletter *The Paw* and/or official DoDDS-Europe bulletins. For an outline of DoDDS-Europe policies, parents may contact the Principal's Office at their convenience. There are also information, regulations and curriculum guidelines available on the DODEA website: www.dodea.edu.

Parents are reminded that they may personally meet with the school's principal and/or SAC Committee regarding policy matters and/or information regarding clarification of the school's administration and mission. Request forms for a conference with the principal may be obtained in the main office, and the administration will make every attempt to set up a conference at the earliest convenient time.

Parents should read this handbook and make sure they and their children are aware of and understand its contents. Parents are children's first and best teachers. Parents and school staff working together can insure that children achieve all they can in school. Good discipline, focus on studies, and solid routines insure your child will learn in school as well as every other child in the class learns. If a child has difficulty in school, it is often more a function of not being able to work in a group than it is because of lack of ability to learn. Most of the contents of this handbook are aimed at ensuring your child has a positive learning environment that is geared towards the highest achievement for all students. Thank you for your help, cooperation and understanding.

USAG Stuttgart and Stuttgart Schools Anti-Bullying Policy

The U.S. Army Garrison and DoDD Schools are committed to making our community and school safe, caring, and welcoming places for all our children and youth. We will treat each other with respect, and we will refuse to tolerate bullying in any form in our community or at our school.

Our community and school define respect as follows: Treat others with the dignity and regard you would want to be treated with.

Our community and school define bullying as follows: Bullying is a mean and 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 cyberbullying. 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 cyberbullying 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 well-being 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
- Using put-downs, such as insulting or making fun of someone's race, religion, physical ability or disability, mental ability or disability, gender—including perceived or actual sexual orientation
- Threatening or ganging up on someone
- Stealing or damaging another person's things (stealing or damaging can also be considered a criminal offense)
- Spreading rumors about someone
- Physically hurting a targeted child, including, but not limited to hitting, kicking, tripping, pushing, shoving
- Unwanted touching, patting, grabbing, hugging, kissing, cornering, blocking passage, bumping (can be considered a form of assault which is a criminal offense)
- Shunning or purposefully excluding a targeted student or trying to get other students not to play with targeted child
- Using a cell phone, gaming device, the Internet, or other social media to threaten, stalk, ridicule, humiliate, taunt, spread rumors, lock out of a game, or hack into a targeted child's account
- Hazing, i.e. "any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical

USAG Stuttgart and Stuttgart Schools Anti-Bullying Policy

health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization”

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

- Closely supervise children and youth in all areas of the Child, Youth and School (CYS) Services and school (to include the school and playground)
- Watch for signs of bullying behavior and stop it when it happens
- Teach the Steps to Respect program and/or other supplemental Social Skills lessons to increase awareness and empowerment in all children and youth in our school and CYS Services (It is the school culture and social environment that these policies, procedures, and programs create as well as reflect)
- 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 CYS Services staff and school staff for optimal support of all children involved in a bullying incident
- Provide immediate consequences for retaliation against students who report bullying

Children and Youth in our Community will do the following to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult
- Try to include everyone in play and social interaction, especially those who are often left out

Discipline Procedures for Bullying in School

Consequences for bullying will always include a procedure for holding accountable for their actions the perpetrator(s) and any bystanders who played an active supporting role in the bullying. Other procedures can range from positive behavioral interventions to expulsion from school. These consequences are dependent on the nature and severity of the behavior, the age of the student and the student’s past behavior. The purpose of these procedures is for holding student(s) accountable for the bullying, preventing another occurrence, and protecting the targeted child.

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

- Notify parents/guardian of the incident and consequences
- Assisting the perpetrator(s) to find more appropriate ways to relate to peers

USAG Stuttgart and Stuttgart Schools Anti-Bullying Policy

- Conference with teacher, principal, and/or parent
- Referral to school counselor
- Corrective instruction
- Behavior management plan
- Temporary removal from the classroom
- Loss of school privileges
- Classroom or administration detention
- In-school suspension
- Out of school suspension
- Legal action
- Expulsion

Note: If the school can handle the behavior problem internally, it is within their right to do so. Should the behavior escalate, or present a danger to the order, discipline, and safety of the Garrison, the individual should be referred to the Assistant Civilian Misconduct Action Authority (ACMAA). Any behavior that constitutes a criminal act or breaks the law *must* be reported to the military Police with a notification to the ACMAA.

