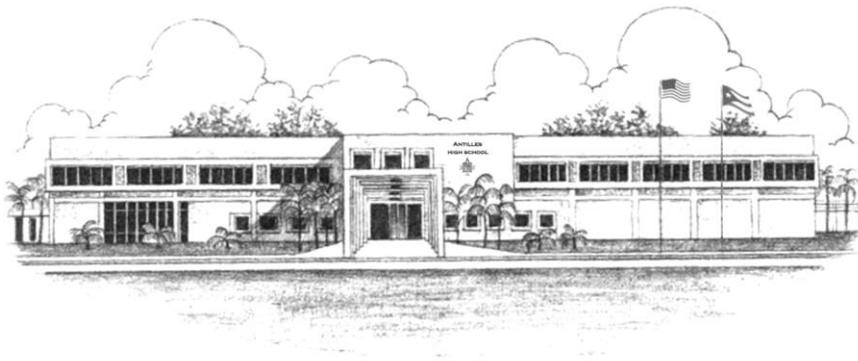


Antilles High School

1062 Victory Rd.

Fort Buchanan, PR 00934

“Home of the Pirates”



Parent/Student Handbook

Sy 2018-2019

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

DoDEA Mission

Educate, Engage, and Empower
Each Student to Succeed in a
Dynamic World

DoDEA Vision

Excellence in Education for
Every Student, Every Day,
Everywhere

dodea Americas

MID-ATLANTIC DISTRICT



Purpose Statement

To ensure the college and career readiness of our military-connected students, the DoDEA Mid-Atlantic District is committed to building capacity among all educators to increase the effectiveness of instructional practices.

Mid-Atlantic District Goals

Goal 1: All schools in the DoDEA Mid-Atlantic District will implement research-based practices through the use of the components of the Mid-Atlantic Framework for Teaching and Learning.

Goal 2: All students in the DoDEA Mid-Atlantic District will become empowered learners, innovative thinkers and global collaborators.

MID-ATLANTIC DISTRICT SUPERINTENDENT'S OFFICE

Address
PO Box 70089
Fort Bragg, NC 28307-0089

Phone 910-907-0200
Fax 910-907-1775

Website www.dodea.edu/americas/midatlantic

DODEA MID-ATLANTIC DISTRICT SUPERINTENDENT

Dr. Donato Cuadrado

Dr. Donato Cuadrado was named District Superintendent for the DoDEA Mid-Atlantic schools in March 2018.



“Donato brings a wealth of leadership experience to the Mid-Atlantic District,” said Mr. Thomas Brady, DoDEA Director. “Donato is a very talented and dedicated leader who is committed to student achievement and success. He understands the uniqueness of the military culture as a former Soldier, who served four years and as an educator with more than 30 years of experience. Throughout his DoDEA career, he has demonstrated his passion for excellence in education and a commitment to serving students of our nation’s military families everywhere. His familiarity, leadership and expertise in our school operations will serve us well.”

As the Mid-Atlantic District Superintendent, he oversees 26 DoDEA schools located on eight installations serving more than 10,000 students in North Carolina, Virginia, New York, Puerto Rico and Cuba.

“I am humbled and grateful to serve as the Mid-Atlantic District Superintendent,” said Dr. Cuadrado. “I look forward to leading the great educators and administrators of this district and providing each child with an equitable and quality education.”

Dr. Cuadrado was most recently the Community Superintendent of DoDEA Schools in Puerto Rico. He began his career with DoDEA in 1993 and has more than 30 years of education experience. Prior to his career with DoDEA, he taught elementary grades in Puerto Rico public schools. He began his career in DoDEA teaching in grades 6-12 and also taught Advanced Placement courses. Dr. Cuadrado went on to become the Assistant Principal and later Principal of Ramey Unit School. He later became the Assistant Superintendent for DoDEA’s New York, Virginia, Puerto Rico District.

Dr. Cuadrado has won numerous awards. He received the U.S. Presidential Scholars Program Teacher Recognition Award and special Congressional recognition for outstanding service to his community. He was also selected as a DoDEA District Teacher of the Year.

Dr. Cuadrado earned his Bachelors in Elementary and Secondary Education and his Masters in Linguistics from the University of Puerto Rico. He earned his Doctorate in Educational Administration in 2004 from the InterAmerican University in Puerto Rico. Dr. Cuadrado and his wife, Oly, currently reside near Ft. Bragg, NC.

PUERTO RICO COMMUNITY SUPERINTENDENT

Dr. Jacob Sherwood

Dr. Jacob Sherwood as the Puerto Rico the Community Superintendent. “We are excited about Dr. Jacob Sherwood,” said Dr. Cuadrado. “He brings the skill set that we are looking for in Puerto Rico and is versed in college and career standards.”



Dr. Sherwood spent two years in Honduras months after Hurricane Mitch hit in 1998, so his experience will offer unique insight to the individual needs students and families of Puerto Rico are currently faced with just a year after Hurricane Maria. I know Dr. Sherwood will do a great job in Puerto Rico.”

As the Puerto Rico Community Superintendent, Dr. Sherwood will oversee four DoDEA schools located on Fort Buchanan and Coast Guard Air Station Borinquen serving more than 1,700 students. Dr. Sherwood’s focus in this new role is to provide leadership and support in teacher collaboration to advance student achievement, inspire and motivate teaching and district staff, and support the DoDEA mission in Puerto Rico.

Dr. Sherwood has had various leadership positions in education. He was the superintendent of Omaha School District in Arkansas; the principal and assistant principal roles in Springdale, Arkansas; prekindergarten-12th-grade principal and athletic director for the Bronaugh, Missouri School District; and English Language Learners (ELL) Director in Monett, Missouri. Dr. Sherwood began his career in education as a Spanish and ELL teacher, and junior high basketball coach in Monett, Missouri.

Dr. Sherwood’s education includes a bachelor degree in Spanish Education at Brigham Young University- Idaho and a master’s and specialist degrees in educational administration from William Woods University in Fulton, Missouri. He earned his Doctorate in Educational Leadership and Policy Analysis from the University of Missouri-Columbia.

He is married to Rachelle. They have six children, five boys, and a baby girl. Their oldest will be turning 13, and their baby girl is a year and a half.

Address 566 Columbus
Ft. Buchanan, PR 00934-4540

Phone: 787-707-4623
Fax: 787-707-4618

Website
www.dodea.edu/americas/midAtlantic/puertoRicoSchool

**DoDEA Americas Mid-Atlantic District
Puerto Rico Field Office
2018-2019 School Year Calendar**

<p>15-17 CCR Bem Science 20-21 CCR PL Ft. Buchanan 22-23 CCR PL Ramey 27 - First Day of School 1-12 27 - Pre-k Conferences Begin 27 - Kindergarten Orientation 28 - First Day for Kindergarten Wednesdays Early Release</p>	<p align="center">AUGUST 2018</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p align="center">SEPTEMBER 2018</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>3- No School Labor Day 4- First day for Pre-Kindergarten 14- No School-PL Teachers 28- Quarter 1 Interim</p>
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<p>6- No School CCR PL Ramey 7- No School CCR PL Buchanan 18- No School- President's Day</p>	<p align="center">FEBRUARY 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		<p align="center">MARCH 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>1- Quarter 3 Interim 14- End of 2nd Pre-K Trimester 15- Progress Report No Pre-K students 20- No School- PL Teachers 21-22 Parent/Teacher Conferences Pre-K only 22- Parent/Teacher Conference Pre K-5 only</p>							
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<p>4- Last Day of Quarter 3 5- No School Teacher Work Day 15-19 Spring Break</p>	<p align="center">APRIL 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p align="center">MAY 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>15- Accelerated Withdraw Begins 15- No School CCR PL Buchanan 16- No School CCR PL Ramey 10- Quarter 4 Interim 27- No School Memorial Day</p>							
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<p>12- End of 3rd Trimester 12- Last Day Pre-k June 14 Half Day; End of School for K-12 June 17 No School Teacher Work Day</p>	<p align="center">JUNE 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>Antilles Elementary School: 787-707-2370 Antilles Middle School: 787-707-2461 Antilles High School: 787-707-2301 Ramey Unit School: 787-850-4145 Food Services: 787-707-2374 Transportation: 787-707-4648 Registrar: 787-707-4621 Community Superintendent: 787-707-4623</p> <p>Report Card Dates: Q1 November 9 (Conferences) Q2 January 31 Q3 April 11 Q4 June 20</p> <p>Make up days Nov 21, Dec 21, April 15, 16 & 17</p> <p>Graduations: Ramey June 13 Ft. Buchanan June 14</p>																																											
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Visit our District and Schools websites for school specific hours and events
<http://www.dodea.edu/Americas/midAtlantic>

**Department of Defense Education Activity
Mid-Atlantic District
Antilles High School
Fort Buchanan Puerto Rico**



AHS Mission

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

AHS Purpose Statement

Antilles High School is committed to enriching the lives of all students by facilitating a relevant, holistic, and rigorous curriculum that will prepare the students to succeed and be self-sufficient in a dynamic world.

ANTILLES HIGH SCHOOL

Goal 1: All students will improve critical reading skills across the curriculum.

Goal 2: All students will improve written communications skills across the curriculum.

ANTILLES HIGH SCHOOL SONG

On Antilles, on Antilles
On to meet our foe
On Antilles, on Antilles
We will win we know
We, the students of Antilles
Love Antilles High
Fight Pirates, fight, fight, fight
We'll win tonight!

ANTILLES HIGH SCHOOL

Address
1062 Victory Road
Fort Buchanan, Puerto Rico 00934

Phone 787-707-2301
Fax 787-707-2017

Website
www.dodea.edu/antilleshs

ANTILLES HIGH SCHOOL PRINCIPAL

Dr. Thomas Whittle

Dr. Thomas Whittle is the Principal of Antilles High School Fort Buchanan, Puerto Rico.



Dr. Whittle was born in Mecklenburg County, Virginia on 24 January 1948. He graduated from East End High School in South Hill, VA in 1966, and from the University of Maryland University College at College Park with a Bachelor of Science in Business and Management in June 1992. He received his Master of Education degree from Virginia State University at Petersburg, VA in December 1996; and he received his Doctor of Education degree in May 2011, also from Virginia State University. Dr. Whittle's dissertation topic: The Impact of Student Participation in Extra Curricular Activities on Academic Achievement.

