



2017-2018 logo contest winner design by Deni Efendic.

DoDEA School Rules, Regulations and Procedures

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

Graduation Requirements (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

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

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

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

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

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

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

Transferring Course Credits to a DoDEA School (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-School Students

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

Student Grade-Level Placement (DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004)

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

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

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

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

Grading and Grading System

At the beginning of each course or grade level, every DoDEA teacher shall make available information regarding grading policy and course requirements to parents and students. This information will be provided to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

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

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

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

Progress Reports/Report Cards (DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995)

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [Web site](#) for further instruction based on your situation or discuss with the counseling department at your student's school.

System-wide Assessment Program (DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

- Affect instruction and student learning in a positive manner;
- Be one of several criteria used for making major decisions about student Performance/achievement; and
- Align to clearly defined standards and objectives within the content domain being tested.

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting.

Scholastic Integrity

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

Student Attendance (DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended)

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

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

- 1). Absent up to 25% of the school day = absent one-quarter of the school day.
- 2). Absent between 26%-50% of the school day = absent one-half of the school day.
- 3). Absent 51%-75% of the school day = absent three-quarters of the school day.
- 4). Absent 76%-100% of the school day = absent full-day.

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

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014)

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

Interstate Compact on Educational Opportunity for Military Children (DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families.

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

Religious Holiday Observance (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

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

Student Discipline (DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to

more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion as a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence; or the possession, use, or sale of drugs).

School Bus Behavior (DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended)

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

Student Dress Code (DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities," April 17, 2012)

Students are expected to dress in a manner that complies with the school's dress code policy as directed in the DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," Enclosure 2 (3,c,1) and Enclosure 2 (5,l). Please refer to your school's Web site for specific dress code policy.

Student Rights and Responsibilities (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

In accordance with Enclosure 2 of the DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012 students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

Interscholastic Athletics

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for

participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Education Student Services

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

Special Education (Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015)

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

Disability Services (DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended & DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001

either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007)

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

Counseling (DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 & DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 and DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students' academic success. Early identification and intervention of students' academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

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

School Psychology (DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

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

The school nurse shall take the following measures:

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

All measures taken will be documented on accident form DS 4801.

Student Enrollment: Registration Process (DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended & DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997)

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

The following documents are necessary to complete the registration process:

Proof of age

Medical records, including all dates and types of immunizations

Sponsor's orders for current tour of duty

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

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

Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum

At the time of enrollment, documentation of a student's immunizations is required. Acceptable forms of official proof of immunization status may include, but are not limited to:

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

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Access to School Facilities

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

Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010)

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

Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.

Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.

Students shall be polite in all electronic communication.

Students shall use courteous and respectful language and/or images in their messages to others.

Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.

Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

Visitors and Volunteers (DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006)

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

Child Abuse and Neglect (DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998)

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children.

School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

Family Advocacy Program (DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998)

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee’s immediate supervisor.

Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct (DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015)

All DoDEA employees and volunteers hold positions of trust and are responsible for establishing and maintaining professional distance with students. Adult-to-student sexual abuse, sexual harassment, or other inappropriate behavior or conduct demonstrate a lack of professional integrity and a breach of authoritative power of adults who are in positions of trust, and such are unacceptable and shall not be tolerated in DoDEA. Incidents of sexual abuse, sexual harassment, or other inappropriate behavior or conduct shall be reported promptly in accordance with DoDEA requirements. Refer to pages 15-17 in the DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015, Sexual Harassment and Other Inappropriate Sexual Behavior to obtain more information about sexual harassment.

Sexual Harassment (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)

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

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one’s ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student’s schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one’s physical or psychological well-being. Such misconduct can consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of behavior that may constitute sexual harassment include:

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

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

Parent/Student/Teacher Communication

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

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs (DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160)

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

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

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

Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

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

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

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

Emergency Notification Procedures (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance in accordance with Section 6 of the "First Aid and Emergency Care," September 8, 2003. If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

The ambulance is requested;*

The parent is notified that the student is en route to the nearest medical facility; and

The school administrator is notified.

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

Student Illness

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

Fever: Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.

Flu Symptoms: Fever over 100°F or greater with cough and/or sore throat.

Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.

Coughing: Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.

Vomiting: Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).

Diarrhea: Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.

Rash WITH Fever: A body rash **without** fever or behavior changes usually does not require exclusion from school; seek medical advice.

Conjunctivitis: Pink/reddish color to white part of the eye **and** thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.

Head lice or scabies: A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.

Impetigo: (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.