Discipline Procedure for Bullying in CYS Services

Consequences for bullying will always include a procedure for holding accountable for their actions the perpetrator(s) and any bystanders who played an active supporting role in the bullying. Other procedures can range from positive behavioral interventions to removal from the program. These consequences are dependent on the nature and severity of the behavior, the age of the youth and the youth's past behavior. The purpose of these procedures is for holding perpetrator(s) accountable for the bullying, preventing another occurrence, and protecting the targeted youth.

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

- Notify parents/guardian of the incident and consequences
- Assisting the perpetrator(s) to find more appropriate ways to relate to peers.
- Conference with youth and/or parent
- Referral to Social Work Services, such as Social Work Services, Garrison Chaplain and Military Family Life Counselors
- Corrective instruction
- Behavior management plan
- Community Service—as determined by the CMAA
- Temporary loss of CYS Services program privileges as determined by Program Director and CYS Services Coordinator
- Loss of logistical support as determined by the CMAA
- Legal action
- Removal from all CYS Services programs

Note: If CYS Services can handle the behavior problem internally, it is within their right to do so. Should the behavior escalate, or present a danger to the order, discipline, and safety of

USAG Stuttgart and Stuttgart Schools Anti-Bullying Policy

the Garrison, the individual should be referred to the ACMAA. Any behavior that constitutes a criminal act or breaks the law *must* be reported to the Military Police with a notification to the ACMAA.

Support for a Target of Bullying

The effects of bullying on the targeted youth cannot be over emphasized. Isolation, lack of friends and/or support, and a feeling of helplessness that targets of bullying experience can be devastating. The Garrison and School will ensure that targeted youth receive all support necessary. Actions may include but are not limited to:

- Notify parents/guardians immediately of the incident. Give them the method to use to report any further targeting of their child.
- Take effective measures to keep the targeted youth safe at school and at CYS Services; give him/her tools to stand up to the perpetrator(s), and support to keep the targeted youth from succumbing to the bullying.
- Identify a person or persons to whom the targeted youth can safely report any further bullying incidents.
- Should the targeted youth appear to be in immediate danger of hurting himself/herself; parents will be notified without delay. If parents are not available, the Military Police will be contacted and asked for an immediate and emergency referral to Social Work Services.
- Should the behavior be a concern to the well-being and safety of the community, the ACMAA will be contacted.
- Provide referrals to counseling services, such as Social Work Services, Garrison Chaplain and Military Family Life Counselors.
- Maintain open communication between CYSS staff and school staff for optimal support of the targeted youth.

Important note on Discipline vs. Punishment:

Punishment is adult oriented, imposes power from without, arouses anger and resentment, invites more conflict, exacerbates wounds rather than heals them; is preoccupied with blame and pain; does not consider reasons or look for solutions; does something to a student; involves a strong element of judgment; and demonstrates a teacher's ability to control a student.

Discipline is not judgmental, arbitrary, confusing, or coercive. It is not something we do to students. It is working with them. It is a process that gives life to a student's learning. It is restorative, and invites reconciliation. Its goal is to instruct, guide, and help students develop self-discipline—an ordering of the self from the inside, not an imposition from the outside.

The process of discipline does four things the act of punishment cannot do:

1. Shows students what they have done.
2. Gives them as much ownership of the problem that they can handle.

**USAG Stuttgart and Stuttgart Schools
Anti-Bullying Policy**

3. Gives them options for solving the problem.
4. Leaves their dignity intact.

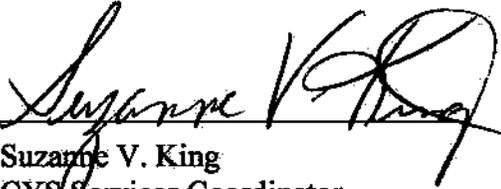
For mistakes, mischief, and mayhem that unintentionally or intentionally create serious problems of great consequence, the **Three R's**—restitution, resolution, and reconciliation—are incorporated into the four steps of discipline.