After high school, Dr. Whittle joined the United States Army, he rose through the enlisted ranks to reach the top rank of Sergeants Major (SGM) and retired after 26 years of active service. He served three tours of duty in the Republic of Vietnam where he earned the Silver Star for heroism, two Purple Heart Medals, four Bronze Stars for Meritorious service, and the Combat Infantryman's Badge (CIB). He served sixteen years in Germany as a tank commander, platoon sergeant, first sergeant, battalion master gunner, division master gunner, USAEUR master gunner, and G3 sergeants major for 8th ID, and CSM of 1/9 Air Cavalry Squadron Fort Lewis Washington. Upon retiring, Dr. Whittle entered the field of education as a teacher of mathematics in Nottoway, VA; he later became principal of Nottoway Middle School, Nottoway High School, John F. Kennedy High School in Richmond VA, Petersburg High School in Petersburg, VA, HD Woodson (STEM) High School in Washington DC, and Antilles High School in Puerto Rico. He is also the author of *Accreditation a Hands-on Approach for Principals* (2007), presented at the national High Schools That Work (HSTW) conference in Nashville Tennessee on the topic: The use of classroom student performance data to improve teacher instructional practices.

Dr. Thomas Whittle has been named principal of the year for secondary schools for all of Department of Defense Education Activity (DoDEA) for school year 2018.

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:

- 1). Affect instruction and student learning in a positive manner
- 2). Be one of several criteria used for making major decisions about student performance/achievement; and
- 3). 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:

- 1) Ensure appropriate care of students concerning necessary medical attention;
- 2) Contact sponsors and/or family members concerning a student's medical concern; and
- 3) 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 (DME0) 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

(Local school to fill in)

School Closures

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

Transportation

Please contact your local school as this differs based on what area you are located.

Student Meals

Please contact your local school for information and an application for the Free and Reduced Lunch Program.

School Facilities

(Local school to fill in)

School Trips

(Local school to fill in)

Parent Advocacy

(Local school to fill in)

Roles of Staff Members

(Local school to fill in)

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

(Local school to fill in)

School Sponsored Nights

(Local schools to fill in)

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

Antilles High School

WELCOME TO ANTILLES HIGH SCHOOL

SCHOOL MASCOT: PIRATE

SCHOOL COLORS: BLACK AND GOLD

VISION

Success for **ALL** students!

MISSION

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

SCHOOL CLOSINGS DUE TO WHEATHER OR EMERGENCY CONDITIONS

Notification of school closing will be given over FM 91.9 and AM 1030 in English and AM 680 in Spanish with as much lead time as possible.

ADMINISTRATION, COUNSELORS AND STAFF

Principal - Dr. Thomas Whittle	787-707-2139
Assistant Principal – Mr. Edwin Caballero	787-707-2145
Counselors:	
	787-707-2195
Mr. Mandy Quevedo	787-707-2140
MAIN OFFICE	787-707- 2301/2302
FAX	787-707-2017
Guidance Office	778-707-2203
Nurse	787-707-2205
Physical Education Office	787-707-2298
Librarian	787-707-2275
Cafeteria	787-707-2299
Supply Clerk	787-707-2284
JROTC	787-707-2289
Information Fort Buchanan	787-707-3402

Homepage: www.dodea.edu/antilleshs

AHS Faculty & Staff e-mail:

first name.last name@am.dodea.edu

WELCOME to Antilles High School

Home of the Pirates

Dear Students and Family Members,

I want to officially welcome all of you to the 2018-2019 School Year! Summer has come and gone and now it is time to continue with the excellent traditions of Antilles High School, as well as to introduce exciting new programs. AHS is fresh off of a banner year of student performance, has been busy preparing for another amazing year. Over the summer break the school has been cleaned, various rooms have been repainted, new equipment ordered, newly alignment of teacher planning periods, and a master schedule of **"Black and Gold"** 92 minute class periods has been implemented, except for early release each Wednesday for students at 1:30PM that will involve 77 minute class periods. Our dedicated staff has been working hard to ensure a successful **start of school on Monday August 27, 2018.**

This will be my sixth year as principal of AHS, and I am thrilled at the opportunity to continue to get to know all of the new students and their parents. I want you to engage the teachers in the educational process. The high school years are critical for setting the foundation for student academic successes and college preparation. I look forward to working with all of you to make this year successful. I am a lifelong educator who has spent the last twenty six years in secondary education of which eighteen has been as a principal. I bring a firm commitment to students and families as well as a love of learning and problem solving. I have taught at the secondary school level and served as a school principal's coach of sixteen high school principal in Washington, DC Public Schools (DCPS) before coming to AHS. I look forward to building lasting relationships with each and every member of the AHS community. Please introduce yourself in the days and weeks ahead.

ARRIVAL TIMES:

Our school day begins at 7:30AM every day. Please be sure to have your child/children here on time. Students who are consistently tardy are at a clear disadvantage and usually arrive feeling frantic and unprepared. All students who arrive after 7:30AM must sign in at the office with a parent. If your child is sick please report the absence by 9:30AM by calling the student attendance clerk at 787-707-2278.

AFTER SCHOOL PARK AND RECREATION:

The student teen center on Fort Buchanan is available to all students who wish to use the facility. The center requires that the parents complete registration forms before the students are allowed to participate in the various programs offered.

Parents should check with the center manager to ensure when the after school program begins. The program has undergone a few changes of which you will be informed about in the days to come. Further information regarding this program will arrive at the start of the year. Students who wish to use this program must depart AHS by 2:35pm to walk or ride to the program location. Students cannot wait for their parents at AHS, the student must report to the teen center.

INSTRUCTIONAL PROGRAMS:

General: Our programs each year are exciting and structured to ensure that all our students continue to receive a well-rounded and challenging education. Our standards and expectations remain high! As always, our number one goal is providing our students with a quality educational experience in a safe, caring and nurturing environment. All our faculty members are fully credentialed while professional development and collaborative opportunities are built into our yearly schedule. Our curricular program is aligned to the Department of Defense Education Activity College and Career Readiness Standards. Furthermore, our special Respond to Intervention (RTI) process is designed to specifically address the educational needs of struggling students to ensure their academic success. This program is a key component of our school and district's ongoing Student Success Team (SST) program initiatives.

The graduation requirements for our students are set by DoDEA and are monitored by members in the district office. Current students must earn 26 Carnegie credits and must maintain a cumulative grade point average of 2.0 or better; all students must have four math credits to graduate. Our curriculum is focusing more on Science, Technology, Engineering, and Mathematics (STEM). Students who wish to participate in extracurricular activities cannot have an "F" in any of the eight courses he or she is enrolled for any given marking period. Our students will have opportunities to apply the academic principles they learn in the classroom to real world situations. Our students will also have opportunities to participate in six career pathways that will lead to industry certification making them job ready upon graduation. Our students will have increased opportunities to participate in the College Board Advanced Placement (AP) program and the dual enrollment program as approved by DoDEA.

SCHOOL INVOLVEMENT:

Because it is so important that teachers and parents work together in making a child's school year a happy and successful one, it is hoped that you will be able to spend some time during the school year helping in the classroom or at home. Please discuss with your child's teacher, ways that will work within your schedule. Home/School partnership is the reason AHS continues to excel academically. Teacher/classroom requests are not honored at AHS. Once your child has been placed in a classroom they will remain there for the remainder of the year unless barring extenuating circumstances.

PARENT/TEACHER ASSOCIATION:

The purpose of the PTSO is to provide support to all students and teachers

throughout curriculum enhancement and school-related opportunities. The PTSO meets at 1500 on the third Wednesday of each month in the AHS meeting room 104. We strongly encourage all of our families to join our Parent Teacher Student Organization (PTSO). We are eager to see all of you again. Fundraising is paramount to the success of AHS and we hope you will help support our programs and events in the fall. When a fundraising event surfaces please consider support it through donations or time as it helps support our number one priority: your children.

We look forward to seeing you in the upcoming school year (2018-2019). If you have any questions concerning policies, procedures, and programs please do not hesitate to call at 787-707-2301 or stop by to discuss your concern.

School Volunteers

Volunteers must be registered at school and with the Military Base volunteer coordinator.

Keep a monthly record of volunteer hours.

Must sign –in upon entrance in the building.

All volunteers must wear their badges in the building and return them when they leave the building.

Sincerely,

Dr. Thomas Whittle, Principal



DoDEA's System-wide Attendance Policy



School attendance is important in order to receive the best education, students need to be here!

Regular attendance correlates with success in academic work.

Absent 1 Day	<ul style="list-style-type: none"> • Contact parents for excused and unexcused absences within first hour of school
Absent 3 Days	<ul style="list-style-type: none"> • Letter sent to parents • School intervention to determine reason for absences.
Absent 5 Days or Tardy 5 Days	<ul style="list-style-type: none"> • letter sent to parents - excused and unexcused • School intervention might include personal contact of parents • Copy of letter sent to school liaison officer/family liaison officer • Student Education Monitoring Plan developed for 5 or more absences • Administration reviews student academic performance - possible SST referral may be developed • 5 or more tardies is excessive and school intervention begins
Absent 7 Days	<ul style="list-style-type: none"> • Convene SST to review educational progress for absences or tardies • Develop or modify intervention plan to support the student's regular attendance in school • Conference with parents for SST action steps • Possible command notification to support school plan
Absent 10 Days	<ul style="list-style-type: none"> • School contacts command to intervene with parent who continues to defy school attendance policy and intervention plan (DSO –SUPT'S APPROVAL)

Organization/Activities

After School Enrichment/Tutorial

Advancement via Individual Determination (AVID)

Band

Baseball

Basketball

Cheerleader

Choir

Cross Country

Future Business Leaders of America (FBLA)

Football

Junior Reserve Officer Training Corp (ROTC)

Math Club

National Honor Society

National History Day (NHD)

Photography Club

Senior Class

Soccer Indoor

Soccer Outdoor

Softball

Sophomore Class

Spanish Club

Stem Club

Student Council

Student-to-Student

Track & Field

Volleyball

Yearbook

SCOPE OF THIS DOCUMENT

A. THE HANDBOOK

1. Standardizes the procedures which the school will use in responding to conduct problems;
2. Specifies the rights and responsibilities of students,
3. Assures the rights of students when disciplinary action is taken.

