

**Department of Defense Education Activity**

**Administrators' Manual**

**October 2003**

## ***INTRODUCTION***

The *Department of Defense Education Activity (DoDEA) Administrators' Manual* is a compilation of current statutes, regulations, and policies. It is intended to be a handy reference manual for DoDEA administrators for day-to-day school operations, and to serve as a guide to finding answers to the numerous questions and challenges that school administrators face every day.

This manual applies DoDEA-wide. Unique statutory, regulatory, policy, and administrative requirements of the overseas Department of Defense Dependents Schools (DoDDS) and the Domestic Dependent Elementary and Secondary Schools (DDESS) have been addressed throughout the manual.

The statutes, regulations and policies referenced in the manual have precedence and may not be superseded. However, DoDEA area directors may supplement the guidance in the *Administrators' Manual* with additional procedures or operational guidance.

Points of contact for specific subject matter areas have been omitted. Administrators should work through their district and area offices to resolve issues or answer questions that may arise. Recommended changes to this manual should also be forwarded through district and area channels. The *Administrators' Manual* is a “living document” that will be updated frequently based on feedback from the field as well as per new or revised guidance.

The contents of this manual do not supersede any portion of existing labor union contracts. In case of conflict, the provisions of the labor union contract will normally prevail.

The *DoDEA Administrators' Manual* is intra-management communication. It is a guide intended to provide assistance to DoDEA personnel and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by law.

  
Joseph D. Tafoya  
Director

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# CURRICULUM

## 1 Assessments

- References:
- (a) DS Regulation 2000.6, “DoDEA Systemwide Assessment Program,” May 2, 2002
  - (b) 20 USC 924, “Overseas Defense Dependents’ Education, Annual Educational Assessment”
  - (c) 10 USC 2164, “Department of Defense Domestic Dependent Elementary and Secondary Schools”
  - (d) Advanced Placement Policy Memorandum, February 26, 2003
  - (e) PSAT/National Merit Scholarship Qualifying Test Policy Memorandum, September 11, 2002

### 1.1 Philosophy of Assessments

1.1.1 It is DoDEA policy that all system assessments administered in DoDEA measure student performance so that inferences can be made about student achievement in basic skill areas as well as provide a source of information for decision-makers concerning programs and services.

1.1.2 System assessments used in DoDEA must satisfy rigorous technical standards. The assessments selected for use within DoDEA must:

- 1.1.2.1 positively affect instruction and student learning,
- 1.1.2.2 be one of several criterion used for major decisions about student performance/achievement,
- 1.1.2.3 align to clearly defined standards and objectives within the content domain tested,
- 1.1.2.4 be valid and reliable, and
- 1.1.2.5 control for bias.

### 1.2 Purpose of Assessments

1.2.1 System assessments are designed to fairly measure student achievement in different academic subjects. This information is used to:

- 1.2.1.1 help teachers determine the strengths and needs of students in order to work with them to improve their individual academic skills,
- 1.2.1.2 let parents/sponsors know how their children scored in different academic subjects, and
- 1.2.1.3 provide accountability for DoDEA schools.

1.2.2 The testing information is used to help determine how successful DoDEA schools are, and includes norm-referenced tests and criterion-referenced tests. Norm-referenced tests provide a comparison of the basic skills of DoDEA students with the achievements of students in non-DoDEA stateside schools. Criterion-referenced tests provide a measure of how well DoDEA students are performing relative to specific content area standards.

## 2 Grading

- References:
- (a) DoDEA-R 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995.
  - (b) DoDEA Regulation 2000.1, "Department of Defense Schools High School Graduation Requirements," August 27, 1997, with changes 1- 4.
  - (c) DS Regulation 2000.3, "Student Placement," July 11, 1989.
  - (d) DS Administrative Instruction 2000.9, "Department of Defense Dependents Schools Homework Policy," July 7, 1993.

### 2.1 Grading Guidelines

2.1.1 Grades measure academic performance and indicate the student's level in meeting achievement of DoDEA academic standards and curriculum objectives. They report achievement relative to measurable curriculum objectives; they do not measure academic potential or social performance. Percentages used in grading must correlate to the DoDEA grading scale.

2.1.2 Grading reflects the teacher's professional judgment of a student's level of achievement. Various methods can influence a teacher's evaluation of a student's mastery of curriculum objectives. Teachers are responsible for justifying their grading system (evaluation design) and the grades assigned to their students. It is understood that within a teacher's grading system (evaluation function), a numerical grade cannot be assigned to every accomplishment or degree of success/failure.

2.1.3 Student progress should be reported in a useful and understandable way to the student and sponsor. The critical issues in grading are the validity and usefulness of the grades for the variety of purposes they are called on to serve, i.e., conveying information on student achievement, providing incentives for students to study, serving as selection criteria, and assisting the student in career and educational planning. The grade given should reflect the teacher's professional evaluation of student achievement and must be clearly justifiable by the teacher. The following guidelines are offered to assist in arriving at a grade:

2.1.3.1 Daily grades. Teachers may employ letters, numbers, or other symbol sets for daily grades. However, all symbols and weighing of class work should be explained in the grading system developed by the teacher and approved by the principal.

2.1.3.2 Quarter or 9-week grades. The quarter or 9-week grades are applicable to elementary, middle, and high schools.

2.1.3.3 Semester or 18-week course grades. The semester or 18-week grade is determined by using the procedure outlined in the grading system designed by the teacher, and is recorded in the teacher's records as a percentage or letter grade. If the 18-week period completes a semester course (60 clock-hours of instruction) for which one-half unit of credit is granted, a notation will be entered onto the student's permanent record. A letter grade will be recorded, and the report card will reflect a letter grade. For semester courses, this is the final grade.

2.1.3.4 Arriving at the grade. Grading begins with individual achievement, not with a preconceived pattern. Any system or curve which predetermines the number or distribution of grades tends to be unfair and unrealistic and is not used in DoDEA. Because the art of test-making is imprecise at best, this guideline does not preclude teachers from adjusting raw scores or using commercially prepared tests and their results when determining student grades. The results of DoDEA system-wide testing programs, and supplements to them, are not to be used in

assigning individual student grades. However, parts or the whole of end-of-course exams may be used as an exam and utilized when determining grades. A normal distribution curve should not be used in arriving at grades.

2.1.3.5 Teacher's grading system (grading evaluation design). Each teacher will develop a percentage-based and/or letter-based evaluation system/design best suited for his/ her class in arriving at the grade to be reported for the grading period. This system must explicitly indicate how grades are to be determined (e.g., the means of weighing tests and assignments), and will be reviewed with the principal or his/her designee. A copy of this evaluation system will be placed in the teacher's grade book and presented to student and parent/sponsor when the student begins the course. Teachers use their judgment on the individual test items and the procedures for scoring tests appropriate for a specific class or subject.

2.1.3.6 Grade composition. Grades should reflect all marks recorded, and each piece of work or assignment is valued according to the individual teacher's grading system. Grades should be determined by individual student achievement. The exception occurs when the accrual of unexcused absences during a grading period may require a lowered or failing grade for that period.