R.S.V.P.—Consequences need to be Reasonable, Simple, Valuable, and Practical.

Signed on this 16th day of April, 2012



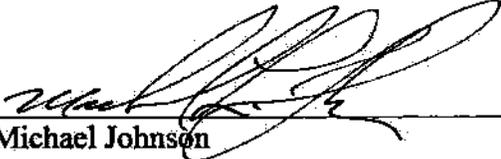
Carl D. Bird III
COL, LG
Commanding



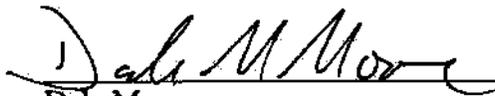
Suzanne V. King
CYS Services Coordinator
USAG Stuttgart



Dr. Robert Allen
Principal
Patch Elementary School



Michael Johnson
Principal
Robinson Barracks ES/MS



Dale Moore
Principal
Boeblingen ES/MS



Danny Robinson
Principal
Patch High School

Note of explanation:

Civilian Misconduct Action Authority=Garrison Commander

Assistant Civilian Misconduct Action Advisor=staff member that serves as action advisor to the Garrison



Department of Defense Education Activity
ADMINISTRATIVE INSTRUCTION

NUMBER 2051.02
Date: April 17, 2012

GENERAL COUNSEL

SUBJECT: Student Rights and Responsibilities

References: See Enclosure 1.

1. PURPOSE. This Administrative Instruction replaces DoDEA Manual 2051.2 (Reference (a)), and Director of Department of Defense Education Activity (DoDEA) Memorandum (Reference (b)), under the authority of DoD Directive 1342.20 (Reference (c)), to update policy and responsibilities for students' rights for all students enrolled in schools under the Department of Defense Education Activity (DoDEA), including both Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Dependents Schools (DoDDS).

2. APPLICABILITY. This Administrative Instruction applies to:
 - a. The Office of the Director, DoDEA; the Director, DDESS, and DoDDS, Cuba (DDESS/DoDDS-Cuba); the Director, DoDDS, Europe (DoDDS-E); the Director, DoDDS, Pacific, and DDESS, Guam (DoDDS-P/DDESS-Guam) (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA Area and District Superintendents, School Principals, Teachers, and Support Staff.

 - b. All students enrolled or participating in, or traveling to or from school programs or activities, including home-schooled students who use or receive auxiliary services and/or attend courses/classes/activities in DoDEA schools or settings.

3. DEFINITIONS. See Glossary.

4. POLICY. It is DoDEA policy that:
 - a. The following rights are retained by students:

(1) Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160 (Reference (d)), Director of Department of Defense Education Activity Memorandum (Reference (e)), DoDEA Administrative Instruction 2500.14 (Reference (f)), and DoD Instruction 1342.12 (Reference (g)), without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.

(2) Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct, consistent with References (d) – (g) and DoDEA Director Memorandum “Safe and Drug Free Schools” (Reference (h)).

(3) Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution (Reference (i)); freedom from unwarranted search and seizure under Amendment IV of Reference (i); and due process under Amendment V of Reference (i). These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

(4) Right to fair and appropriate discipline in accordance with DoDEA Regulation 2051.1 (Reference (j)).

b. 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.

c. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with Reference (j).

d. Schools allow equal access to school facilities by student sponsored noncurriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4.

e. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

5. RESPONSIBILITIES. See Enclosure 2.

6. EFFECTIVE DATE. This Administrative Instruction is effective beginning School Year 2012-2013



Marilee Fitzgerald
Director

Enclosures:

1. References
 2. Responsibilities
 3. Student Rights And Responsibilities And Related School Duties
 4. Standards for Disallowing Student Expressive Rights
- Glossary