The Handbook is in force at such times and places where teachers, coaches, bus drivers, school employees, educational technicians, custodians or school administrators have jurisdiction (Locus Parentis) over students. The principal is authorized to take administrative action when a student's misconduct away from school has a detrimental effect on the other students or on the educational process.

B. THE HANDBOOK IS ENFORCED BY

1. The school principal or her/his designated representative and staff;
2. Faculty (teachers, counselors, nurses);
3. Coaches and activity sponsors;
4. Maintenance and cafeteria personnel
5. Bus drivers; and
6. Educational Technicians.

In addition, all students are responsible for complying with installation regulations and are subject to the authority of the military command while on the installation. Violation of the corresponding policies can be cause for application of this code.

II. Core Expectations for Staff, Parents, and Students

The need for an interactive, reciprocal and cooperative relationship between student, parent, and educator is recognized. This relationship should be as follows:

A. Staff members are expected to:

1. Exhibit an attitude of respect for students and fellow workers.
2. Plan instruction with use of the Quality Indicator self-assessment map for

standards, to meet the needs of all students.

3. Promote effective training or discipline based upon fair and impartial treatment for all students.
4. Develop a good working relationship between the staff and students.
5. Work cooperatively with other staff members, parents, and students and treat them with respect and courtesy.
6. **Steadfastly enforce school rules and policies with fairness and consistency, while respecting the dignity of students, parents, and other staff members.**
7. Be responsible for establishing an atmosphere of proper school behavior by modeling and setting guidelines for such behavior.
8. Communicate with school personnel, students, and parents, in a responsible and non-threatening manner, without abusive language or physical violence. *Abusive language is defined as any words or gestures intended to insult, hurt feelings, or show defiance, such as slander, public accusations, or racial/religious/sexual slurs.*
9. Respond within a 24 hour time period of a parent's request for a conference regarding student behavior or class progress.
10. Correct any and all PUBLIC/PERSONAL DISPLAYS OF AFFECTION (PDA).
11. Take daily attendance and inform the parents and administration of students not reporting to class.

B. Parents are expected to be:

1. Read and become thoroughly familiar with this document. Furthermore, parents cannot excuse their children from compliance of the rules, and guidelines explained in the document. (i.e.: parents cannot excuse their children for not wearing the uniform)
2. Be aware and support compliance with the rules and policies established by this document.
3. Be responsible for their child's daily attendance and promptly

communicate in writing, an absence or tardiness to the school.

NOTE: It is the responsibility of the student and his/her legal sponsor that every student comes to class every day prepared to learn. In cases of excessive absences or truancy by students, the sponsor will be notified. If the problem persists, subsequent notification to Family Advocacy, Social Services, the sponsor's command or employer agency may follow. (Reference DoDEA Attendance Policy).

4. Responsible for the deliberate misconduct of their child.
5. **Be responsible and ensure that the student is in compliance with the dress code before he/she departs for school. If a student fails to report to school wearing the uniform as prescribed by school policy, the parent may be summoned to school to either pick the student up or ensure that the student is in full uniform.**
6. Understand that the rules must be enforced to provide a safe, sound learning environment.
7. Notify school administration of any adverse condition the will preclude child's learning.
8. Report to school when summoned by staff or administrators, particularly in cases that demand urgent attention.

C. Students are expected to be:

Being a student at the DoDEA-Puerto Rico is not only a distinct privilege, but it also entails **many responsibilities**. Students must recognize the fact that the foremost purpose for which they come to school is to get an education. As part of that journey, they could also have many other great experiences which rely entirely upon those choices made by them during their time as students at Antilles High School. Furthermore, students are specifically expected to:

1. Attend all classes daily and arrive on time.
2. Come to class prepared daily with appropriate working materials. Homework

completion and prepared for classes are a key to success.

3. Be respectful of all individuals and property.
4. Refrain from making profane or defamatory statements. Vulgar or profane language will not be tolerated in the classroom or school environment.
5. Refrain from any and all PUBLIC/PERSONAL DISPLAYS OF AFFECTION (PDA).
6. Conduct them-selves in a safe and responsible manner.
7. Develop a sense of personal responsibility and learn to be accountable for their actions.
8. Treat all students, parents, staff, and other adults with respect and courtesy.
9. Communicate with others in a responsible, honest, and non-threatening manner without abusive language or physical violence.
10. Be aware of and conform to class, school, and system-wide rules and regulations
11. Follow directions from adults in authority without undue delay and in a cooperative manner.
12. Respect others' property and personal space not exhibiting any unacceptable physical contact (vandalism, graffiti, theft, hitting, pushing, public displays of affection, pulling hair, etc.)

D. LOCUS PARENTIS – STAFF & STUDENT INTERACTION

Every student is under the jurisdiction of ALL administrators, teachers, educational technicians, aides, office staff, nurse, substitute teachers, kitchen and custodial workers. Insolent/rude behavior to any adult at Antilles High School will result in swift and stern disciplinary action.

III. STUDENT RIGHTS AND RESPONSIBILITIES

Students have the privilege to attend school and learn. It is their right to expect respect from other students and school employees. When aware, it is the responsibility of the

school system to protect students from sexual harassment and physical or verbal abuse from other students and school employees. Students have the responsibility to follow published district, school, and classroom rules. Students who are accused of violating the rules or displaying improper conduct will be informed of the violation and will be provided with a chance to explain their position except when their presence in school could endanger other students.

FREE SPEECH/EXPRESSION

A. Philosophical Basis

One of education's basic purposes is to prepare students for responsible self-expression in a democratic society. The rights of citizens in our democratic society to freedom of speech are protected under the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those, which are deemed controversial, are freely and respectfully expressed. However, free speech/expression must be guarded so as not to infringe upon the rights of others and/or so as not to disturb the educational process.

B. Rights

1. The Pledge of Allegiance is a statement of American ideals, and every student shall be protected in his/her right to affirm self-identity with these ideals; however, students who, because of religious or other deep personal convictions, do not wish to participate, will stand and shall maintain an attitude of respect while others recite the Pledge. Administrators and staff reserve the right to call a meeting with the student sponsor to discuss the reasons for refusing to stand for the pledge.

2. Students have the right to be free from proselytizing by religious and political groups.
3. Students have the right to refrain from any activity that violates the precepts of their religion.

C. Responsibilities

1. Students have the responsibility to act in a manner, which preserves the dignity of the occasion.
2. Students have the responsibility to respect the religious beliefs of others.
3. Students have the responsibility to respect the rights of others, who have differing viewpoints, and to express themselves on those issues with which they disagree in a manner which does not infringe upon the rights of others or interfere with the orderly educational process of the school.
4. To safeguard books, materials, monies, and/or other personal valuables. The school cannot be responsible for student valuables.

IV. ATTENDANCE/ABSENCES/WITHDRAWALS

Regular attendance and punctuality are essential to success in school. The responsibility to attend school regularly rests on the student and legal sponsor.

A. Classification of Absences

All absences from class are classified as Excused or Unexcused. To be classified as Excused, an absence must be due to one of the following circumstances:

1. Death in the immediate family
2. Illness, medical, or dental examination or treatment
3. Educational activities approved in advance by the school authorities.
4. An emergency.
5. Students who have multiple absences within one marking period or are tardy to school excessively will be referred to the administration, and the parent, sponsor and/or employer of the sponsor may be contacted for corrective action). (Refer to Attendance Policy on school website)

6. Excessive absences can result in loss of credit.

NOTE - Family trips for extended periods of time (more than 2 school days) are strongly discouraged during the academic school year. These usually have a harmful effect on the students' academic performance regardless of any efforts to make up work by the student or the teacher.

B. Return from Absence

1. On the day of return, the student **must** present a written valid explanation of the absence signed by the sponsor. (Falsification of sponsor signature will result in an automatic 3-day suspension that cannot be appealed)
2. A physician must certify absences for illness of more than three days. The school nurse may evaluate the student the morning of his/her return before releasing the student to the first class. Failure to submit the proper notes for absences will be considered truancy.
3. Students absent or participating in school-sponsored activities are responsible for all missed schoolwork and assignments.
4. All students have up to **two days** upon return to school after an absence to make up work from an excused absence.
5. Students with unexcused absences may receive **zero credit** for exams or work missed.
6. In order to participate in an extracurricular activity (i.e., Sports and club activities), a student must be present at school from the beginning of the day on which the activity takes place, unless the principal grants a written waiver for just cause in specific cases.
8. It is **exclusively the responsibility of the student** to seek all make up work after an absence, not the teachers' duty.

Once the period to get make up work has expired teachers are not obligated to provide students the chance to make up work, and can give them zero credit for the work missed.

C. Early Dismissal

Sponsor requests for early dismissal must be presented in writing. Early dismissals will NOT be granted over the phone.

1. Sponsor picking up student must come to the main office, present a photo ID and sign out the student.
2. No student will be released to someone other than the sponsor or parent/guardian or emergency contact person on file.

D. WITHDRAWAL FROM SCHOOL

Students withdrawing from school should:

1. Present to the Guidance office a written notice from their sponsor of the intent to withdraw. This must be done at least three weeks ahead of the withdrawal date.
2. Steps students will take at withdrawal time:
3. Request a copy of transcript, if needed, from the Guidance Office.
 - a. Inform all of student's teachers of withdrawal date.
 - b. On the date of withdrawal, sponsor/parent will come to school and personally obtain official withdrawal from the Guidance Office.
 - c. For clearance, take the form to each teacher during the day. This includes all activity sponsors, librarian, nurse, coaches, cafeteria, school pictures, and attendance officer (lock).
 - d. At the end of the day, the student will take the completed form to the Guidance Office. If requested in advance, the parents can receive interim grades to take with them.

NOTE: Sponsors must pay for books, lunch fees and any other debt before final clearance and records are given.

4. Unofficial copies of student's records are available to the sponsor upon written request. **The receiving school or university must request official transcripts.**

V. ACADEMIC PROGRAMS

A. ADVANCED PLACEMENT COURSES

Advanced Placement is a program of college-level courses and exams that give high school students the opportunity to receive advanced placement and/or credit in college. Students must meet set criteria to enroll in each Advanced Placement course.