2.1.3.7 Passing grades. A student should be considered to be doing passing work when the grades he/she receives indicate a general level of achievement and a general pattern of acceptable responses. Teachers should carefully consider all work required or accepted. A student's failure or success on one test or one assigned task (e.g., a book report, a research paper) would not normally be sufficient for failing or passing a course or the grading period.

2.1.3.8 Weighted grades. The provision for calculating class rank is based on careful research of current practice in school systems in the United States and on analysis of the unique circumstances found in the DoDEA system. To recognize student achievement in honors, Advanced Placement, and specified international baccalaureate courses in Bahrain, DoDEA computes grade point averages (GPAs) using weighted and unweighted grades which students have received in DoDEA or other school systems. The following point values should be used in calculating the GPA for courses completed in DoDEA:

<u>Unweighted</u>	<u>Weighted</u>
A= 4.0	A= 5.0
B= 3.0	B= 4.0
C= 2.0	C= 3.0
D= 1.0	D= 2.0
F= 0.0	F= 0.0

2.1.3.8.1 Computation of relative student achievement within graduating classes, i.e., class rankings, will be determined on the basis of weighted grade point averages. DoDEA will accept at face value weighted courses completed in non-DoDEA schools by DoDEA students prior to enrollment in DoDEA schools. Transcripts received from non-DoDEA schools will not be modified or altered in any way.

2.1.3.8.2 In determining GPA for students transferring from schools outside the DoDEA system, DoDEA accepts at face value the grades awarded in other systems. However, in some cases other systems' weighted grades are not equitable with DoDEA's scale. Thus, in order to calculate GPA for all students on an equitable basis, the following procedures should be used when entering marks from schools outside the DoDEA system in the school management database:

- 2.1.3.8.2.1 Enter the letter grade earned at the non-DoDEA school. Include marks of “+” or “-”. Point values for the grade will be automatically calculated based on the DoDEA policy. A plus or minus after the grade will be recorded but will not affect the point calculation. For example, “B+,” “B,” and “B-” all count as 3.0.
- 2.1.3.8.2.2 If the course was weighted at the non-DoDEA school, the grade will be counted as a weighted grade, in accordance with DoDEA policy. If the student came from a school that had multiple levels of weighted grades, only courses with the highest level of weighting will be weighted.
- 2.1.3.8.2.3 The grade points and the student’s cumulative GPA will be calculated automatically by the school management database according to DoDEA standards. GPAs for all students being ranked in DoDEA will be calculated on the same basis.
- 2.1.3.9 Frequency of evaluation activities. Teachers conduct frequent and ongoing evaluations in determining a grade for a grading period. Teachers are encouraged to use daily grades, and are required to use at least one grade each week. Weekly evaluation encourages class attendance and consistency in study habits. Grades may reflect formal or informal tests, quizzes, classroom and laboratory participation, teacher observations, homework, and special assignments.
- 2.1.3.10 Final grades. All recorded grades within the grading period, including the final examination and other evaluation activities which are used to measure student achievement of instructional objectives, are used in determining the final grade. Year-long courses (120 hours of instruction) are valued as one unit of credit. Semester courses (60 hours of instruction) are valued as one-half unit of credit. Courses of 30 hours of instruction, or quarter courses, have a final grade value of one-fourth credit (applicable only to middle school, i.e., grades 6, 7, and 8). The grading system used to determine report card grades should reflect student evaluation in reference to instructional objectives. When a student has more than one teacher for a course, the last teacher should assign the final course grade after consulting with the former teacher(s).
- 2.1.3.11 Students with disabilities. All students, including students with disabilities, are graded on a quarterly basis. All grading options available for general education students may be used with students with Individual Education Plans (IEPs). In addition, the Case Study Committee (CSC) may establish a modified grading system in the IEP of a student with a disability. All students with disabilities will receive a GPA calculation and be eligible for any honors that have been established by the school.
- 2.1.3.12 Extra credit. Extra credit is given at the discretion of the classroom teacher. When extra credit is used in determining grades, the extra credit policy should be reviewed by the principal or his/her designee. The extra credit policy should be presented to students and parents/sponsors prior to use.
- 2.1.3.13 Semester examinations. Semester examinations in most school subjects will normally be administered to all students in grades 9-12. Examination schedules should be developed with the instructional staff. Semester examination grades normally should not count more than one-fourth of the semester grade. Semester examinations are not exclusively “semester tests.” Other assigned activities (e.g., student-teacher contracts, special projects, other student assignments) may be used as alternatives to semester examinations in determining the semester grade.
- 2.1.3.14 Removing an “Incomplete” (“I”). Because of late entry during the semester or because of long illness, it may be necessary for a teacher to give an “I” grade at the end of a marking period or even at the end of a semester. Principals must ensure that both the guidance counselor and the teacher determine the length of time the student needs to complete the

unfinished work, and plan with the student so that the make-up work is completed as soon as possible but normally not later than two (2) weeks after the end of the first semester or two (2) weeks after the end of the second semester.

2.1.3.15 Advanced study. Students in 7<sup>th</sup> and 8<sup>th</sup> grade who satisfactorily complete courses in foreign language and Algebra I and above math courses normally taken in grades 9-12, will receive appropriate course credit towards graduation.

2.1.3.16 Appealing grades. Students or parents/sponsors that believe a quarter or semester grade is in error should first meet with the teacher to resolve the dispute. The teacher should be able to explain how the grade was determined following his/her approved grading system. If the dispute can not be resolved with the teacher, the student/sponsor should contact the principal in writing. A meeting that includes, at a minimum, the student, the teacher, the parent/sponsor, and the principal or his/her designee, will be held to attempt to resolve the disputed grade issue. The principal has the authority to make the final decision on the disputed grade. If a grade is changed, the reason for the change should be provided to the teacher in written form.

## **2.2 eClass Grades**

2.2.1 The eClass Grades software program is an electronic teacher grade book that resides on the teacher's classroom computer. The software license allows a copy of the program on the teacher's home computer if desired.

2.2.2 The program allows entry of student assignments, quizzes, tests, and marks with import/export capability into the DoDEA standard school information management system called WinSchool.

2.2.3 Though not mandatory, it is highly desirable to use the program as it is the only DoDEA-supported program with WinSchool. The program may be used for all students including those having an IEP or those in a special program (e.g., ESL or compensatory education) with flexibility in grades and averages. For example, the program can use the DoDEA points and credits table to determine automatic averaging among quarters and semesters, or to allow for an alternate grade which bypasses the traditional table of automatic averaging and allows teachers flexibility in assigning letter grades if they wish.

## **2.3 Promotion/Retention**

2.3.1 Promotion or retention of each student must be considered on an individual basis, and decisions must be based on criteria that reflect positive concern for individual characteristics, strengths, and needs of the student. One criterion must be the extent to which the student can succeed at the next grade level or in subsequent courses.