Note: Lesions must be covered for school attendance.

Ringworm: While a student may attend school with ringworm, lesions must be covered for school attendance.

Vaccine Preventable Diseases: Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student's school.

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

Parents will be contacted by the school administrator or school nurse for any of the following reasons:

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

Safety and Security (DoDEA Administrative Instruction 6055.01, "DoDEA Safety Program," November 17, 2017)

Emergency Procedures

SHELTER IN PLACE CHECKLIST

(In Sequence)

1. Lock all exterior doors and windows.
2. Guide classroom students to pre-designated interior safe areas.
3. Turn off HVAC or ventilation system to neutralize air pressure.
4. Take attendance and report results to the principal/designee.
5. If feasible, seal windows, doors, and vents around edges.
6. Await further instructions.

LOCKDOWN CHECKLIST

(In Sequence)

1. Receive alarm/signal and direct students to sit on the floor away from windows and the door.
2. Check outside door for nearby students. If you find any students, bring them into your classroom.
3. Close and lock doors and windows.
4. Cover windows and door glass.
5. Turn off lights and ask students to remain quiet.
6. Take attendance and report to the principal/designee.
7. Ensure students are not left in common areas such as rest rooms or hallway.
8. Await the "all clear" signal or instructions for evacuation from the principal or first responders.

EVACUATION CHECKLIST (In Sequence)

1. Receive Alarm/Signal and provide corresponding direction to class.
 2. Take classroom Grab & Go Kit.
 3. Move students to the designated evacuation site. Assist special needs students.
 4. Check that no students are left behind.
 5. After arrival at evacuation site, take attendance and report to principal/designee.
- Note: Waste no time closing windows locking doors or turning off lights.

TAKE COVER (In Sequence)

1. Receive alarm/signal.
2. Secure exterior doors and windows.
3. Take students to pre-designated interior safe areas.
4. Await further instructions.

School Closures

If an emergency closing of school is required, it is usually due to the weather. Employees should monitor the weather so that they arrive at school on time. Cancellation of classes because of inclement weather is rare in Ankara. You will be notified of school closures via the phone tree. Parents will be notified through email and our webpage. The absence of students, in itself, is not always a justifiable reason for teacher release. Other factors that may bring about the closing of school are lack of water or heat, a health epidemic, military alerts which affect the civilian community and other emergencies, which allow the community commander to close the school.

Transportation

The Ankara School Transportation Office welcomes you to the Ankara E/HS. We are committed to providing safe and cost – effective school bus transportation for your dependents.

DODEA funded contract bus services are only provided for transportation eligible students residing in the Ankara School Commuting area. Parents must check eligibility and register their children with transportation office. Eligible students are assigned to a bus based on where they live.

If you are in an eligible category for transportation, before you lease or rent any type of housing, please contact the school transportation office at (312) 422-7005 to determine whether bus service can be provided. If you choose to live outside the commuting area, you will be responsible your child to and from the nearest bus stop on a schedule route.

Parents / sponsor must provide transportation with accurate telephone / address / emergency contact information. Please remember to update this information whenever telephone numbers, emergency contact or address change.

Kindergarten students, first, second, third and fourth graders must be accompanied to and from the bus stop by a parent or (designated adult).

Student must be at the bus stop 5 minutes prior to the schedule departure time.

Students may be required to walk between their residence and the designated bus stop.

Drivers and bus security attendants are government contract personnel, they are responsible for your student's safety and all riders are required to follow instructions given from these personnel. Please contact Ankara E/HS Transportation Office at (312) 422-7005, if you have any questions or further information regarding school student transportation.

Student Meals

Tasty and nutritious meals on the menu Daily offerings consist of a hot lunch, vegetarian option, and either a sandwich or an entrée salad choice. Fresh fruit and a variety of milk flavors are offered daily as are NEW a la carte options to complement their meal. School meals meet dietary guidelines.