Enrollment

In order to enroll in an Advanced Placement class, a contract is signed by the student, the student's sponsor, the counselor, the Advanced Placement teacher for the class enrolled, and the Principal or Assistant Principal.

Advanced Placement Exams

All students enrolled in an Advanced Placement course will be required to take the Advanced Placement exam. College Board; schedules the examinations(s); therefore time and date cannot be changed. This exam is typically given in May. DoDEA pays for AP Exams. Students who do not take the exam and are enrolled in class for its duration will not receive a weighted grade.

B. BASIC AND STANDARDIZED TESTING PROGRAM

The Basic Testing Program lists those standardized tests administered to all DoDEA-PR District students at the designated grade levels.

1. Partnership for Assessment of Readiness for College and Careers (PARCC)
2. Advance Placement (AP) Exams (Required for weighed grades in all AP classes).
3. Armed Services Vocational Aptitude Battery (ASVAB)

4. PAST/NMSQT – The Preliminary SAT/National Merit Scholarship Qualifying Test (Grades 10 and 11, and 9)
5. Scholastic Aptitude Test (SAT) and Subject Tests
6. American College Testing (ACT)
7. Scholastic Reading Inventory (SRI) (9-12 Grades).

The College Board Achievement Tests, the Scholastic Aptitude Test (SAT), the Spanish Language College Board Test, and the American College Test (ACT) are all paid for by students. Person who are administering these test must ensure that all cellular phones are taken up from students prior to the testing.

C. Grade Level Classification

The Department of Defense Dependent schools has set the following standards governing class progression:

Freshmen Promotion from the 8 th grade	
Sophomore	6 Credits
Junior	12 Credits
Senior	19 Credits
Graduation	26 Credits

D. GRADING SCALE

In grades 9 to 12, the **A - F** grading scale to report progress and achievement in all subjects:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

E. Honor Rolls

Principal's High Honors – 4:00 and above

High Honors 3.99 to 3.75 and above

Honors: 3.74 to 3.00 without any "**Fs or Ds.**"

The following point system, weighing grades for AP Advanced Placement courses, will be used

for the purpose of establishing a student's grade - point average (GPA):

	Regular Class	Advanced Placement
A	4 points	5 points
B	3	4
C	2	3
D	1	2
F	0	0

Pluses and minuses are not counted. Semester grades are not averaged together for a cumulative year average.

F. GradeSpeed

Antilles High School uses this innovative on-line grade reporting system to allow parents and students to be informed of their son/daughter's progress in a timelier manner. Teachers are expected to update this information frequently, (Minimum weekly). Students and parents can set up their own accounts to view the grades, assignments, attendance and progress from home at any time. For assistance with setting up or accessing your account, parents may contact the school.

G. GRADUATION REQUIREMENTS

Students must complete 26 credits for graduation. Please refer to the Course Offerings Handbook for specific coursework.

Seniors, who do not comply with graduation requirements by graduation day or are suspended, will not be permitted to participate in the graduation ceremony. As per DoDEA policy all students beginning with Class 2007 must have 2.00 cumulative GPA

to graduate and students who wish to participate in extracurricular activities must not have any grades of "F."

H. INTERIM REPORTS

Interim reports are given to students with a D or F average periodically by their teacher(s) during each academic term. These reports can be through electronic or verbal communication. Thus, any student in danger of failing or demonstrating a change in achievement will receive an interim report. It is the students' responsibility to take this report to the sponsor. Parents are invited to arrange a conference with the teachers after receiving this report. **Quarterly Report Cards will be mailed the address on record.**

I. Schedule Changes

After serious discussions with their parents and guidance counselor, students are expected to choose their courses carefully during the course selection process. If students need to change a course, they must see the guidance counselor. The counselor will verify the change request with appropriate teacher and make necessary adjustments. Reasons such as not liking the course, personality conflicts, etc., are not valid reasons for changing a course selection. A schedule change request does not guarantee approval; class sizes, availability, and academic needs are significant reasons for schedule changes. In some cases, administration will be the determining body if a course change is approved.

J. HOMEWORK

Homework and extended assignments constitute one of the pillars of a student's academic life. It is a means of reviewing and reinforcing the lessons taught in school, as well as, **a vital component in the grading criteria.** Homework is also a way to help students develop work and study habits and work ethic that will help them succeed in post-secondary studies. Homework may be given on a daily basis. Students in grades 9-12 should expect 60-

120 minutes of homework each day.

K. TUTORING

Tutoring is available Monday through Thursday in the Library Media Center (LMC):

1. Tutoring is available in the LMC Monday – Thursday, provided by a joint-venture from Antilles High School and Child and Youth Services (CYS). The tutors are educational technicians and instructors provided by CYS. The following guidelines apply:
 - a. Enter the assigned classroom or Library Media Center (Pirate Learning Academy) by 2:30 P.M. No students will be admitted after 2:30 P.M.
 - b. Be prepared to remain in the LMC until the tutoring is over at 3:45 P.M. Students who leave before 3:45 will not be allowed to return and will not be granted activity bus passes.
 - c. Students should monitor daily announcements for possible changes in the tutoring schedule. When the buses depart the school all students must be in tutoring or on their way to CYS without exception.

L. FINAL SEMESTER EXAMINATIONS

1. A final semester examination maybe required of all students in all classes. This exam may count for 10%-20% of the student's semester average. The format of the exam may vary at the discretion of the teacher.
2. Exemptions from final exams include Grades 9-12 Students may be exempt if they maintain an a average (each quarter at the teachers' discretion. Students with excessive absences, truancy, disciplinary problems, or suspension, forfeit the right to be considered for this privilege.
3. Excused absences from a final or semester examination are granted ONLY when one of the following conditions is met:
 - a. A medical certificate from a licensed physician certifying illness;

- b. A death in the family;
- c. A certifiable permanent change of station;
- d. PRIOR approval by the Principal

M. PROGRAM AND PROGRAM CHANGES

(DROP/ADD PROCEDURE &/or WITHDRAWAL)

Pupils pre-register in April. Their requests for classes must be approved by teachers, and school counselor. When final approval has been given, the pupil's requests are entered into the computer for class scheduling and assignment. Pupils do not select their teachers - only their courses. All course selections are final. Extreme circumstances, will be handled on a case-by-case basis, students may not seek permission to change their schedule once school has started.

N. INCOMPLETE GRADES

Students may receive an (I) for an incomplete grade pending completion of assigned work. This may occur due to extended illness or other excusable extreme circumstances. Incomplete grades must be removed in two weeks.

O. TRANSCRIPT REQUESTS

Transcripts needed for transfer, military use, scholarship consideration, college application or prospective employment information may be requested 24 hours in advance from the guidance office. A legal sponsor written request is required.

P. SUMMER SCHOOL

Students are allowed to take summer school for remediation or make up credits for courses where they received a failing grade in other schools with the principal's pre-approval. Requests for summer school classes for other reasons stated previously must be discussed and also pre-approved by the principal. The legal sponsor must submit a written request to the school for credit evaluation by the counselor. A letter of authorization will be issued by the principal to be presented to summer school for registration. Approval for summer school must be sought in advance (prior) to registering/taking the course.

Q. CHEATING AND/OR PLAGIARISM

Any student cheating on a test or submitting work other than his/her own will receive a "0" for the test or assignment. The sponsor will be notified and/or is subject to disciplinary action under Group II, Section F of the Policy.

Antilles High School has identified the following acts of cheating:

1. Peeking onto someone else's paper or verbally telling someone answers.
2. Copying from a paper during a test (crib sheet).
3. Stealing an answer key, an examination or assignment material.
4. Plagiarism
5. Obtaining the questions or answers to a test prior to the test.
6. Forging signatures and documents.
7. Giving answers of an assignment to others.
8. Use of electronic device(s) or social media to copy or aid in completing an assignment without prior approval from the teacher.

Persons found guilty of CHEATING will be referred to the Administration for appropriate disciplinary action. The teacher will automatically give zero credit to the violator(s) and accomplices of cheating, plus any additional disciplinary sanctions as per determination of the administration.

VI. DISCIPLINE

A. BEHAVIOR AND DISCIPLINE

The DoD Puerto Rico Student Behavior Policy (DoDEA Regulation 2051.1) and this Student Handbook defines the rights we all adhere to.

The Policy and this Handbook establish the procedures and disciplinary action imposed for student violations. *Copies are available in the office.

Zero Tolerance means that every infraction will be investigated quickly and decisively. If punishment is warranted, it will be administered quickly and be consistent with the rules and policies of the school district.

B. DETENTION FOR BEHAVIORAL AND DISCIPLINARY PROBLEMS

1. Any student **may be detained after school** for violation of school rules that **interferes with the educational process**.
2. Teachers can hold detention for classroom rule infractions. The student is required to attend a teacher's classroom detention as if it were a detention assigned by the Principal or Assistant Principal.
3. **Detention takes precedence over ALL other school activities. *Additionally, all students are reminded that the conduct and attendance record can disqualify them from receiving awards, honor roll, and/or participating in extracurricular activities.**

Note:

- **Three tardies will result in an after school detention.**
 - **Three detentions may result in an in-school suspension or Saturday school.**
4. Any student assigned to report to a Saturday Detention and does not report, will receive an out-of-school suspension.
 5. **Students detained for After-School Detention will NOT be allowed to ride the Activity Bus home.**
 6. After-School Detention from Monday to Thursday is from 2:30 PM until 4:00 PM. Saturday Detention is from 8:00 AM until 12:00 Noon. Friday Detention is from 2:30 – 5:00 PM
 7. Detentions cannot be appealed.

Students are to REPORT ON TIME, BE QUIETLY SEATED; and DO WORK. EATING, SLEEPING, PLAYING GAMES, LISTENING TO MUSIC, OR ON THEIR PHONE IS NOT ALLOWED.

A student serving a Detention may be required, under the supervision of an Antilles High School staff member, to perform light physical work, such as cleaning desks, policing the school grounds, sweeping rooms, or packing teacher's supplies.

Failure to follow the rules of After School and Saturday Detention may result in an out-of-school suspension that cannot be appealed.

C. No student will be arbitrarily dismissed from class. If a student's conduct is such that it is deemed necessary to exclude him/her from class immediately, an Administrator will be summoned to escort the student to the office. The **MINIMUM** Disciplinary action will be the assignment of **After School Detention**.