2.3.1.1 Promotion. A student is regularly promoted in the elementary grades by successfully completing curricular requirements of subject areas for the grade. Promotion in the secondary school is governed by Reference (c).

2.3.1.2 Retention or other placement adjustment. A student placement committee (SPC) will be established by the principal to recommend the placement of a student being considered for a waiver of academic requirements or a double promotion, to validate student success in meeting curricular expectations, to determine retention or promotion, or to make other placement adjustments. The progress of a student whose placement has been adjusted will be reviewed by the SPC. The composition of the SPC and its operating/reporting procedures is outlined

Reference (c).

2.3.2 The principal is responsible for assuring that the SPC fulfills its assigned functions. The final decision on each student's grade and program placement is the principal's responsibility.

## **2.4 Homework**

2.4.1 Reference (d) provides minimum standards for the preparation of school homework policies. School homework policies should be developed locally with the involvement of both faculty and the community. Each school's homework policy should be distributed to all students and parents/sponsors at the beginning of the school year.

## **2.5 Recognition and Awards**

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

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

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

### **3 Reporting to Students and Parents/Sponsors**

- References: (a) DS Regulation 2000.6, "Standardized Testing Policy," January 26, 1993, with change 1.  
(b) DoDEA-R 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995.

#### **3.1 Report Cards**

3.1.1 Report cards are issued every nine (9) weeks. Normally, parents/sponsors are notified of unsatisfactory student achievement at the end of the fourth week in each marking period. Parents/sponsors and students should receive notification in sufficient time to allow students to correct the cause of the unsatisfactory achievement.

3.1.2 Distribution of grades (K-12). Grades on report cards will be determined by the degree to which students are achieving established program objectives. Classes that are organized homogeneously will not predispose the learner to receive grades lower than he/she would receive if the student were in a classroom with a normal range and distribution of grades. Distribution of a student's grades for a specific class may be requested and reviewed by the principal before the reports to parents/sponsors are distributed. Principals are responsible for the grading policies within the school and are the final school authority on grades issued.

3.1.3 Kindergarten and elementary school. When parent conferences are held to discuss kindergarten and elementary students' achievement following the first reporting period, the words, "parent conference held," should be written on the card either in place of, or in addition to, the regular notation.

3.1.4 Secondary school. Secondary schools will use approved report cards and the following approved systemwide marking system: A=Excellent, B=Good, C=Average, D=Poor, F=Failing, I=Incomplete, E=Passing on the basis of effort, P=Passing, N=No Grade (Used in pass/fail courses in lieu of "F"), WP=Withdrawn Passing, and WF=Withdrawn Failing. The use of "+" and "-" to denote slightly higher or lower grade marks is approved for use on report cards but will not place any value on the grade point average (GPA).

3.1.4.1 Use of the Incomplete or "I" grade. An "I" may be given in a subject, at the discretion of the teacher, when the student is not able to complete the required assignments due to late entry, prolonged illness, or excessive approved absence from school. Guidance counselors and teachers should determine the length of time needed to complete the work. If the work is not completed in the allotted time, the "I" grade should be changed to a grade representing the value of the work accomplished as a portion of the total course requirement. The time allotted for completion should not normally extend beyond two (2) weeks after the end of the 9-week grading period or more than four (4) weeks after the final grading period. The grade "I" will not be recorded on the permanent record card (transcript). In preliminary computations of the student's GPA, the grade of "I" is equivalent to zero (0) grade points.

3.1.4.2 Use of the Effort or "E" grade. An "E" is used to denote that a student's achievement level is below that for a passing grade but that he/she has worked up to capacity. Students receiving the grade of "E" will receive credit for the course. A grade of "E" is equivalent to a grade of "D" for purposes of computing a student's GPA.

3.1.4.3 Passing or "P". A "P" grade is used for passing a pass/fail course. Credits earned in this type of course are applicable to graduation requirements but are not used in computing the GPA. The grade of "P" is applicable for non-credit courses such as staff assistant, and credit by

examination. Exception to this policy is for students receiving home schooling and special education.

3.1.4.4 No Grade or “N”. The “N” grade is used to show that a student did not achieve passing mastery in a pass/fail course. The “N” grade will result in the course appearing on the student’s transcript, but no credit will be awarded and the course will not be included in the computation of the student’s GPA. “N” may be used whenever, in the opinion of the principal, the assignment of a grade is not appropriate.

3.1.4.5 Withdrawn Passing or “WP” / Withdrawn Failing or “WF”. If a student withdraws from a course between the period beginning with Week 2 and prior to Week 6 of the semester, the grade of “WP” may be given. A “WP” notation will be made for withdrawing from a 9-week course if withdrawal is within the first two (2) weeks. A “WP” notation may be removed from the student’s permanent record by repeating the entire course. A “WP” is not used in GPA computations. If a student withdraws after Week 6 of the semester, a grade of “WF” is given. A “WF” notation may be removed from the student’s permanent record by repeating the entire course. A “WF” is counted as an “F” in GPA computation.

3.1.4.6 Use of “+” or “-”. The use of “+” or “-” with grade marks is authorized for use on report cards and permanent record cards. However, the “+” or “-” does not have any value in computing a student’s GPA.

3.1.4.7 Grade Point Average (GPA) [DoDDS only]. A student’s GPA will be determined in accordance with the preceding guidelines. Each course will have equal value and may not be weighted on any criteria other than for the credits involved. All courses having grade point value must be used in computing GPA. The formula used is the sum of the products of the total credit earned for each mark and the grade point value of the mark, divided by the number of credits attempted. In this computation the approved marks have the following values:

<u>Grade</u>	<u>Grade Point Value</u>
A = 90–100%	4.0
B = 80–89%	3.0
C = 70–79%	2.0
D = 60–69%	1.0
E	1.0
F = 59% and below	0.0
I	Not used in computation
P	Not used in computation
N	Not used in computation
WP	Not used in computation
WF	0.0
+ and -	Not used in computation.

3.1.4.8 Class ranking for graduation. Class rankings for graduation will be determined following the second semester of the senior year for students enrolled at the end of the fourth quarter. All letter grades with a high school course code will be averaged to determine class rankings for graduation honors. Grade 7 and 8 students who enroll in a foreign language and/or an Algebra I or higher level math course should be aware that grades earned in these courses will count towards high school credit and their GPA.

3.1.4.9 Eligibility for academic honors. The determination of GPA for class valedictorian

will be based on student grades attained at the end of the second semester of the graduating year. Students who are graduating early, i.e., after completing six (6) semesters of high school, are also eligible to compete for this honor. Students must have been enrolled in a DoDEA school during the first semester of the graduating year to be eligible for academic honors.

### **3.2 Achievement Test Results (K-12)**

3.2.1 The individual student results of achievement testing will be reported to the parent/sponsor as well as the student and the classroom teacher(s).