ENCLOSURE 1

REFERENCES

- (a) DoDEA Manual 2051.2, "Student Responsibilities and Privileges." February 26, 1997 (hereby canceled)
- (b) Director, Department of Defense Education Activity Memorandum, "Equal Access to DoDEA School Facilities by Noncurriculum Related Student Groups," May 7, 2008 (hereby canceled)
- (c) DoD Directive 1342.20, "Department of Defense Education Activity (DoDEA)," October 19, 2007
- (d) Executive Order 13160, "Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation and Status as a Parent in Federally Conducted Education and Training Programs," June 23, 2000
- (e) Director, Department of Defense Education Activity Memorandum, "Executive Order 13160 Guidance: Ensuring Equal Opportunity in Federally Conducted Education and Training Programs," March 18, 2003
- (f) DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009
- (g) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," April 11, 2005
- (h) Director of Department of Defense Education Activity Memorandum 10-E-001, "Safe and Drug Free Schools," October 26, 2010.
- (i) United States Constitution, Amendments I, IV, and V
- (j) DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2008, as amended
- (k) DoDEA Regulation 2050.9, "Department of Defense Education Activity Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998
- (l) DoDEA Regulation 4800.1, "Department of Defense Education Activity Safety Program," March 6, 2001
- (m) Section 4 of title 4, United States Code

ENCLOSURE 2
RESPONSIBILITIES

1. DIRECTOR, DODEA. The Director, DoDEA, shall oversee the implementation of this Administrative Instruction.

2. AREA DIRECTORS, AREA SUPERINTENDENTS, AND DISTRICT SUPERINTENDENTS. The DoDEA Area Directors, Area Superintendents, and District Superintendents shall ensure that district and school policies and procedures reflect the policies and procedures in this Administrative Instruction.

3. DODEA SCHOOL PRINCIPALS. The DoDEA School Principals, under the authority, direction, and control of the cognizant DoDEA District Superintendent shall:

a. Comply with the policies and procedures in this Administrative Instruction.

b. Ensure current school policies and procedures are aligned with this Administrative Instruction, and establish new policies and procedures, as necessary, to implement the guidance contained herein.

c. Ensure students and parents are provided notice (e.g., through a student handbook, or by publication on the school web site) each school year of school policies, regulations, and procedures including the following:

(1) School's student dress code.

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

(3) General standards of access to school facilities and support (i.e., reasonable time, place, and manner in which an activity may be held) based on matters other than the philosophical, religious, or political content of the student activity.

(4) Notice of the school's authority to conduct random and periodic searches of school property and to seize contraband items belonging to students, and notice of the school's authority to search student possessions and person when there is reasonable suspicion that the student is in possession of items prohibited by Reference (j).

(5) Notice regarding the presence of surveillance equipment. Furthermore, students may be disciplined based on evidence gathered through surveillance equipment.

d. Respect students' rights while recognizing the need for taking disciplinary action when necessary.

e. Ensure that staff maintain accurate attendance records which will be used by Administration to notify parents when excessive or unexcused absences occur, and ensure that the school documents excused absences in writing.

f. Ensure that students are disciplined in a fair and appropriate manner.

g. Operate and maintain a safe school environment that is conducive to learning.

h. Promptly investigate and respond to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. Such complaints may include, but are not limited to, incidents of discrimination, harassment (including sexual harassment), intimidation, hazing, bullying (including cyberbullying), or retaliation.

i. Ensure that no retaliation is taken against a student for raising concerns, reporting claims, or filing complaints alleging discrimination or harassment (including sexual harassment, intimidation, hazing, or bullying (including cyberbullying)) based on race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent or for testifying, assisting, or participating in any matter in an investigation or other proceeding raising such claims. A student who is found by the Administration to have made an intentional false claim, complaint, etc. may be disciplined in accordance with Reference (j).

j. Establish and render decisions regarding a student's eligibility (as determined by school policy) to participate or to hold a leadership position in said activity when a student has been involved in inappropriate conduct.

k. Select, from a list of applicants, and in accordance with any extra-duty compensation requirements, school staff to serve as sponsors/advisors of school-sponsored student activities and ensure that such sponsors supervise all activities of said extracurricular activity.

l. Curtail, or disallow student expressive rights under this Administrative Instruction, including student speech and dress, student participation in organizations, and student or organizational access to school facilities, if the student or organization engages in conduct that the principal determines has met or is likely to meet the standards described in Enclosure 4.

m. Decide whether to allow a limited open forum to operate on the campus. Nothing in this Administrative Instruction requires the principal to establish a limited open forum; however, if a school has at least one noncurriculum related student group, it must either discontinue its practice of allowing such groups access to school facilities, or provide equal access to all other noncurriculum related student groups.