D. DESIGNATED SCHOOL/COMMUNITY SERVICE

Wherein our goal is to change unacceptable behavior into acceptable behavior, POLICY OF CONDUCT violators, in addition to the Policy of Conduct consequences, may be placed in a behavior modification program that includes having the student serve community or school service for a specified period of time.

E. IN-SCHOOL SUSPENSION (To Be Determined)

As an alternative to out-of-school suspension at the discretion of the Principal, a student may be assigned In-School Suspension (ISS) as a recommended disciplinary action. The purpose of which is to improve student behavior through the use of a structured environment while guaranteeing academic continuity.

Process:

1. Students who have been assigned to the ISS program must report directly to the office upon arrival to the campus no later than 7:45Am.
2. Students assigned to In School Suspension must bring their own lunch or be escorted to the cafeteria to pick-up lunch. No provision for cooling or heating of food is available.

If a student refuses ISS, he/she will receive an out-of-school suspension for the same amount or more days.

If a student is uncooperative during ISS, the sponsor will be called and must immediately pick up the student from school. An out-of-school suspension will be assigned, and the student may re-enter school only after having a parental conference with an

Administrator. This suspension cannot be appealed.

ISS will be used as disciplinary support for Group I-II violations. All eligibility rules associated with out-of-school suspensions apply.

In school suspension cannot be appealed. Students serving ISS may be required to perform light physical work that includes painting walls, washing trays in the cafeteria, cleaning the school grounds, cleaning bathrooms, etc.

F. OUT OF SCHOOL SUSPENSION

Refer to DoDEA-PR Student Behavior Policy (DoDEA Regulation 2051.1)

Students who are assigned an out-of-school suspension must make up their work to earn credit within two days. If the suspended student fails to make up the work, he or she will be graded accordingly.

Loss of Class Time

1. Students who miss contact time with a teacher due to ISS or out of school suspension are responsible for the learning missed.

Any student who misses an excessive amount of instructional time or has a sizeable number of absences, and as a result fails to complete work and assignments will be referred to the Administration for review and possible loss of credit from the class. The decision to grant credit in these cases remains at the administration's discretion.

G. TRUANCY

Antilles High School has identified truancy as an intentional, unjustified, or unauthorized act of missing a class or school.

1. The school has a Zero tolerance policy for truancy.
2. Truancy to school or to class may result in in-school or outside suspension as well as Friday/Saturday detention. Students are expected to report and be in their assigned classes at all times.

H. TARDINESS

Once the bell rings marking the first period of the day (7:40Am), any student who arrives after that point must report to the office with a written excuse from home, otherwise, it will be counted as an unexcused absence.

Between classes, students have passing time to go from one class to the next. If a student is not inside the classroom when the bell marking the beginning of the period rings, he or she is late.

Teachers will address tardiness in the classroom on a case-by-case basis. In cases of chronic tardiness the teachers will notify the parents and refer to the Administration for disciplinary action.

After lunch tardies are subject to administrative action which include, but not be limited to detention or chronic cases suspension.

I. ILLEGAL SUBSTANCES/WEAPONS

Any student found in possession or use of illegal substances (drugs or weapons, including pocket knives) is subject to both the DoDEA-PR Student Behavior Policy; the jurisdiction of the Military Police on Fort

Buchanan, and the Juvenile Review Board. The administration of Antilles High School will summarize recommend the expulsion of any student caught in possession of weapons, drugs or illegal substances while on the installation.

J. TOBACCO AND SMOKING

Smoking is strictly prohibited on school grounds and adjacent areas, to include the parking areas, athletic fields, nearby housing and other schools (AES and AMS). Smoking is also prohibited in school functions and sponsored activities.

Refer to the DoEA-PR Student Behavior Policy.

VII. SEARCH AND SEIZURES

A. Philosophical Basis

Students possess the right of privacy of persons as well as freedom from

unreasonable search and seizure of property as guaranteed by the 4th Amendment of the United States Constitution. The school has an inalienable responsibility to protect the health, safety, and welfare of all its students and staff members. School administrators and officials may search students when they have a reasonable suspicion or suspect that students are:

1. Are concealing a weapon, a controlled substance or are in possession of stolen property
2. Are suspected of engaging in illegal or any other prohibited activity (i.e., smoking prescription medication)
3. Administrators have reasonable suspicion that a search of their persona and belongings is warranted to ensure the safety of the school.
4. Administrators and school officials may conduct searches of students and their property on school grounds and adjacent areas, parking areas, athletic fields, nearby housing, Antilles Elementary School, and Antilles Middle School.
5. During field trips, Administrators and school officials may conduct searches in any location as long as the students are under the responsibility of the school.
6. Random searches may be conducted, as long as these are not aimed at one student or small group of students in particular.

B. Rights

Students have the right to privacy of their personal possessions unless a School Administrator or Official has reasonable suspicion to believe that the student is concealing material possessions which are prohibited by law, pose a real danger to the school or is in possession of stolen property.

1. Students have the right to prior notification of any general search of lockers, except in emergency situations or random, general searches.

C. Responsibilities

1. Students have the responsibility not to carry or conceal any such items or material that is prohibited by law or would detract from the educational process.
2. Students are responsible for the contents stored within their lockers. Unsecured personal property will not be the responsibility of the school.

3. SCHOOL GROUNDS

Since Antilles High School is located on a Military Reservation, military law permits search of persons, vehicles, personal property, and Federal property as posted at the entrance gates to Fort Buchanan. The school bus is considered school grounds, as well as any area within a 100-yard radius of any building or DoDEA-PR facility. The following areas are off-limits for students during school hours: all housing areas, Antilles Elementary School, Antilles Middle School, all athletic fields, all parking areas, and the woods behind the school. Violators are subject to a minimum of

After school Detention/suspension and the sponsor will be notified on the first offense.

VIII. DRESS CODE

The students will use the school uniform, which consists of an official AHS shirt, khaki bottoms, and appropriate closed shoes. In cases of school sponsored activities where a school uniform is not mandated, students may not wear any item that promotes violence, sexual content, or drugs displayed.

For students not wearing the uniform or those changing the uniform, the sponsor will be called to bring the official uniform. In the event the sponsor cannot be reached or is unable to come to the school, the student will not be allowed to attend classes and will be placed in ISS for the remainder of the day. Repeat offenders will receive increasing sanctions that might include appearance

before the **Juvenile Review Board (JRB)** for added violations.

SPECIAL NOTE: Parents cannot excuse students from wearing the specified uniform.

A. SHIRTS

1. Official, unaltered, collared, short-sleeved black polo shirts with AHS Logo only.
2. The senior class has the option of choosing a senior shirt.
3. If a shirt is worn under the uniform shirt (no long sleeves shirts will be worn under the uniform shirt), it must be **white or black only**.
4. No other color will be admitted. Students will be asked to remove any other color under shirt and it may be confiscated.
5. Undershirts must be tucked inside pants, shorts, or skirts and sleeves cannot be showing (no long sleeve undershirts).

B. Other Shirts & Jerseys

1. Class shirts or jerseys may be worn **ONLY ON FRIDAYS**. Only the approved school shirts are permitted.
2. Athletic jerseys (representing team) or Choir Shirts may be worn **ONLY ON FRIDAY**.
3. The only other approved shirts are NHS and it must be worn on Friday, along with Student Council.
4. AHS Gold T-Shirt will be worn for PE.

C. SLACKS

1. Pants must be worn at the waistline (above the hips)
2. Tailored* plain khaki** colored slacks (Dockers, Chinos, Old Navy, etc.) Excessively tight (i.e., skinny jeans) or loose pants are not permitted.
3. Underclothing or skin must not be showing between the waistline and the school shirt.
4. Bottom of slack leg should not touch the ground, or be slit.

**Tailored means not baggy, oversized, skin tight or cargo pants.*

***Khaki refers to a Brown tone and **NOT** white or green tones.*

D. SHORTS

1. Tailored* plain khaki** colored shorts worn at the waistline **(above the hips)**.
2. Length must be no shorter than 4 inches above or below the knee.
3. Undergarments or skin must not be showing.
4. AHS black shorts will worn for PE.

**Tailored means not baggy, oversized, skin tight or cargo pants.*

***Khaki refers to a Brown tone and **NOT** white or green tones.*

E. SWEATERS AND JACKETS

1. should wear the official school jacket sold by the uniform outlet.
2. School Clubs, Classes and Sports Teams may have their own official jacket or sweatshirt, but must be previously approved by the administration. Uniform Outlet sells PE uniforms and all students are encouraged to buy the uniform.
3. Other approved jackets and/or sweaters are solid black or solid white, with no logos, color patterns, images and or hoods.

F. Shoes

1. Closed toe shoes or sneakers are the only accepted footwear. Slippers or CROC style shoes are not allowed.

G. HEAD GEAR/SUNGLASSES

1. Any type of garment or accessory covering the head will not be permitted on school grounds at any time, to include hoods on jackets. This includes bandanas, scarves, caps or hats.
2. Once inside the building, dark, non-prescription sunglasses are prohibited.

NON-COMPLIANCE WILL RESULT:

1. Parent phone call to bring the student the proper uniform.
The student may borrow uniform items from a friend in order to comply.

2. If parent or sponsor cannot be contacted, the student will be placed in the office in ISS for the remainder of the day.
6. Repeat offenders will receive detention in addition to in-house detention.
5. Non-approved accessories will be confiscated and only returned to the sponsor. The school is NOT responsible for lost items while in possession of the school.

IX. EXTRA CURRICULAR ACTIVITIES *

A. ATHLETIC PARTICIPATION

If a student-athlete should choose to quit his/her participation on an athletic team or be removed from an athletic team by a parent/guardian, coach, Vice Principal, or Principal for **ANY** reason after the final selection of the team is determined, the Athletic Director may require the student and parent to appear before the Athletic Review Committee before he/she may participate on any future athletic team or participate in any future athletic competition. The Athletic Review Committee will determine the appropriate administrative action depending on the individual case (i.e. probation, ineligibility from athletic competition for a specific time or season, reinstatement immediately, etc.). Appeal of the Athletic Review Committee's action may be made to the Principal.