3.2.2 Test results will become part of the student's permanent academic record.

### **3.3 Transcripts (Secondary)**

3.3.1 Incoming students. Principals will ensure that all requests for student data on newly enrolled students is sent to the previous school within one (1) week after registration. A log or register of requests should be maintained to indicate the dates that requests were sent and the dates that records were received.

3.3.2 Withdrawing students. Principals will ensure that all requests for transcripts of credits are fulfilled within two (2) working days after receipt. A log or register should be maintained which indicates the action taken. One copy of the permanent record card will be prepared and given to the student. An official transcript of high school credits will be sent to any school upon the signed request of a student or parent/sponsor; a copy will be sent to the next receiving school or authorized organization if the parent/sponsor has authorized this release on the registration card. Parents/sponsors can also request an official copy of the transcript to take with them when they withdraw their child/children from school.

### **3.4 Parent Conferences**

3.4.1 With the approval of the district superintendent or his/her designee, classes may be dismissed early or students released for two (2) full days in order to conduct parent-teacher conferences.

## **5 Instruction**

References: (a) 2001-2006 Community Strategic Plan  
(b) 2000.5 – Curriculum Development Assessment Adoption Cycle

### **5.1 Curriculum Standards**

5.1.1 Standards for all subject areas can be located on the DoDEA Webpage, [www.odedodea.edu](http://www.odedodea.edu) .

### **5.2 Curriculum Development Assessment Adoption Cycle**

5.2.1 The 2001-2006 DoDEA Community Strategic Plan (CSP) addresses the need for a systematic process for periodically reviewing and revising curriculum standards, purchasing materials, identifying courseware and technology infrastructure requirements, aligning assessments, developing curriculum tools, disseminating best practices, and assessing the quality of curriculum standards implementation. DoDEA uses the curriculum development cycle (CDC) to systematically address the various tasks and phases of developing and implementing a program.

5.2.2 These tasks are divided into six major steps: (1) evaluation of program implementation; (2) standards development, assessment, and materials review; (3) purchase of materials/assessments; (4) pre-implementation training; (5) full implementation and training; and (6) program improvement and monitoring.

5.2.2.1 All of the tasks included in the cycle can be viewed on the DoDEA Webpage under “Instruction,” which contains a link to the curriculum development assessment adoption cycle.

### **5.3 Instructional Time**

5.3.1 The principal will schedule the required hours of instructional time, the length of the lunch period, the length of “passing” time between classes, recess time, the time and placement of the co-curricular activity period, and any other required time periods in accordance with local needs and any applicable negotiated agreements. These and other factors should be used by the principal to coordinate action with the school’s officer and the school bus office in determining the time the school day begins and ends. Other external factors include local transportation conditions and local weather conditions.

### **5.4 Daily Schedules**

5.4.1 Classroom teachers’ daily schedules may be developed when applicable. Many present classroom practices do not lend themselves to rigid time schedules. Principals should ensure that teachers to giving appropriate emphasis to the various curriculum areas the DoDEA curriculum content standards.

5.4.2 The use of modified schedules in schools should be coordinated with the school community.

5.4.2.1 Input should be sought from students, parents/sponsors, faculty, military commands, district superintendents, and educational research to decide the types of schedules that best fit the needs of the local school community.

5.4.3 Teacher specialist schedules should be developed or approved by the principal after consultation with the appropriate staff members. Such schedules may change as the needs of

students change.

5.4.3.1 Those resource teachers who conduct student screenings early in the school year may not have established schedules until the screening is completed. Principals and faculty should consider individual needs of students when using specialists. The schedule of specialists who must administer assessments throughout the school year will reflect time for such administration when no student contact is scheduled. Each specialist will work with the general education teacher(s) to develop a draft schedule to submit to the principal for approval. The schedule should reflect time for collaboration, meetings, and test administration when no student contact is scheduled.

## **5.5 Lesson Plans**

5.5.1 Systematic planning for the achievement of learning goals is a major factor in a successful instructional program. Lesson plans, which reflect such planning, are required from each teacher. The principal has the right to review lesson plans.

## **5.6 Supplemental Curriculum**

5.6.1 In DoDEA, administrators may request courses to supplement the school curriculum when enrollment or staff limitations restrict school course offerings. Requests to supplement the regular school program are submitted to the district superintendent.

## **5.7 Correspondence Courses**

5.7.1 Counselors and subject matter teachers may recommend to the principal that he/she approve student enrollment in correspondence courses when a required or elective course is not scheduled in the regular school program, or where there is a schedule conflict denying the student the opportunity to enroll in the course. Correspondence courses may be approved in lieu of summer school.

5.7.2 Correspondence courses may be authorized and purchased by the principal in order to supplement the curriculum. A maximum of four (4) units of such credit may be accepted unless such courses are authorized for students with disabilities, or for students residing in locations where an accredited high school is not available for resident study.

5.7.3 When it is not practical to use either a DoDEA-operated school or a DoDEA-contracted school, other accredited home instruction courses may be approved by the area director when recommended for approval by the district superintendent.

5.7.4 When correspondence courses are used, the school principal has the responsibility to ensure monitoring and supervision of these courses.

5.7.5 Students cannot be required to take more than a total number of six (6) full-time courses, including both regularly scheduled school classes and correspondence courses. To complete additional correspondence courses, students must have the recommendation of the related subject matter teacher before the principal may authorize the course.

## **5.8 Distance Learning**

5.8.1 The DoDEA Electronic School (E-School) provides educational opportunities for students in grades 9-12. The emphasis in DoDEA-sponsored distance learning courses and activities is to

provide students and teachers a means to collaborate and work together at a distance using a variety of electronic communications systems such as computer conferencing, video teleconferencing, and Internet-based technologies. The DoDEA distance learning environment centers around a communications network which allows students to work together asynchronously without ever seeing their teacher(s) or each other in a face-to-face setting. Students benefit from this environment as they are encouraged to learn “on their own” without immediate feedback. Students learn to find the answers to some questions by themselves through discovery and research. In addition, since all communications are in written form, students can improve their writing skills.

5.8.2 The DoDEA E-School provides distance learning courses to high school students who might not be able to take such courses due to one or more of the following reasons:

5.8.2.1 A qualified instructor is not available to teach a course at the student’s local school.

5.8.2.2 The local school is unable to offer a course due to low enrollment in that particular course.

5.8.2.3 A conflict in the student’s schedule does not allow a student to take a particular course at the local school.

## **5.9 Transition Planning – Six Year Plan**

5.9.1 The DoDEA Six-Year Education/Career Plan is designed to assist families—both parents/sponsors and students—with formalizing a plan that directs the student’s education so that the appropriate classes are taken and the relevant experiences are provided to fulfill high school graduation requirements and meet future college and career goals. Guidance counselors and teachers can assist students and parents/sponsors in filling in the Plan, which begins in grade 7 and continues through grade 12. The Plan is designed as a tool to help create a meaningful record for advanced studies, work applications, military service, and/or other post-secondary endeavors.