4. DODEA SCHOOL EMPLOYEES. DoDEA school employees shall:

- a. Comply with the policies and procedures in this Administrative Instruction.
- b. Respect a student's rights while recognizing the need for taking disciplinary action when necessary.
- c. Promptly report to the principal, or designee, the following:

(1) Incidents or complaints by students or parents, including complaints about discrimination or harassment (including sexual harassment), based on race, sex, color, national origin, disability, religion, age, sexual orientation; or status as a parent, intimidation, hazing, bullying (including cyberbullying), or retaliation against persons who report or participate in the investigation of such incidents herein.

(2) Violations of any reporting obligation vested in DoDEA school employees by law or regulation, such as the reporting of suspected child abuse or injuries as required by DoDEA Regulation 2050.9 (Reference (k) and DoDEA Regulation 4800.1 (Reference (l))).

5. DODEA STUDENTS. DoDEA students shall:

- a. Actively participate in the educational process, to include school-sponsored activities in and outside of the classroom, as appropriate.
- b. Comply with the policies and procedures in this Administrative Instruction.
- c. Comply with the standards for student behavior outlined in school policy and procedures.
- d. Refrain from conduct or behavior that is disruptive or causes, or might reasonably be predicted to cause, disruption at school, on school-provided transportation, and at school-sponsored and school-supervised activities on or off campus. Also refrain from interfering with the education of other students or the orderly operation of the school.
- e. Respect the rights and human dignity of other students and all school employees, which includes refraining from discrimination or harassment (including sexual harassment), based on race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent; intimidation; hazing; or bullying (including cyberbullying); or retaliation.
- f. Attend school and classes regularly and punctually, except when excused.
- g. Make a conscientious effort in all classes.
- h. Participate in and take advantage of educational opportunities provided by DoDEA schools.

i. 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, and by complying with the directions of principals, teachers, educational assistants, and other authorized school employees when the student is properly under the authority of school employees.

j. Properly maintain school property.

k. Not endanger themselves, other students, school employees, or the public by possessing materials or objects that are potentially hazardous and/or prohibited by law in the United States, the military installation, or the host nation.

l. Dress in a manner that complies with the school's dress code policy.

m. Bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

n. Accept the consequences of their actions, including discipline, in accordance with Reference (j).

ENCLOSURE 3

STUDENT RIGHTS AND RESPONSIBILITIES AND RELATED SCHOOL DUTIES

1. EQUAL ACCESS FOR STUDENT-SPONSORED NONCURRICULUM RELATED GROUPS. If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single noncurriculum related student group access to school facilities, the principal shall ensure that all noncurriculum related student groups (including activities of a religious nature) are permitted equal access to meet on school premises and use school facilities during noninstructional time. Access to groups may be disallowed in accordance with Enclosure 4.

a. Students may:

(1) Initiate and organize noncurriculum related student groups that are open to all students upon approval of the group by the principal, or designee, if the student group is able to obtain a voluntary faculty or school employee to monitor the student activity to ensure compliance with applicable school policies. A student initiated group that is unable to find a faculty member or other school employee to volunteer for this purpose will not be permitted access to or use of school facilities.

(2) Meet only during noninstructional time; student attendance and participation shall be voluntary.

(3) Invite nonschool persons to attend meetings as long as the nonschool person does not direct, conduct, control, or regularly attend meetings. Nonschool persons shall follow the school's established procedure for gaining access to school facilities.

(4) Have equal access during noninstructional time to school facilities and equipment, including the use of bulletin boards, the public address system, and copiers, subject to reasonable limitations of time and expense as determined by the principal, or designee.

b. Principals or designees, and school employees shall not:

(1) Deny the use of school facilities to a noncurriculum-related student group if at least one such group has been allowed access to school facilities.

(2) Sponsor any noncurriculum related student groups.

(3) Participate in a religious meeting of a noncurriculum related student group.

(4) Compel any faculty member or other school employees to serve as a faculty monitor.