*** NOTE: PRHSAA (Puerto Rico High School Athletic Alliance) rules of eligibility apply without exception to all sports at Antilles High School, except for football which is sanctioned by the PRHSAL (Puerto Rico High School Football League).**

B. ELIGIBILITY FOR SPORTS AND ATTEND/PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

Students must maintain eligibility requirements, both academic and discipline in order to participate in extracurricular activities. Students with poor academic or behavioral standing may be subject to restriction from extracurricular activities or participation in sports at the discretion of the administration. Students must maintain a minimum of C in order

to participate. A student with an "F" grade will not participate in extracurricular activity until the "F" grade is improved to a "C" or better.

A student who is suspended for committing a **Group II Major Offense** is subject to a suspension from all school-sponsored activities and/or subject to probation for the remainder of the quarter at the discretion of the administration.

A student committing a **Group III Major Offense** is subject to a long-term suspension with removal from any team or club for the remainder of the school year at the discretion of the administration.

C. DANCES AND ACTIVITIES SPONSORED BY THE SCHOOL

1. All school-sponsored activities must be approved in advance by the Student Council and Principal and be placed on the school calendar. The request must be submitted in writing to the Student Council at least 48 hours before the Student Council meeting. The request must follow the Student Council submission process.
2. All fund raising activities require the approval of the Student Council and Principal. All funds must be deposited into the student account immediately following the activity.
3. All dances or parties sponsored by the school will be under the direction of a club or group that is part of the school. School dances will end at midnight, except the Prom, which MAY end at 1:00 A.M. The group, class or club and sponsors are responsible for adhering to the general school rules and specific rules established for each activity.
4. Dances are open to all eligible students of Antilles High School, the alumni and registered guests of students attending Antilles High School.
5. **A student may bring one guest and must inform the guest of school policy**

especially with regard to smoking, alcohol, and illegal substance use.

- The host student is responsible for his/her guest. To bring a guest, the host student must register his/her guest with the faculty sponsor two days before the dance. A guest not on the list will not be admitted.
6. The faculty sponsor of the dance will submit the guest list to the Principal's Office and Military Police Station one day before the dance.
 7. Once a student and or guest leave the dance, he/she may NOT return under any circumstances.
 8. Students may be declared ineligible to attend these activities based on academics, attendance, and/or discipline.

D. FUND-RAISING OR SELLING

Authorization to sell anything on school campus must be requested in advance to the student council and permission obtained in writing from the school administration. The unauthorized selling of **ANY** product for personal profit is prohibited at school and/or at **ALL** school sponsored events. Violators are subject to disciplinary action.

E. ORGANIZATIONS

Club meetings may take place from 2:45 -3:45 except on Thursdays or during the day. Student Council, Athletics, Band & Chorus can extend practice or meetings beyond this time.

X. HEALTH SERVICES

1. Students should not come to school when ill.
2. If a student becomes ill during the school day, she/he is to report to the nurse's office. The nurse will determine if the student is ill enough to be sent home. Students will not leave school because of illness without the approval of the school nurse and they must obtain a release from the nurse BEFORE they leave campus.
3. Students must have a pass, signed by the classroom teacher, to go to the school nurse, except in the case of an emergency.
4. For a student to be excused from physical education class for more than two days

following an illness there must be a written medical excuse signed by a certified physician.

5. Students cannot take medication except under the supervision of the school nurse. All medication must be given to the nurse upon arrival to the campus. This includes over the counter medication such as Tylenol, Advil, Aspirin, etc.

6. It is the responsibility of the student and parent to make sure that all changes in address and telephone numbers are kept current with the school nurse and school office.
7. All students participating in sports are required to have a physical examination every year.

XI. LIBRARY MEDIA CENTER (LMC)

The Antilles High School Media Center maintains a collection of books, periodicals, CD-ROM, videos, microfiche, vertical file materials, and audio-visual equipment. The LMC is open during lunch, before, and after school.

A large part of a student's education will come from personal contact with media material. In order to ensure this investment of time and energy is productive, it is necessary for each student to follow the rules and regulations of the Media Center.

1. Students are expected to be **quiet** in the Media Center **at all times**.
2. Attendance will be limited to the seating capacity.
3. Unless accompanied by the teacher, students must obtain an official pass signed by the teacher to be admitted to the Media Center.
4. No food drinks, or chewing gum will be permitted.
5. Students must have a pass to enter the library during lunch.
6. Games of any kind are not allowed in the Media Center during the academic day.
7. No large book bags, purses, briefcases, etc. are allowed at the tables.
8. Students are allowed to take out a

maximum of **6** books. General circulation books are checked out for two weeks.

9. **Overdue books:** A notice will be sent to you after your book is due. Students will not check out other materials until over dues are paid. Students with overdue books will not receive clearance until the books are returned to the LMC.
10. Return your own materials to the Media Center. You may also use the return box outside the LMC door.
11. Only Media Center, AV, & computer software are used in the Media Center. Non-book materials are available for use in the Media Center only.
12. Lost books must be replaced by another book of equal value and content and/or paid for in cash.
13. Misuse of the LMC facilities will result in the loss of privilege to use the library.

A librarian is available to assist students. Students showing improper behavior in the LMC will be sent to their classes or Administrative Office at the librarian's discretion. Students are also subject to further disciplinary action for misconduct.

XII. MISCELLANEOUS

A. Book bags are intended to be used for carrying books and school materials to and from school.

B. CELLULAR PHONES & COMMUNICATION DEVICES

1. Students who have cellular phones or any other type of communication device must keep them concealed while in class or any educational activity. **These devices MAY NOT BE USED IN THE CLASSROOMS AT ANY TIME.**
2. Such devices may be used at lunch time.
3. The Staff and Faculty of AHS may confiscate any cell phone or device that is activated or used in class, and will turn in to the office. Confiscated items may **ONLY** be retrieved by the student's parent or sponsor from the Vice Principal.

Antilles High School and/or any of its employees **WILL NOT BE RESPONSIBLE** for cell phones or communications devices that are lost while in the possession of the school, or in cases where the cell phones are taken or stolen from students

C. Parents and family members MAY NOT CALL students at their cell phones during school hours. If a parent needs to contact a student, he/she must call the main office at (787) 707-2301. Also, if a student needs to contact his or her parents, they may use the office phone with permission from office staff.

D. CARE OF BUILDINGS AND GROUNDS

The cleanliness of the school buildings and grounds should be considered the responsibility of everyone in the school. Students should walk only on concrete walkways and should not take shortcuts over the lawn or gardens. Students should always throw trash and left over candy, food, gum, etc., in trash containers. Any staff member may direct students who litter to clean up an area, and students who refuse to obey or who trash the school are subject to disciplinary action.

E. CAFETERIA

The DoD DoDEA-PR operates a cafeteria at Antilles High School. An "A La Carte" Menu is also provided. Cafeteria food must be consumed inside the cafeteria. Students may take sandwiches and lunches from home to meetings held at lunchtime.

1. MEAL TICKETS (Breakfast and Lunch)
2. Breakfast is served from 6:30 – 7:25. Deposits to the Meal Ticket Account may be made to the cafeteria cashiers before first period and at the end of each lunch period. Family members (brothers, sister) are permitted to share lunch tickets only with written permission of the student's sponsor. Students may not share reduced or free lunch tickets. Failure to comply with this regulation may result in loss of privileges.

F. CAMPUS

Any area within a 100-yard radius of any building or DoDEA-PR facility is considered school grounds and part of the campus. Areas considered part of the school and subject to its jurisdiction are the adjacent parking areas, the athletic fields, and the other schools.

The school bus is considered part of the school grounds, so once a student enters a bus is considered to be on campus. School grounds are "off limits" after school hours or when school is not in session, unless authorized by a school official. Students who are not involved in extracurricular activities should leave campus at the conclusion of the school day. Students are not allowed to leave school grounds after arrival in the morning until school is dismissed in the afternoon.

G. CLASSROOM RULES

Teachers establish their own classroom rules, which may include other rules outside those stated in this handbook. All students are expected to respect the rights of teachers and other students. Both teachers and students should work toward building a mutual respect for each other's abilities and adjust so that maximum educational benefits will be derived.

H. COMPUTER USE

Antilles High School provides all of its students exceptional access to instructional technology and computers. Students are expected to make productive use of this privilege and use computers strictly for instructional purposes. All students must have a signed computer agreement on file.

Students may not install/use any program other than those provided by the school. The privilege of using computers in school will be immediately revoked for abuses of this privilege. Any acts where students purposefully alter the configuration of any computer, i.e. changing passwords, installing a virus, removing programs, etc., will be considered as participating in the destruction of government property and may be considered vandalism to government property.

I. FIRE ALARM

Willful activation of the fire alarm or calling a false report of an event that could affect health, safety, and welfare of individuals (e.g., "bomb threat") is a Group III Criminal Offense in accordance with the DoDEA-PR Student Behavior Policy. Any student who willfully

activates a fire alarm causing a major disruption to the educational process and other complications may be recommended for expulsion from AHS. Furthermore, a false report results in an inquiry or serious incident, legal action may be taken against the offender.

J. GUESTS

Students are not permitted to bring guests to school during the instructional school day.

K. LOCKS & LOCKERS

1. Lockers are issued to students at the beginning of the school year. They are responsible for maintaining them and keeping their belongings safe.
2. Locks are the responsibility of the student. In the case of an emergency or suspicion of illegal activity, the school administrators may order a lock to be removed or cut, and will not be responsible for replacing them.
3. Lockers are federal government property and shall not be defaced. They are under the jurisdiction of Antilles High School and the Military Police of Fort Buchanan.

L. LOST AND FOUND

Items lost or abandoned in the school will be placed in a designated area in the in the cafeteria. Students who have lost property may request to search through the lost and found for their belongings.

M. PASSES

1. Media Center Passes: Students using the Media Center must have a pass issued by the teacher making the assignment. Only one student per pass.
2. Hall Passes: Students are not permitted in the halls during class period unless they

have a pass from an authorized staff member. Noncompliance may result in an After School Detention.

N. IPODS, HANDHELD GAMES, SPEAKERS, AND OTHER ELECTRONIC DEVICES

Electronic devices of any size, such as iPod's, portable headsets, personal gaming devices, or any other similar listening /recording/ entertaining devices **ARE NOT ALLOWED IN THE SCHOOL CAMPUS** at any time(see definition of school campus).