## **5.10 Support Labs for Reading, Language Arts, Algebra I, and Geometry**

5.10.1 Reading Lab classes focus on improving reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Whole group instruction provides modeled or independent reading using leveled literature to model or practice good reading strategies. Small group instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Major topics studied include the essential components of reading, i.e., vocabulary development, building fluency, comprehension, study/reference skills, and reading in the content areas. The target audience for this class is students scoring at the 25<sup>th</sup> percentile or lower on the TerraNova. Each high school will offer one or more sections of Reading Lab classes based on the number of students who meet the guidelines.

5.10.2 Language Arts Lab classes focus on improving the reading, writing, speaking, and listening skills of students scoring between the 25<sup>th</sup>–50<sup>th</sup> percentile on the TerraNova. A planned progression of skills and content knowledge in narrative and informational text will be provided in a classroom setting using writing, inquiry, collaboration, and reading strategies in content area text, trade books leveled to match students’ instructional levels, and supplementary and reference materials. Each high school will offer one or more sections of Language Arts Lab classes based on the number of students who meet the guidelines.

5.10.3 Algebra I/Geometry Lab classes focus on helping students successfully complete their Algebra I or geometry courses. Students targeted for Lab classes are those with recent TerraNova or

other standardized mathematics test scores below the 50<sup>th</sup> percentile, or those having additional data indicating their need for support. Activities in Lab classes will reinforce and enhance understanding of the concepts taught in Algebra I or geometry through the use of graphing calculators, computer software, manipulatives, and other varied approaches and resources. Each high school will offer one or more Algebra and Geometry Lab sections based on the number of students who meet the guidelines. The Lab classes offer elective not mathematics credit.

5.10.4 Major evaluation techniques. Students will be evaluated using assessments which document their growth and improvement in understanding the concepts defined in the Lab classes (i.e., reading, language arts, Algebra I, and geometry). Evaluation processes may include written and oral work including presentations, journals, homework, reports, investigations, long term projects, and a variety of test formats.

## **7 Granting Middle School and High School Credit**

References: (a) DoDEA Regulation 2000.1, "Department of Defense Schools High School Graduation Requirements," August 27, 1997, with changes 1- 4.

### **7.1 Granting of Credit**

7.1.1 Credit is granted only upon the completion of a course of study. DoDEA uses the "Carnegie Unit System" for granting credit. A full Carnegie unit (one credit) may be earned for a completed course of study containing 120 instructional hours (i.e., clock hours of student/teacher interaction). One-half unit of credit may be earned for completing a course of study of 60 hours of instruction, and one-fourth Carnegie unit of credit may be awarded for a completed course of 30 hours duration. Master schedules may be programmed in a variety of ways to ensure that the required instructional clock hours are provided.

### **7.2 Length of Courses**

7.2.1 Courses vary in length. The duration may be as short as nine (9) weeks or the equivalent of 30 clock-hours. Semester courses scheduled for 18 weeks duration are the equivalent of 60 clock-hours. Year-long courses are 36 weeks in length and require 120 hours of instruction. All grades are to be reported quarterly.

### **7.3 Credit Values**

7.3.1 Quarter credit. Each 9-week reporting period represents a portion of the final grade to be granted upon completion of the course. A 9-week period represents 30 clock-hours of instruction.

7.3.2 Semester credit. Semester grades represent two 9-week reporting periods which make up that period of instruction. Final semester grades represent a completed course of 18-weeks' duration or 60 clock-hours of instruction. One-half credit will be entered on the student's permanent record.

7.3.3 Year credit. The final grade for a completed course of 36 weeks or 120 instructional hours represents student achievement for a year's course as reported for the 9- and 18-week reporting periods throughout the year. The credit value for a year's course is one Carnegie unit.

7.3.4 Repeating a failed course. Courses which are failed may be repeated to earn credit. The student's permanent record will show that the course was "failed" and repeated. If the repeated course is "passed," credit will be given for the course. The grade will be for the most recent course taken.

7.3.5 Repeating a credit course. With the permission of the principal, and on a space-available basis, a course for which credit is granted may be repeated for content or skill mastery. Credit will be given only once and the grade will be for the most recent course taken. The student's permanent record will show that the course was repeated. Students repeating a course in which weighted grades are assigned will receive credit only for the most recent course taken. The grade point average (GPA) will reflect the most recent course taken. In the case where a student fails a course required for specific graduation requirements, he or she may repeat the course more than once.

7.3.6 Repeating courses before graduation. If a course is repeated before the student graduates, the grade received for the repeated course will be entered on the student's permanent record. The grade

for the repeated course may alter the student's GPA and class ranking.

7.3.7 Repeating a course as a postgraduate student. If a course is repeated by a postgraduate student, the grade received for the repeated course will be entered on the student's permanent record. The grade for the repeated course may alter the student's GPA, but will not alter the student's class ranking.

7.3.8 Other ways to earn credit. In addition to granting credit for courses taught in scheduled classes, provision is made for credit-by-examination covering the course content ordinarily included in a regular school course in the subject. Provision is also made for college courses, planned programs of independent study, extension and correspondence study, and summer school, which have been established as comprising the equivalency of a unit of work meeting DoDEA curriculum requirements and are approved by the principal. Criteria for granting credit under these provisions is found in "Provisions for Granting Credit in Member Schools," a section in the North Central Association (NCA) brochure, "Policies and Standards for the Accreditation of Secondary Schools."

7.3.9 Credit by examination. Credit by examination requires the teacher to use the same or comparable assessment device and procedure that would be used during the regular class examination period to measure a student's mastery level of the course of study. Students who earn credit by examination will receive a mark of "P" for passing the examination. The credit is applicable to graduation requirements but will not be used in computing the student's GPA. Students earning credit by taking an examination in their native language will receive a mark of "P" for passing. Credit may be granted by the principal for satisfactory performance on proficiency examinations.

7.3.10 College courses for credit prior to graduation. A college level course may be used in place of a high school subject required for graduation if the course content covers the same course content prescribed by the DoDEA curriculum. If the course does not satisfy DoDEA curriculum requirements, the course may earn students elective credit toward graduation. Students may be excused from school to attend a local college to take a college level course in lieu of a high school course in cases of scheduling conflicts or unavailability of certified instructors, etc. In such cases, high school credit will be granted toward high school graduation requirements. The grade awarded by the college will be used for the GPA and class ranking. In addition, college courses not taken during school hours (e.g., evening, summer, and weekend courses) may, at the student's request, be used by the student to satisfy DoDEA graduation requirements, GPA, and class ranking.

7.3.11 Course enrollment without credit. With the principal's and teacher's permission, and on a space-available basis, students may enroll in an audit status (without grade or credit) for content or skill mastery or to satisfy an interest. The student's permanent record will record the course with an audit notation, and will not show grade or credit notation. The course will not affect the student's GPA, class standing, or ranking.