(5) Expend appropriated funds beyond incidental costs.

(6) Impose a minimum size limit on student groups.

(7) Allow a student activity at which attendance of the students is not completely voluntary.

(8) Allow a student activity that violates any of the standards prescribed in Enclosure 4 of this Administrative Instruction.

c. For the purpose of this section only, the following definitions apply:

(1) noncurriculum related student groups. Student-led groups not directly related to a school's curriculum because of one of the following:

(a) The subject matter of the group is not actually taught, or will not soon be taught, in a regularly offered course at the school.

(b) The subject matter of the group does not concern the school's body of courses as a whole.

(c) Participation in the group is not required for a particular course.

(d) Participation in the group does not result in academic credit.

(2) noninstructional time. Time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. Schools that permit the use of facilities during lunch and recess periods shall make this time available to all noncurriculum related student groups.

(3) nonschool persons. Persons who are not students, employees, or authorized volunteers of the school.

2. FREEDOM OF EXPRESSION

a. Speech

(1) Students:

(a) May express their individual views in a respectful manner that does not violate the standards in Enclosure 4 of this Administrative Instruction.

(b) Shall respect the rights of fellow students to hold and express an individual or different viewpoint.

(c) Shall refrain from the use of vulgar or plainly offensive, obscene, or sexually explicit language, symbols, caricatures, drawings, or any other visual, auditory, or sensory

expression in any media.. that detracts from a positive learning environment, is inconsistent with the goal of maintaining an atmosphere of mutual respect, or undermines the mission of the school.

(2) School employees shall encourage tolerance of different viewpoints that do not violate the standards of Enclosure 4 and respect for each student's right to his or her opinion. However, such expressive rights may be curtailed in accordance with Enclosure 4.

b. School-sponsored Publications, Productions, and Other Media

(1) Newspapers, yearbooks, and literary magazines, and school-sponsored productions, such as school plays, shall be approved by the principal or designee.

(2) Principals or designees may edit content or prevent dissemination of publications if the content or activity violates any of the standards described in Enclosure 4 of this Administrative Instruction.

(3) As with other school-sponsored activities, principals or designees shall identify for each publication/production a faculty member or advisor who shall:

(a) Establish, with the input of the student editorial staff, publication requirements and guidelines.

(b) Ensure that a variety of viewpoints are represented, and that students have the opportunity to express their views within the requirements and guidelines of the activity.

c. Non-school Sponsored Publications, Productions, and Other Media

(1) Students may distribute or display non-school sponsored publications or materials in accordance with school guidelines established by the principal or designee.

(2) Principals or designees shall:

(a) Establish the time, place, and manner of distribution or display based on reasonable content-neutral guidelines. Distribution or display may include designating a bulletin board, wall space, or other area that may be used to post non-school sponsored materials.

(b) Edit or prevent the distribution or display of publications or materials that violate the standards prescribed by Enclosure 4 of this Administrative Instruction.

(c) Inform students of the reason if distribution or display is edited or prevented.

d. Dress Code

(1) Students shall not be prohibited from self-expression in their style of dress or grooming unless it violates the school's dress code or the standards prescribed by Enclosure 4 of this Administrative Instruction.

(2) Student exemption to a school's dress code policy may be requested by a parent for a sincerely held religious or philosophical belief, disability, medical reason, or due to financial hardship. Principals or designees may require a written request at the beginning of each school year stating the basis for the exemption.

(3) Students may be subject to discipline, in accordance with Reference (j), for violating the dress code, particularly for repeat offenses, and for refusing to cooperate with teacher or administrator requests to bring the student into compliance with the dress code

e. Patriotic Exercise

(1) Students shall:

(a) Have a daily opportunity to participate in patriotic exercises, such as reciting the Pledge of Allegiance under section 4 of title 4, United States Code (Reference (m)), and saluting the U.S. flag. However, they may not be compelled to participate if they or their parents object, and may decline to do so.

(b) Not be disciplined or stigmatized for participating or abstaining from participating in patriotic exercises, but may be disciplined for conduct that disrupts or interferes school activities or the educational environment in accordance with Reference (j).

