Policy Information: DoDEA Regulation 1035.1 (4.10.1.1 through 4.10.2.3.1) states that placement in non-DoD schools will provide instruction delivered in the English language. DoDEA Regulation 1035.1 E2.1 defines an adequate school. “The major criterion of adequacy is whether a child of normal ability, upon completion of a grade or its equivalent, can enter the next higher grade in a public school in the United States or an American institute of higher learning.” Please carefully review the information below.

The NDSP Education Specialist is Available to Assist:
If you would like to have a consultation with an Education Specialist regarding the education options in your location to help guide your decision for enrollment, please contact the Education Specialist for your location by emailing the below office for your area.

**Americas:** NDSP.Education.Americas@am.dodea.edu
**Europe** (Africa, Europe and Middle East): NDSP.Education.Europe@eu.dodea.edu
**Pacific:** NDSP.Education.Pacific@pac.dodea.edu

Key Information for Parents to Know and Consider:

- The primary years (K-2nd) are spent on learning foundation skills in reading, writing and math. Transitioning out of a non-English school to a school that provides instruction in English may be difficult, especially if the foundation for literacy in English has not been taught or supported.

- Each child is different, and various factors (such as age, personality, motivation, experiences, cognitive ability and mother tongue) can impact when and how they learn a second language. Consider your child’s ability to thrive in this situation. Consider his or her resiliency, personality, motivation, experiences and cognitive abilities.

- External factors that can impact their acquisition of a second language include: curriculum, instruction, support, culture and access to native speakers in and out of school.

- It may take longer than the traditional 12-13 years to graduate from high school if your child needs additional years to catch up with the academic language either when transitioning into a non-English school or transitioning out to an English based school.

Key Questions for Parents to Ask:

- Does the non English school have a Second Language Program?
- Does the school provide interventions, accommodations and support to students acquiring the school’s language of instruction as a second language?
- Does the school focus on usage of four language domains (listening, speaking, reading and writing) for learning the second language?
- Will your child miss or have to opt out of core academic areas for instruction in the second language?
- What is the grading expectation while your child is acquiring the language and later as his or her academic proficiency increases?
- Will your child need additional support outside of school to help them access the curriculum content or maintain their literacy skills in English?
- Will your high school child need additional coursework outside of the non-English school to ensure the child is on track with the graduation plan when returning to the United States?