7.3.12 Dropping a class. Upon request of the parent/sponsor of a student under 18, or for a student who is 18 with notification to the parent/sponsor, a student may withdraw from a course. The request, with justification to withdraw, must be submitted in writing to the guidance counselor. All withdrawals must be documented. Exceptions to the guidance provided below will be determined by the principal with advice from the guidance counselor and/or the teacher of the course.

7.3.12.1 Withdrawn Passing ("WP"). If a student withdraws from a course between the period beginning with Week 2 and prior to Week 6 of the semester, the grade of "WP" may be given. A "WP" notation will be made for withdrawing from a 9-week course if withdrawal is within the first two (2) weeks. A "WP" notation may be removed from the student's permanent record by repeating the entire course. A "WP" is not used in GPA computations.

7.3.12.2 Withdrawn Failing (“WF”). If a student withdraws after Week 6 of the semester, a grade of “WF” is given. A “WF” notation may be removed from the student’s permanent record by repeating the entire course. A “WF” is counted as an “F” in GPA computation.

## 7.4 Grade Level Classification

7.4.1 Freshman class (9<sup>th</sup> grade). Beginning with the 2003-2004 academic year, a student must have met the requirements for completion of grade 8 or must have been previously enrolled in grade 9.

7.4.2 Sophomore class (10<sup>th</sup> grade)\*. Beginning with the 2002–2003 academic year, a student must have earned a minimum of six (6) units of credit in preparation for graduation. The student must meet the criteria for normal sequencing of coursework in preparation for graduation.

7.4.2.1 An exception may be made if a student enters a DoDEA school after the beginning of the freshman year provided the student is still able to meet the criteria for normal sequencing of coursework toward graduation as indicated on the student’s Six-Year Plan. DoDEA students participate in the PSAT that is funded by DoDEA in their sophomore year.

7.4.3 Junior class (11<sup>th</sup> grade)\*. Beginning with the 2002–2003 academic year, a student must have earned a minimum of 12 units of credit. The student must meet the criteria for normal sequencing of coursework in preparation for graduation. A rising sophomore with 10 credits may be considered a junior if the student’s Six-Year Plan indicates 14 credits to be earned in the junior and senior years.

7.4.3.1 Students who plan to spend the usual four years in high school (grades 9-12) before entering college full-time must take the PSAT/NMQT in their junior year. Although DoDEA students take the PSAT in their sophomore year, they are required to take it again in their junior year if they are spending four years in high school in order to enter the Merit Program.

7.4.4 Senior class (12<sup>th</sup> grade)\*. Beginning with the 2002-2003 academic year, a student must have earned a minimum of 18 units of credit. The student must meet the criteria for normal sequencing of coursework in preparation for graduation. A rising junior with 17 credits may be considered a senior if the schedule for the senior year shows seven (7) credits to be earned in the senior year.

7.4.5 Postgraduate students. Those students who have already earned a high school diploma but would otherwise would be eligible to attend a DoDEA high school and who still do not meet specific college entrance requirements, may be enrolled in a DoDEA high school in the category of space-available, tuition-paying in order to meet college requirements.

7.4.5.1 In most cases, students transferring to DoDEA high schools from high schools in the United States during their junior or senior year are able to meet the entrance requirements for the type of post-secondary institution they wish to attend. There are some students, however, who, because of frequent transfers or having attended high schools where certain college requirements were not taught, are able to earn the required units for high school graduation but are not able to meet specific college entrance requirements.

7.4.5.2 Enrollment for such students should be restricted to those courses which are required for admission to institutions of higher education, or which are determined by the principal as having specific value to the student’s future vocational opportunities or educational program.

7.4.5.3 Students admitted under this policy will be required to maintain satisfactory standards of achievement and conduct.

7.4.5.4 In no case may a student who has completed eight (8) semesters of high school or graduated from high school participate in interscholastic activities.

\*All exceptions should be requested by the student/sponsor via the guidance counselor. The guidance counselor should submit the request for exception to the high school principal for approval.

## 7.5 Requirements for Graduation

References: (a) DoDEA Regulation 2000.1, “High School Graduation Requirements,” August 27, 1997, with changes 1-4.

(b) DS7.02 Academic Progress—Instructions for Entering SIMS Data

7.5.1 Issuance of a DoDEA diploma. Students who meet the minimum graduation requirements as set forth in Reference (a) will receive a DoDEA Diploma. Students must be enrolled in DoDEA high school for at least a minimum of two (2) courses during their senior year in order to receive a diploma.

7.5.1.1 Students who elect to receive a high school diploma from a non-DoDEA school will not receive a DoDEA diploma.

7.5.2 Required and elective courses. A required course is one that every student must complete for graduation. An elective course is one that is not required for graduation but is chosen by the student after consultation with the counselor, and/or the faculty advisor, in order to meet future educational and career needs.

7.5.2.1 If, after conferring with the counselor and subject matter teacher, the student and/or sponsor insists on the student taking a course that is not recommended, DoDEA will make every effort to support the family in its decision and to prepare the student for graduation.

7.5.2.2 DoDEA has an open enrollment policy for all of their courses.

7.5.3 Graduation requirements. Graduation requirements are found in Reference (a). Beginning with the 9<sup>th</sup> grade class of school year 2003-2004, (i.e., graduating in school year 2006-2007), students will need to have a grade point average of 2.0 or better in order to graduate from DoDEA schools.

7.5.4 Transfer students. DoDEA will accept the official grades and courses of transfer students.

7.5.4.1 Courses interrupted by transfer may be continued to completion if, in the judgment of the principal, the time lost in transfer did not impact negatively on the student’s chances for successful completion.

7.5.4.2 Students enrolling in a DoDEA school during their senior year may graduate by meeting the requirements of their previous school if, through no fault of their own, they cannot meet DoDEA graduation requirements.

7.5.5 Early graduation. Generally, students are expected to complete an eight (8) semester high school program to prepare for graduation. Upon application, students may be graduated early after completing graduation requirements if (1) they have clearly demonstrated scholastic aptitude or

vocational readiness, (2) there is a financial need for early entry into the labor market, or (3) health or other mitigating circumstances would best be served.

7.5.5.1 An application for early graduation, with parental approval, must be received in writing. The application for early graduation must be submitted prior to course selection for grade 12 students who desire to graduate at the end of the first semester of their senior year.

7.5.5.2 All students qualifying for high school graduation will receive an official diploma.

7.5.6 Students with disabilities. Students with disabilities, as defined by DoDI 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,” dated May 12, 1996, may qualify for graduation by either: (1) satisfying the requirements stated above, as applicable; (2) meeting the objective for graduation in their IEP; or (3) earning the required number of Carnegie units.

7.5.7 Principal’s discretion. Students may graduate when they have met the graduation requirements that usually are scheduled over a 4-year (8-semester) period. In individual cases, the principal may grant waivers of graduation requirements if, in his/her opinion, such action is considered to be in the best interest of the student. DoDEA students who have not completed all requirements by the end of the eight (8) semesters may be awarded a diploma upon documented completion of required course work at an accredited high school normally within one (1) year of withdrawal from the DoDEA high school. The student should make specific arrangements with the school administration prior to withdrawal to include anticipated dates of completion.