1. REGISTER YOUR CHILD AT SCHOOL AND OBTAIN A DODEA STUDENT ID# (10-digit)

- Obtain DoDDS student ID# for all children, including Sure Start students, from registrar to set up a lunch account, MyPaymentsPlus (MPP) parent account and/or apply for Free or Reduced Meals
- Provide school nurse a Dr.'s letter regarding any special dietary needs or allergies so menu substitutions may be made by cafeteria staff as necessary

2. SET UP A LUNCH ACCOUNT WITH AAFES EXCHANGE

- Visit your AAFES EXCHANGE Customer Service to set up a student accounts
 - o Deposit money into the "Meal" account for school lunches
 - o Deposit money into the "General" account for additional entrée and/or a-la-carte food and beverages that are screened to meet USDA's SMART SNACK guidelines
- You will receive a 6-Digit PIN number assigned to your child to use for all purchases
- ALL students, including Sure Start and those eligible for Free & Reduced meals, MUST have a LUNCH ACCOUNT

3. SET UP A PARENT ACCOUNT THROUGH MYPAYMENTSPLUS (MPP)

- To create a new account, visit www.MyPaymentsPlus.com or on mobile app (must download first) Follow the onscreen directions and register your student using their DoDDs Student ID number. For additional support, contact MyPaymentsPlus at: +1-877-237-0946.
- Benefits for using MPP
 - o View student balances and purchase history from your mobile device or computer anytime, anywhere
 - o Make payments to your student's cafeteria account online or with the MPP mobile app
 - o Set up alerts and reminders so you know when the balance is low
- Deposits made at the AAFES EXCHANGE or school cafeteria are FREE of charge
- Online deposits have a small nominal administrative fee to cover credit card fees

4. APPLY ONLINE FOR FREE OR REDUCED MEALS

- Paper applications are no longer available.
- Parents must apply online for benefits every year
- Sure Start students MUST apply online for free lunches as part of the program
- Applications for the next school year begin 01 July 2017
- Apply at: <https://freeandreducedapps.aafes.com/>

School Facilities

- Art room
- Computer lab
- Comprehensive, full-service information center (library and resource center)

- Single-floor building, renovated for earthquake safety
- US regulation-sized gymnasium, track, soccer field, tennis courts, weight room, and two playgrounds.
- Multipurpose room for music and drama performs
- Hot lunch available in the multipurpose room
- State of the art and music room with soundproof practice rooms

School Trips

Study trips may be ongoing throughout the school year. A letter from your child's teacher, to include the date, time, and destination of the study trip, will be sent home prior to the planned trip. At various times during the school year, classes may take study trips as part of the instructional program. Study trips are considered part of the instructional day. Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the school. If a parent does not want to send their child on a study trip, the teacher will make alternate arrangements for the child to attend another class for the period of the study trip. Chaperones may not bring siblings/infants on a study trip. As an invited chaperone, one's responsibility must be to help supervise all the students in the classroom. Ankara EHS students also participate in DoDEA Europe Activities such as Creative Connections, Drama Fest, Honors Music Band, International Student Leadership Institute, Junior Science and Humanities Symposium and others. Please read the weekly parent newsletter, Trojan Tribune, for these premier activities.

Guidelines for Chaperones

1. All chaperones pay their way (entrance fees, transportation, if not DoDEA funded bus, etc.).
2. Other younger/preschool age children in the family will not be allowed to accompany parents on a trip, as they tend to distract parents and students alike.
3. Children from other classrooms will not be allowed to accompany their brothers/sisters on a study trip.
4. **UNDER NO CIRCUMSTANCES ARE CHAPERONES TO SMOKE OR DRINK ALCOHOLIC BEVERAGES AT ANY TIME DURING A STUDY TRIP.**
5. Chaperones are required to accompany the class on the bus to and from the trip. Chaperones may not follow the bus in their private vehicle.
6. Chaperones may not transport their student or any other student to and from the study trip. Students are required to ride the bus to and from the study trip. Under no circumstances may a child be checked out from the study trip (with the exception of a bona fide emergency). The child **MUST** return to the school and then he/she may be checked out at that time.
7. Chaperones must have an approved volunteer application on file prior to attending a field trip as a chaperone. Please allow 5 business days for processing of all volunteer request forms. Since 2011 all chaperones must complete the AT Level 1 Awareness Training prior to participating in any school field trip. (Active duty personnel are exempt from completing this training). Training can be assessed by using the following link: <https://atlevel1.dtic.mil/at/>

Parent Advocacy

PTSO

The Parent, Teacher, Student Organization (PTSO) is a volunteer organization made up of parents, teachers, students, and staff. Together, these members support school activities and enhance the students' academic involvement.

Who We Are

We are parents, teachers, and students, working closely with the school administration.

Our Mission

To enhance academic programs and to coordinate special events that promote academic study, school spirit, and student life.

Our Values

We value our school's diverse student body. We value the unique global perspectives at our school, sharing traditions, cultures, and stories with each other. We value learning from each other. We value good citizenship. We value academic rigor. We encourage curiosity, creativity, innovation, diligence, perseverance, and achievement. We ask ourselves to do our best. We encourage each other in every endeavor. We celebrate excellence.