If any of these items are brought to school they Any area within a 100-yard radius of any building or DoDEA-PR facility is considered are subject to be confiscated and Antilles High School or any of its employees, who will not be responsible for any of these items while in their possession. Any items that are confiscated may ONLY be retrieved by the student's parent or sponsor from the Vice Principal. Furthermore, AHS **will not conduct searches** for these items if they are lost or stolen in school.

O. SCHOOL AWARDS

Various awards are presented during and at the end of the school year for the purpose of recognizing excellence in academics and stimulating others to perform at a higher level.

Awards will not be given to students with poor conduct and/or poor attendance records. Poor conduct is considered as an established pattern of violations to school or DoDEA regulations that has warranted numerous interventions from school administrators.

P. SKATEBOARDS, ROLLER BLADES, AND BICYCLES

Skateboards, roller blades, and bicycles **ARE PROHIBITED** on school grounds **at any time**. Students who bring any of these items are subject to having them confiscated.

Q. SPONSORSHIP CHANGE

In any case that there is a change in the status of a student's sponsor, DoDEA-PR must be immediately informed and a power of attorney provided (if applicable) to the school and the Superintendent's office.

R. TEACHER-PARENT CONFERENCE

Meetings and conferences with teachers are encouraged in the best spirit of enhancing the partnership between the school and the home. These may be scheduled in advance by the parent by calling the office or the teacher, and they can be held before and after school.

S. TELEPHONE USE

The office telephone is for school business and may be used by students ONLY with permission from office personnel in the case of an emergency.

T. TEXTBOOKS

Textbooks are issued free of charge to students upon receipt of a signed form accepting Responsibility for their care and return to the school. Lost books or damaged books must be replaced or paid for by students.

U. VALUABLES AND PERSONAL BELONGINGS

The school will not be responsible for stolen personal belongings, particularly those that are forbidden in **school grounds (cell phones, communication devices, iPods, DVD Players, etc)**. Students should keep money with them and not in book bags, books, desks, or lockers. During Physical Education class (PE), students are REQUIRED to lock their personal belongings in the school provided lockers in each of the locker rooms.

V. VEHICLES

Any student driving a vehicle is required to fill out a Vehicle Agreement form prior to driving to school. The form can be picked up from the office. Student parking is limited. Student vehicles should be parked in the area designated for students. **Students may not park in the teacher assigned parking spaces, front of school, or grass areas.** Violators are subject to being towed or ticketed by Military Police. ****Students designated parking is off campus near the traffic circle.**

*** To be Determined*

W. VANDALISM

Payment for destroyed property by replacing, cleaning, or repainting will be at the student and sponsors's own expense. Also, disciplinary action will be enforced as per Parent Student Handbook. Willful destruction of Government property will be reported to the Military Police

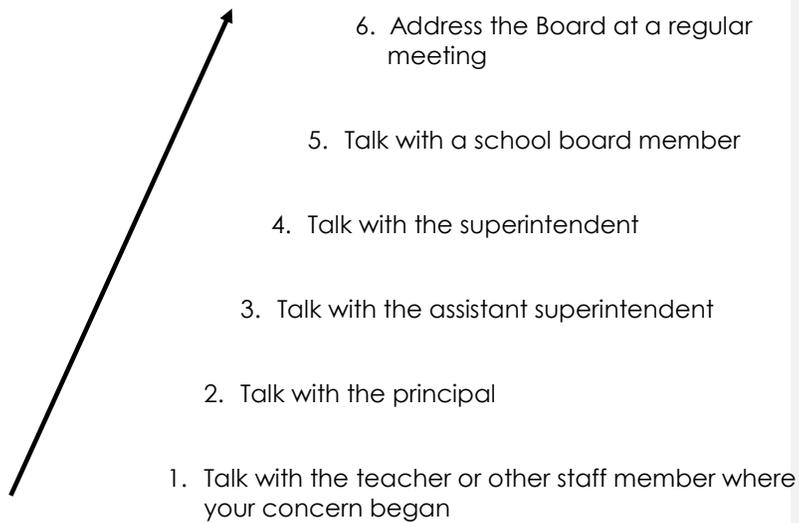
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Chain of Concern

Help us resolve issues at the lowest possible level!

Most issues can be resolved at the level they occur. Our staff is ready to listen and assist our parents and students in order member strengthen our Chain of Concern



DoDEA-PR District

LANGUAGE OF INSTRUCTION POLICY

The DoDEA-PR operates under 10 USC 2164 which states, "In case of a military installation located in a **Commonwealth**...that an education program may be considered appropriate...only if the program is conducted in the English language." In keeping with this law **instruction in classes will be conducted in English. With the following exceptions:**

1. Teachers are expected to follow the guidelines established by **DoDEA** English as a Second Language (ESL) Manual 2440.2 with ESL students. This manual states, "Although English is the language of instruction in the classroom, students are encouraged to continue to develop proficiency in their first language as they acquire English." This manual also states, teachers may **encourage the use of dual languages in the classroom (pg. 34).**
2. In language classes other than English, **full use of the language being studied is appropriate.**
3. In keeping with each teacher and student's first amendment rights, **non-instructional conversations between teachers, students, or teachers and students in classrooms or on campus may be in the language of choice.**

District policy for the use of a second is that **when a student's home language is used during instruction, the teacher will explain in English what was said to the whole class with the exception of one-to-one or small group assistance.** Assembly programs, meetings, publications, and customer relations will be conducted in English with translations as appropriate. Cultural events, culture classes and performances may be exempt from this policy.

*DoDEA Manual 2440.2 is based on educational research and the following:

Memorandum from Former President William J. Clinton, June 17, 1997 that directed agencies to take appropriate action against discrimination in education programs...conducted by the Federal Government. Currently, Title VI of the Civil Rights Act of 1964 generally prohibits discrimination on the basis of race, color, or national origin – in educational programs....that receives Federal financial assistance. However, these laws do not apply to comparable education programs... conducted by the Federal Government. I believe it is essential that the Federal Government hold itself to the same principles of nondiscrimination in educational opportunities that now apply to educational programs.

DoD Directive 1342.20, which states, DoDEA shall provide programs designed to meet the special needs of individuals of limited English-speaking ability.

ZERO TOLERANCE FOR VIOLENCE IN SCHOOLS

DoDEA – PR District

The District Superintendent's mission is to ensure that academic learning takes place in a safe and secure environment free of violence, drugs, and fear.

Safe Schools Record

DoDEA-PR has a historical "safe schools" record with no significant incidences related to firearms, weapons or other dangerous devices, drugs, or gang-related violence.

ZERO TOLERANCE FOR BULLYING

Bullying Applicable to all students

Bullying is a Critical Issue for School Bullying is a critical issue for school safety*. It is defined as intentional, repeated harmful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more children against another.

1. Physical bullying includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.
2. Verbal bullying includes such acts as hurtful name-calling, teasing and gossip.
3. Emotional bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, and ostracizing and peer pressure.
4. Sexual bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual

propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

All reports of bullying will be investigated and resolved expeditiously and the administrator will determine what plan of action is required to avoid perpetuating bullying, which may include suspension or expulsion.

ZERO TOLERANCE FOR WEAPONS

Applicable to all students

Weapons: are items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. They include, but are not limited to, guns, look-alike (replica) guns, knives, razors, box or carpet cutters, slingshots, nun-chucks, and flailing instrument such as a fighting chain or heavy studded or chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant, or any other object concealed, displayed, brandished in a manner that reasonably provokes fear. (Definition from DoDEA 2051.1.)

Offenders are immediately referred to an administrator. The administrator will use "reasonable" Zero Tolerance in determining the consequence for the offense, and referred all criminal offenses to the military policy and or appropriate security agency. **A student who brings a firearm to school must be considered for expulsion because of federal law: Gun-Free Schools Act of 1994**

ZERO TOLERANCE FOR THREATS

Applicable to all students

Any student who makes comments or threats about harming people will be immediately referred to the Principal, who will assume the threat is serious, and the following will occur:

1. Student will be referred to the school psychologist or other appropriate staff member for a preliminary interview.
2. If an imminent danger is perceived, the Military Police will be notified.
3. Parents will be called for an immediate conference.
4. Student will be re-admitted only after the principal is satisfied with the results of the foregoing action.
5. School services, such as, a behavior modification plan and or counseling services may be required for school re-admittance.
6. Acts of violence and threatening behavior are punishable by suspension or expulsion.

ZERO TOLERANCE FOR DRUGS AND/OR ALCOHOL

Applicable to all students

Drugs and/or Alcohol: includes intoxicants, mind-altering inhalants, and controlled

substances. These offenses will be reported to the military police and/or appropriate security agency.

1. Students found to be distributing drugs on school grounds or at school sponsored events will be recommended for suspension or expulsion from school.
2. A mandatory expulsion recommendation will be required for second offense.
3. Students' possession and/or use of illegal drugs/alcohol on school grounds or at school-
4. Sponsored events will be recommended for suspension or expulsion from school.
5. A mandatory expulsion recommendation will be required for second offense.

Zero tolerance is applicable to students with special needs, as determined by the student's Case Study Committee.