7.5.8 Awarding of diplomas. Graduation diplomas, with covers, will be issued upon completion of high school requirements.

7.5.9 Foreign language/mathematics credit for 7<sup>th</sup> and 8<sup>th</sup> grade students. Reference (a) authorizes enrollment for 7<sup>th</sup> and 8<sup>th</sup> grade students in 9<sup>th</sup>–12<sup>th</sup> grade foreign language and Algebra I and above mathematics courses bearing a 9<sup>th</sup>–12<sup>th</sup> grade course code. Students enrolled in these courses will be awarded the appropriate units of credit for successful course completion. The credits will be considered as fulfilling graduation requirements and the academic progress grades earned will be included in the calculation of the high school grade point average.

7.5.9.1 Students and parents/sponsors should be made aware before enrolling in these courses that enrollment could have an adverse affect on GPA calculations, class rankings, and academic honors.

## **14 Student Attendance**

- References:
- (a) DoDEA Policy Memorandum, "DoDDS Attendance Policy," June 17, 1996
  - (b) DoDEA Policy Memorandum, "Part-Time Intermittent Attendance," May 1, 2003
  - (c) DoD Manual 1342.6-M, "Administrative and Logistic Responsibilities for DoDDS," August 11, 1995
  - (d) DS Regulation 2000.1, "High School Graduation Requirements," August 27, 1997, with change 4
  - (e) DoD Administrative Instruction 15, "Administrative Procedures and Records Disposition Schedules," August 11, 1994
  - (f) DS Regulation 1100.2, "Records Management System," January 19, 1989

### **14.1 Attendance**

14.1.1 All students should attend school/class regularly and punctually. Adherence to the school attendance policy is the responsibility of parents/sponsors and students.

14.1.1.1 Principals will inform parents/sponsors of student absences so that patterns of good attendance will be established.

14.1.1.2 Unauthorized absences should not be taken lightly.

14.1.1.3 Exception to full-time attendance may be approved by the principal for 12<sup>th</sup> grade students when the absence is in the best interest of the student and family, and is based on established family, personal, and financial obligations (e.g., part-time employment to support the family or for college expenses).

14.1.2 Principals should work closely with their local education advisory committees in developing attendance policies in accordance with the guidelines stated below.

14.1.3 The responsibilities for attendance are as follows:

14.1.3.1 Principals are responsible for the implementation of school/class attendance procedures and for ensuring:

14.1.3.1.1 Attendance policies are specific, fair and well publicized.

14.1.3.1.2 Accurate attendance records are maintained for each student.

14.1.3.1.3 School and class attendance is checked daily.

14.1.3.1.4 Attendance records are reviewed and parents are notified when excessive and/or unexcused absences occur.

14.1.3.1.5 Appropriate actions are taken for excessive and/or unexcused absences (including taking disciplinary action, when appropriate).

14.1.3.1.6 Excused absences are documented in writing.

14.1.3.2 Teachers are expected:

14.1.3.2.1 to monitor student attendance daily and to enforce school attendance policies, and

14.1.3.2.2 to maintain accurate records and report classroom attendance daily.

14.1.3.3 Students are expected:

14.1.3.3.1 to attend their assigned daily schedules unless properly excused.

14.1.3.4 Parents/sponsors are expected:

14.1.3.4.1 To provide satisfactory explanation for any absence from class/school and any release from school during the scheduled school day.

## **14.2 Excused Absences**

14.2.1 Absence from school may be necessary and is excused under certain conditions.

14.2.1.1 Absence from school is excused for illness, family emergencies (e.g., severe illness or death in the family, local hardship situation), religious observances, family trips, and medical appointments that cannot be arranged at a time when school is not in session.

14.2.1.2 Absence from school is granted to students participating in school-sponsored activities including athletics, tournaments, and other interscholastic events held away from the school.

14.2.1.3 School principals are authorized to determine the benefit to the student if it is proper to excuse an absence for a non-school activity and if there is no detriment to the school program.

14.2.1.4 A parent/sponsor must provide a written explanation to the school for a student absence.

14.2.1.5 Academic penalties will not be given for excused absences.

14.2.1.5.1 Students are responsible for making up the classroom work missed during an excused absence within a reasonable time, usually equal to the length of the absence.

14.2.1.6 Students must be accompanied by their parent/sponsor or an individual authorized by the parent/sponsor when released to go home due to illness.

14.2.1.6.1 Normally, a student who does not attend a full day of school will not be allowed to participate in or attend any school-sponsored event scheduled that same day.

14.2.1.6.2 Principals are authorized to make exceptions to this policy.

## **14.3 Unexcused Absences**

14.3.1 A student absent from school without the permission of his/her parent/sponsor is unexcused.

14.3.1.1 The parent/sponsor will be formally notified by the principal when a student has two unexcused absences and on the occasion of every subsequent unexcused absence.

14.3.2 School personnel will seek cooperation from parents/sponsors in correcting and preventing truancy, and in assisting parents/sponsors whenever possible.

14.3.3 Students with unexcused absences will not be given the opportunity to make-up class work missed due to the unexcused absence.

14.3.3.1 When grades are earned during the period of unexcused absence, the grade(s) for each missed day or portion of a day will be "F."

14.3.4 Unexcused absences may also result in disciplinary action including detention, removal from class, and in-school and out-of-school suspensions, and expulsion.

14.3.4.1 Principals will notify the Command of habitual unexcused absences.

## **14.4 Withdrawal of Students**

14.4.1 Principals will establish guidelines and publish time frames for student withdrawals during the school year.

14.4.1.1 Parents/sponsors must present verification of the student's date of departure to school officials to provide time to prepare student transfer records.

14.4.1.2 Upon withdrawal, a student should be given copies of his/her records to take to their next school for enrollment.

14.4.1.2.1 Parents/sponsors, or students themselves if they are 18 years of age or older, should review their records prior to withdrawal and final departure from a school.

14.4.2 A student clearance form will be used in the withdrawal process to clear the student from school.

14.4.2.1 Principals should notify the school bus office of withdrawal and should obtain the student's bus passes during the withdrawal process.

## **14.5 Accelerated Withdrawal**

14.5.1 The principal may authorize an accelerated withdrawal of a student who must withdraw from a school 20 or less instructional days prior to the end of a semester.

14.5.1.1 The parent/sponsor must present verification of the date required for the student to depart from the school (e.g., Permanent Change of Station orders).

14.5.1.2 All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal under the accelerated program for grades to be assigned and credit to be granted.

14.5.2 This provision is permitted for early withdrawal with full Carnegie credit based solely on careful consideration of the unique circumstances which military families face. It recognizes that due to military requirements, families are occasionally required to make permanent change-of-station moves prior to the end of the school year, and that the school-age dependents of military sponsors should not be penalized educationally for these required moves.