Programs!

PTSO supports enhanced academic programs and special events, like these:

- Back-to-School Welcome Picnic
- Polar Express Event
- Spelling Bee
- Straight A Café
- Book Fair and Passport to Reading
- International Day
- Geography Bee
- Teacher Appreciation Week
- Night of the Arts
- Field Day

Numerous requests from teachers for volunteers and funding, including fees for student competitions, teacher conferences, travel, special materials, special guests, and other special programs throughout the year that enhance academic study and student life.

Volunteer!

We welcome your help with our many events and programs. Contact us to volunteer. Monetary donations also accepted all year (front office). Thank you for supporting enhanced academics and special events at AEHS through PTSO!

SAC

What is SAC?

In accordance with DoD Instruction 1342.15 and USAREUR Regulation 15-21, The School Advisory Council (SAC) is a team of people representing various segments of the community-parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The main goals of the School Advisory Council are to participate in and encourage strategic

planning, develop and define policy, and serve as a public relations source. The SAC operates in the policy-making process by formulating and adopting, but never enacting, policy. As the title states, the Council is advisory in nature.

Meetings: Please look at the school calendar for SAC Meeting dates. SAC meetings are open to the public. You may contact the school's principal to place an item on the agenda.

SAC Elections: Elections are held at the beginning of the school year, typically during Open House. SAC Officers are elected by the committee. The SAC president is also the representative to the Installation Advisory Committee (IAC).

Roles of Staff Members

<i>Title</i>	<i>Last, First</i>
Principal	Tran, David
Assistant Principal	Brodie, Doris
Host Nation	Agusman, Fusun
Science	Ahearn Er, Penelope
Science/PE	Boland, Janette
Art	Burck, Rebecca
ESL	Carder, Margaret
Elem. Math Coach	Casciani, Chad
Math/Computer Sci.	Coruh, Serra
Health and PE	Dodds, Walter
Spanish/SocialStudies	Generelli, Paul R.
3rd Grade	Giambanco, Angelina R.
4th Grade	Kelly, Carla
1st grade	Harvey, Deborah
SPED / ESL	Has, Kim M.
W. His. and Lit.	Hayward, Lynda A.
STEM / Physics	Hoff, Katherine
Math/Business	Kadioglu, Senem
Nurse	Kane, Tabatha
5th grade	Giles, Eva
ET	Landreth, Matthew A.
ESL	Leto, Patricia C.
Counselor	McKinney, John
ELA/SS	Miller, Angela
ELA/Drama	Morgan, Heather
Reading/ELA	Nisbet, Brooke
Kindergarten	Ontiveros, Christina
Music	Schneider, Anthony P.
Information Specialist	Shea, Maureen
ELA/Math	Sturk, Roland
2nd Grade	Suttmiller, Valerie
Chemistry	Sykes, Christina
PE / Reading	Tafoya, Elizabeth
US Gov./USHis./ELA	Thielen, Dana J.
Educational Aide	Aklan, Betul

Educational Aide	Sariayan, Gozde
Registrar	Cetinoz, Goksel
Supply	Guven, Zeynel
School Transportation	Senol, Yavuz
OFT Europe Director	Hogan, Linda A.

Parent-Teacher Conferences

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

Town Halls

Ankara EHS has an Open Door Policy for parents to communicate and voice their concerns. In addition there are two Town Hall Meetings each year, one in October and another in March. Parents in elementary, middle and high school are also invited to meet informally with the administration at Meet & Greet Meetings to learn about school, programs and procedures and to speak informally with the administration.

School Sponsored Nights and Activities

- Spelling Bee (K-8)
- Science Fair (K-12)
- International Day
- Drama Club
- Geography Club (Elementary and Middle School)
- Math Counts (Middle and High School)
- After-school Sports (8-12)*
 - Boys' and Girls' soccer
 - Boys' and Girls' basketball
 - Boys' and Girls' volleyball
 - Boys' and Girls' tennis
- Homework Club (Grades K-5, and grades 6-8)
- Student Council (Elementary and Middle/High School)
- Model United Nations (MUN) (Middle and High School)
- National Honor Society (NHS) (High School)
- National Junior Honor Society (JNHS) (7-8)
- Junior Science and Humanities Symposium (High School)
- Educators Rising (High School)
- International Student Leadership Institute (High School)
- Student to Student (peer mentoring)(K-12)
- Parent Teacher Student Organization(PTSO)

*exceptions made for younger middle school students to participate

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

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

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

Noncustodial Parent Rights

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