(c) Respect and not interfere with the rights of others who wish to participate in patriotic exercises.

(d) Respect the customs and flags of all nations.

3. RELIGIOUS EXPRESSION

a. Students shall:

(1) Ensure that they do not violate the rights of other students when exercising their own religious expression under Amendment I of Reference (h).

(2) Show proper respect for the religious or nonreligious beliefs of other individuals.

b. School employees shall ensure that:

(2) School-sponsored courses, activities, or events neither encourage nor discourage religion or religious practice.

(3) Students are not coerced to participate in student-initiated religious activities.

c. Students may:

(1) 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 discussion.

(2) Observe religious practice in school, such as private prayer, saying grace before meals and wearing yarmulkes and head scarves, so long as the practice does not violate the standards prescribed in Enclosure 4 of this Administrative Instruction.

(3) Express their beliefs about religion in the form of homework, artwork, presentations, and other written and oral assignments, free from discrimination by school faculty or other students based on the religious content of their submissions. Such assignments and submissions shall be assessed by curricular standards or other relevant instructional criteria. This expression is subject to the standards in Enclosure 4.

4. SEARCH AND SEIZURE

a. General / Non-individualized Searches

(1) Principals may conduct a general search of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), on a periodic or random basis.

(2) The search shall be conducted by the principal in the presence of another school employee, who will serve as a witness. When practicable, teachers will not be used to perform search functions.

(3) The school affords students and parents adequate prior notice of its general search policy, by alerting students and parents of the search policy each school year. This is done by issuing a memorandum, by publishing and distributing a student handbook containing the notice, or by publishing such a notice on the school website.

(4) 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.

b. Individualized / Reasonable Suspicion / Targeted Searches. Principals may conduct a targeted search 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. Prohibited items include illegal drugs, weapons, or other items that are evidence of misconduct (as defined in DoDEA Regulation 2051.1 (Reference (j))) in violation of federal, state, or local law, or DoD (or any military installation thereof), or DoDEA policy, rule, or regulation. Such items shall be confiscated.

(1) 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.

(2) A targeted search of the 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, conducted by a school official of the same sex as the student being searched, and witnessed by one additional school employee of the same sex as the student. When practicable, teachers will not be used to perform search functions.

(3) 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. The principal, or designee, shall advise the student and parent of the circumstances justifying the search and seizure.

(4) 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.

c. Surveillance

(1) Schools may use video surveillance in public locations of school property to monitor school grounds and on school-provided transportation.

(2) Principals or designees shall post in a visible place, notification regarding the presence of surveillance equipment and that students may be disciplined based on evidence gathered through surveillance equipment.

d. Seizure

(1) Illegal drugs, weapons, or other items prohibited by or constituting evidence of misconduct under Reference (j), that belong to or are found in the possession of any student and are found during a general or targeted search, shall be confiscated (seized). Appropriate discipline will be imposed for possession of the seized evidence in accordance with Reference (i).

(2) Unless possession of confiscated items is illegal or dangerous, the confiscated items shall be returned to the rightful student-owner or to the student-owner's parent as soon as is practicable and safe, or otherwise, a receipt for its retention shall be issued until such time as it may be returned.

(3) The confiscation of items shall not be considered a disciplinary action, but is accomplished to preserve health and safety or to provide evidence incidental to the exercise of a disciplinary action.

5. STUDENT COMPLAINTS

a. A student with a complaint about misconduct or other inappropriate conduct, including a violation of this Administrative Instruction, may report the complaint to any school employee with whom they feel comfortable making such a report (e.g., teacher, counselor, psychologist, coach, administrator).

(1) Students may personally, or through a representative, file a written complaint for a violation of this Administrative Instruction or of discrimination or harassment based on race, sex, color, national origin, religion, age, sexual orientation, status as a parent, or disability, or retaliation.

(2) Any school employee who receives a complaint by a student or parent that involves misconduct or other inappropriate conduct, including a violation of this Administrative Instruction, shall promptly notify the principal or designee and assist as necessary in the investigation of the complaint.

b. Principals or designees shall:

(1) Establish and publicize procedures by which a student who alleges a complaint can report such incidents.