14.5.2.1 The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content.

14.5.2.2 This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change of station moves.

14.5.3 Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

## **14.6 Part-Time Attendance.**

14.6.1 Students should not be enrolled in DoDEA schools to attend on an intermittent or irregular basis.

14.6.1.1 Only regular and consistent attendance allows students to successfully master course content.

14.6.2 Space-required, tuition-free students who are home-schooled may attend DoDEA schools on a part-time basis when their attendance provides them the opportunity to use resources of the DoDEA schools and to interact with peers.

14.6.2.1 Principals may deny part-time enrollments for which attendance is so irregular and sporadic that mastery of the curriculum or course will not be achieved based on the attendance pattern of the student.

## **14.7 Attendance in DDESS**

14.7.1 The provisions of the above sections apply in DDESS except where county, territory, state, or commonwealth laws are different and, as such, will take precedence over these provisions.

## **15 Student Behavior**

- References:
- (a) DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” August 16, 1996
  - (b) DoDEA Manual 2051.2, “Student Responsibilities and Privileges,” February 26, 1997
  - (c) DoD Directive 1010.10, “Health Promotion,” March 11, 1986
  - (d) DS Regulation 2792.2, “Department of Defense Dependents Schools Drug-Free School and Learning Environment,” January 21, 1988
  - (e) Executive Order 13160, June 23, 2000

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

15.1.1 Each student has the right to expect an educational environment where he/she can strive to achieve his/her intellectual potential without regard to race, religion, sex, national origin, disability, age, color, sexual orientation, or status as a parent.

15.1.2 Students are expected to attend school regularly, be diligent in their studies, conform to school rules and regulations, and conduct themselves in a manner that respects the rights of others. Principals should take appropriate disciplinary action against students whose behavior interferes with a positive learning environment.

15.1.3 Students are expected to behave responsibly at school and at school-sponsored and school-supervised events. Students share with administrators, teachers, and school support staff the responsibility of creating an environment that is conducive to learning and of notifying school staff of any behavior that may endanger the safety and well-being of themselves or others.

15.1.4 Every student has the right to expect courtesy, fairness, and respect from school personnel and other students.

15.1.5 Students have a responsibility to respect the rights, authority, and property of students, teachers, administrators, and all others included in the educational process.

15.1.6 Students and their parents/sponsors are responsible for properly maintaining textbooks and equipment provided by the school, for respecting school property and the property of other students and school staff, and for complying with school rules and regulations.

### **15.2 Cell Phones and Pagers**

15.2.1 Principals may establish policies regarding student use of cell phones and/or pagers during the instructional day. Any such policies must be included in the school’s handbook for parents/sponsors.

### **15.3 Dress Code and Uniforms**

15.3.1 Students are expected to dress appropriately in a way that is consistent with a positive learning environment, that does not interfere with the educational performance of other students, or that causes a health or safety problem. Apparel worn to school should be neat and clean and should not disrupt the teaching/learning experience. Items of clothing displaying language that is vulgar or obscene or clothing which promotes or depicts drugs, alcohol, tobacco, drug paraphernalia, violence, hate speech, or gang symbols is prohibited.

15.3.2 DoDEA neither encourages nor discourages the adoption of a voluntary uniform policy by any DoDDS or DDESS school.

#### **15.4 Freedom of Religion**

15.4.1 DoDEA schools do not conduct religious exercises, nor support or sanction any particular religious beliefs or practices.

15.4.2 Students have the right to observe their own religious beliefs and practices in school provided such activities neither violate the rights of others nor disrupt or interfere with school activities.

#### **15.5 Pledge of Allegiance/Salute to the American Flag**

15.5.1 Principals will ensure that students have a daily opportunity to recite the Pledge of Allegiance and to salute the American flag.

15.5.2 Students may decline to recite the Pledge of Allegiance and salute the American flag as long as they do not disrupt or distract others.

#### **15.6 Technology Use**

15.6.1 Student computer and Internet access through the DoDEA network is a privilege not a right. Student computer and Internet access shall only be used for education and research consistent with DoDEA's educational objectives.

15.6.2 A Student Computer and Internet Access Agreement must be signed by students and, if they are under the age of 18, by their parent/sponsor, before computer and Internet access will be granted.

15.6.3 Principals will discipline students who violate the terms and conditions of the Student Computer and Internet Access Agreement.

#### **15.7 Bullying/Harassment**

15.7.1 DoDEA is committed to providing all students with a safe and supportive school environment.

15.7.2 A student, either individually or as a part of a group, must not harass or bully others. Prohibited conduct includes, but is not limited to, physical intimidation, taunting, name-calling, and insults. Prohibited verbal conduct consisting of comments regarding the race, national origin, marital status, sexual orientation, gender, religion, disability, characteristics, or associates of the targeted person.

15.7.3 Violation of this policy will result in disciplinary action.

#### **15.8 Sexual Harassment**

15.8.1 No student shall be subjected to sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

15.8.2 Principals should establish and publicize the procedures by which students who allege they are sexually harassed by peers or adults can report such incidents.

15.8.3 The principal or his/her designee should promptly investigate and resolve sexual harassment complaints made by students. The principal will ensure that confidentiality about the complaint, the investigation, and the resolution of the complaint is maintained to the maximum extent possible.

15.8.4 No student shall suffer reprisal for reporting an incident of sexual harassment, making a good-faith complaint, or participating in the investigation of an incident or complaint of sexual harassment.

15.8.5 Violation of this policy will result in disciplinary action.

## **15.9 Disciplinary Due Process**

15.9.1 Students will not be deprived of their liberty, property, or right to attend school and participate in school activities without due process of law.

15.9.2 Due process requires that the student be furnished, at a minimum, notice of the charges against him/her, an explanation of the evidence against him/her, and an opportunity to reply to the charges.

## **15.10 Corporal Punishment**

15.10.1 The use of corporal punishment by teachers, principals, or other persons employed by DoDEA is prohibited.

15.10.2 Corporal punishment is defined as the infliction of, or causing the infliction of, unreasonable physical pain on a student as a means of discipline. This definition does not include physical pain, injury, or discomfort caused by the use of incidental, minor, or reasonable physical contact or other actions designed to maintain order and discipline.

## **15.11 Tobacco**

15.11.1 Students are prohibited from possessing or using tobacco products anywhere on school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

15.11.2 Violation of this policy will result in disciplinary action.

## **15.12 Substance Abuse (Alcohol, Inhalants, and Other Drugs)**

15.12.1 Substance abuse by students is prohibited on school property, on school-owned and operated buses or chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

15.12.2 Substance abuse includes using, possessing, selling, dispensing, or being under the influence of illegal drugs or alcohol, and/or any abuse or misuse of legal substances (e.g., over-the-counter nonprescription drugs, sniffing glue, inhalants, taking non-recommended amounts of pills or other substances, or taking medicine prescribed for another person).

15.12.3 Violation of this policy will result in disciplinary action.

15.12.4 The principal should refer violations of this policy to the cognizant law enforcement authority and, when appropriate, refer the student to counseling.