(2) Promptly report a complaint involving an allegation of child abuse to the local Family Advocacy Program in accordance with Reference (k).

(3) Investigate and attempt to resolve complaints, when not inconsistent with b. (2), above.

(4) Ensure confidentiality to the maximum extent possible about the complaint, any resulting investigation, resolution, and any other information pertaining to the complaint.

(5) Follow proper protocol if the nature of a complaint requires communication of the complaint information to other officials.

ENCLOSURE 4

STANDARDS FOR DISALLOWING STUDENT EXPRESSIVE RIGHTS

The principal shall deny or curtail student expressive rights, including access to facilities, described in this Administrative Instruction, when the principal determines that a student or student group has or is likely to:

1. INTERFERE WITH ORDERLY CONDUCT. Materially and substantially interfere with the orderly conduct of educational activities within the school or threaten good order or discipline on school premises.
2. ENDANGER HEALTH, SAFETY, OR WELL-BEING OF OTHERS. Threaten or advocate practices that endanger the health, safety, or well-being of students, school staff, or any other persons.
3. BE PERCEIVED TO ADVOCATE MISCONDUCT. Be reasonably perceived to advocate misconduct, including, but not limited to, student drug, alcohol, and/or tobacco use; violence, or harassment, or discrimination based on race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.
4. ENGAGE IN INAPPROPRIATE LANGUAGE OR CONDUCT. Employ language or conduct that is vulgar, plainly offensive, obscene, or sexually explicit; or engages in speech that is knowingly or recklessly false, defamatory, libelous, or slanderous.
5. ENGAGE IN INAPPROPRIATE SCHOOL PERFORMANCES. Engage in performances for the school as a whole and employ activities or speech that the principal, or designee, deems to be inappropriate for the intended audience (e.g., because of mature or adult subject matter).
6. DISCRIMINATE. Discriminate or advocate discrimination, or deny attendance at meetings, based upon race, color, sex, gender, gender preference, national origin, disability, religious preference, marital status, or political affiliation.
7. VIOLATE LAWS AND POLICIES. Violate any federal, state, or local law, or DoD or DoDEA regulation or policy.

GLOSSARY

bullying. Physical, verbal, psychological, or written intimidation or harassment towards another individual. This includes, but is not limited to, conduct or words that are threatening, taunting, hazing, name calling, insulting, cursing, gesturing, coercing, manipulating, humiliating, or abusive.

cyberbullying. Bullying/harassment through the use of electronic communications, or using electronic communications to convey a message in any form (text, image, audio, or video) that discriminates, harasses, or intimidates an individual. Includes but is not limited to, the use of computers, mobile phones, other electronic devices, or Internet, social networking sites, and instant messaging.

defamatory. Tending to disgrace or lower public opinion about an individual or to harm an individual's reputation (i.e., the confidence, esteem, respect, or goodwill in which others hold a person).

harassment. Words, conduct, or action (usually repeated or persistent) that demeans, annoys, alarms, or causes emotional distress in a person, and serves no legitimate purpose. It is often used in connection with conduct, based on status protected by References (d) and (e) (i.e., race, sex, gender, age, sexual orientation, marital status, religion, disability).

incidental costs. Lighting, heat, power, and other expenses necessary for the daily operation and use of school facilities.

libelous. Pertaining to false written statements or words about an individual that tend to harm an individual's reputation or lower public opinion about the individual.

reasonable suspicion. Information sufficient to induce an ordinary, prudent, and cautious individual under circumstances to believe there is a moderate chance of finding evidence of misconduct.

sexual harassment. Unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

slanderous. Pertaining to a false oral statement about an individual that tends to harm an individual's reputation or lower public opinion about the individual.

student. An individual enrolled full or part-time in any DoDEA school or program.

substantial disruption. A disruption that creates a significant likelihood of harm to persons and/or property, or materially interferes in the normal and routine conduct of classes, school activities, or operation of the school. When determining whether there is a substantial disruption, the following factors should be taken into account:

History of disruption at the school or during school activities and its causes.
Whether the activity in question would be likely to lead students to act in a disruptive manner.

Whether the activity in question is similar to an activity that has proven disruptive in a similar environment.