Antilles High School
Discipline Procedures

GROUP I: SERIOUS OFFENSES	
<ul style="list-style-type: none"> a. Occasional Unexcused Tardiness to School and/or Class b. Minor Bus Misconduct c. Public Display of Affection d. General Disruption of the Orderly Educational Process e. Disrespect or Use of Vulgarity or Vulgar Gestures toward other Students f. Possession of Tobacco, Cigarettes, Cigars, or other Tobacco Products on School Grounds or at School Activities 	<ul style="list-style-type: none"> g. Misrepresentation or forgery of a Signature and/or an Excuse h. Uniform Code Violation i. Unauthorized Selling of any Product for Personal Profit j. Gambling k. Disruptive Use of Portable Communication Devices (i.e. iPods, beepers, cellular phones, walkie-talkies, etc.) l. Unauthorized sales or fund-raising

GROUP I: PENALTIES	
<ul style="list-style-type: none"> a. Verbal Reprimand b. Administrator/Teacher/Student c. Conference d. Detention e. Parental/Sponsor Conference f. In-School Suspension 	<ul style="list-style-type: none"> g. Restriction of privileges probation h. Suspension of Bus-riding for Bus Infractions i. Parental/Sponsor Monitoring during the School Day j. out of school suspension of 1 to 3 days

GROUP II: MAJOR OFFENSES	
<ul style="list-style-type: none"> a. Defiance of Authority and/or the use of Vulgarity or Vulgar Gestures toward School Personnel b. Disruptive Behavior including on the bus, on campus, the cafeteria, during school activities and/or events c. Breach of Peace – verbal assault d. Simple assault and/or threats e. Smoking f. Stealing g. Cheating and/or Plagiarism h. Truancy i. Mutual Fray, Scuffles between students/fighting j. Hazing, Harassment, and/or the Malicious use of Slurs Based on Race, Gender, Religion, Ethnicity, Language, Background and/or National Origin 	<ul style="list-style-type: none"> k. Sexual Harassment l. Bullying and Intimidation m. Lying or Participating in a Deception which may lead to an Adverse Action Against Another n. Extortion o. Use or Possession of Alcoholic Beverages p. Possession of Paraphernalia Related to the Use of illegal Drugs q. Vandalism/Graffiti r. Chronic Unexcused Tardiness to School and/or Class s. Trespassing into a restricted, unsupervised or secured area t. Instigator or Accomplice to Group II Violation u. Habitual Offender of any Group I and/or Group II Violations

GROUP II: PENALTIES	
<ul style="list-style-type: none"> a. Administrator/Teacher/Student Conference b. Detention c. Parent/Sponsor Conference d. In-School Suspension e. Restriction of Privileges f. Parental/Sponsor Monitoring during the School Day g. Community Service of up to 2 weeks, including holidays and summer breaks 	<ul style="list-style-type: none"> h. Probation i. Out-of School Suspension from 3 through 5 days j. Restriction of Privileges, including participating in sports, attending school functions (dances) and/or attending graduation or Awards ceremonies. 5.k. Suspension of Bus privilege

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GROUP III: CRIMINAL OFFENSES	
<p>a. Aggravated Assault and/or Assault and Battery</p> <p>b. Possession and/or Concealing a Deadly Weapon</p> <p>c. Robbery or Burglary</p> <p>d. Possession, use and/or distribution of illegal substances or Drugs</p> <p>e. Sex violations/pornography</p> <p>f. Fighting</p> <p>g. Aggravated Vandalism</p> <p>h. Willful detonation of a fire alarm without a just cause and/or calling a false report of an event that could affect the health, safety, or welfare of students, employees or visitors to the school (i.e. "Bomb Threat")</p> <p>i. Threats, Bullying, Harassment through the use of personal websites between one AHS</p>	<p>student to another or directed to a school official</p> <p>j. Possession, concealing, and/or Detonation of any Device which may Result in bodily harm</p> <p>k. Arson</p> <p>l. Aggravated Vandalism</p> <p>m. Possession, distribution or offering pornographic material in school grounds</p> <p>n. Repeat Offender to any of the following Group II Violations:</p> <ul style="list-style-type: none"> • Stealing • Vandalism • Mutual fray/scuffle • Sexual Harassment • Truancy <p>o. Instigator or accomplice to any Group III Violation</p> <p>p. Habitual Offender of any Group III Violations</p>

GROUP III: PENALTIES	
<p>a. Parent/Sponsor Conference</p> <p>b. Out-of-School Suspension from 5 through 10 days</p> <p>c. Superintendent's Out-of School suspension for 10 or more days</p> <p>d. Expulsion from DoD DDESS-PR</p> <p>e. Suspension of Bus-riding for Bus infractions</p> <p>f. Probation</p> <p>g. Community Service of up to 4 weeks, including holidays and summer breaks</p>	<p>h. Restriction of Privileges, including participating in sports, attending school functions (dances) and/or attending graduation or awards ceremonies.</p> <p>i. Referral to Appropriate Security Agency (Military Police, Criminal Investigations Div, etc)</p> <p>j. Recommendation for expulsion from the school</p> <p>*Note: A notation will be made on student's permanent record.</p>

DoDEA
Disciplinary Rules and Procedures
Regulation 2051-1
E2 ENCLOSURE 2

DEFINITIONS

E2.1. Accommodation Plan. A written plan specifying the nature of the student's disability and the major life activity(ies), its limits, the basis for determining the disability, the educational impact of the disability, the area(s) for accommodation(s), the accommodation strategies, and documentation as to how the student's progress will be determined.

E2.2. Alternate Educational Setting (AES). A location in or out of school determined by school authorities as the appropriate learning environment for a student because of learning or behavioral issues.

E2.3. Ameliorate. To make or become better, to improve.

E2.4. Behavior Management Plan. A plan for any student (disabled or nondisabled) that provides positive reinforcement for student behaviors intended to deter inappropriate or negative student behavior. The plan may include consequences for misbehavior.

E2.5. Case Study Committee (CSC). In accordance with DoD Instruction 1342.12 (reference (c)), a school-level multidisciplinary team comprised of, among others, an administrator or designee who is qualified to supervise or provide special education, one or more of the student's regular education teachers, one or more special education teachers, sponsor/parent/guardian, and related service providers (if appropriate).

E2.6. Child/Student with a Disability. Any student age 3 through 21 inclusive, before graduation from high school or completion of the General Education Degree, who a Case Study Committee (CSC) has determined has one or more impairments and qualifies for special education and related services under reference (c), or who a 504 Accommodation Team has determined has an impairment of a major life function and is eligible for a 504 Accommodation Plan under reference (d).

E2.7. Corporal Punishment. Physical punishment inflicted on the body of a student by an educator or administrator, typically as a means of discipline.

E2.8. School Day. Any day, including a partial day, that children are in school for instructional purposes.

E2.9. Director. The Director, DoDEA, unless specified as the director of another designated organizational subdivision of DoDEA (e.g., Director, DoDDS-E).

E2.10. Disciplinary Committee. A school committee comprised of school officials and installation/community representatives who are DoD employees. Non-DoD employees may be included on the disciplinary committee if the non-DoD member executes a voluntary services agreement as prescribed by DoD Instruction 1100.21 (reference (f)), and is briefed on protecting student privacy. The disciplinary committee meets to consider disciplinary matters in which Change I, September 8, 2008 12 DoDEA Regulation 2051.1 removal in excess of 10 school days, including expulsion, has been recommended by the principal.

E2.11. Drug Paraphernalia. Any equipment, product, or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance, possession of which is unlawful under U.S. federal law. (See section 863 of 21 U.S.C. (reference (g))).

E2.12. Expulsion. The removal of a student from school for the remainder of a semester, or for a school year; or where misconduct leading to expulsion occurs during the last 6 weeks of the school year the expulsion may be extended to the end of the first semester of the following school year; or for 1 year when the expulsion action is taken with respect to a firearm violation.

E2.13. Firearm. Any weapon (including a starter gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive. This includes any explosive device or weapon; including any explosive, incendiary, poison gas, bomb, grenade, or rocket (reference (i)).

E2.14. Formal Hearing. The process by which the school disciplinary committee reviews the evidence and affords both the school and the student accused of misconduct (and his or her sponsor/parent/guardian) an opportunity to address the allegations of misconduct and the proposed disciplinary action. Formal hearings afford certain due process rights to the student accused of misconduct when the proposed disciplinary action involves removal for more than 10 consecutive school days. These rights include:

E2.14.1. Notice of the allegations and proposed disciplinary action in writing prior to the hearing.

E2.14.2. The opportunity to:

E2.14.2.1. Present a defense in the form of witnesses and/or documentary evidence at the hearing.

E2.14.2.2. Have a representative at the hearing.

E2.14.2.3. Request that relevant questions be asked of witnesses at the hearing.

E2.14.3. A recommended decision made by the disciplinary committee, written findings of fact, and a decision by the district superintendent furnished to the accused.

E2.14.4. A right of appeal to the cognizant Area Director, and the Director, 000EA.

E2.15. Individualized Education Program (IEP). A written document defining specially designed instruction for a student with a disability, ages 3 to 21, inclusive, developed and implemented in accordance with 000 Instruction 1342.12 (reference (c)).

E2.16. Informal Hearing (e.g., conference). Prior to imposing a disciplinary consequence, if possible, without compromising school safety, or as soon as possible after imposing a consequence, the principal or teacher should conduct an informal conference with the student to ensure that the proper student is being disciplined, that he or she knows why the disciplinary action is being taken, and to afford the student a chance to explain his or her involvement in the alleged misconduct.

E2.17. Illegal/Controlled Substance. Includes all illicit drugs (e.g., marijuana, cocaine, amphetamine, methamphetamine, lysergic acid diethylamide, opium, heroin, phencyclidine, barbituric acid, and any compound or derivative of these substances); and illegal substances and/or controlled substances as defined by section 812 of 21 U.S.C. (reference (h)), or host nation law; and legal substances (e.g., readily available chemicals, over-the-counter and prescription drugs) that are abused or misused (e.g., sniffing glue or inhalants, exceeding recommended amounts of pills or other substances, or taking medicine prescribed for another person). A substance legal in the host nation, but illegal and/or controlled by section 812 of 21 U.S.C. (reference (h)), is an illegal or controlled substance under this Regulation.

E2.18. Preponderance of the Evidence. Preponderance of evidence refers to proof that leads the decision maker to find the existence of the fact in issue is more probable than not.

E2.19. Principal. One who holds presiding rank in the school. A principal authorized by this Regulation to take particular disciplinary action includes an assistant principal or any other educator to whom the principal has delegated authority to administer discipline on behalf of the principal.

E2.20. Removal. A disciplinary action taken against a student who is suspended, expelled, or placed in an alternate setting, in or out of school.

E2.21. Serious Bodily Injury. Bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty as defined by section 1365(h)(3) of 18 U.S.C. (reference (k)).

E2.22. Special Education. Specially designed instruction and related services that a student, ages 3 through 21, inclusive, receives when a school Case Study Committee determines a student qualifies pursuant to the requirements of DoD Instruction 1342.12 (reference (c)).

E2.23. Substance Abuse. Includes using, possessing, selling, dispensing, or being under the influence of illegal/controlled substances or alcohol. This includes the unauthorized use of otherwise legal substances. (See paragraph E2.17).

E2.24. Suspension. Removal of a student from classes or school for any period short of expulsion. Suspensions may be in-school or out-of-school. Suspensions from school are not to exceed 10 consecutive school days without a formal hearing. DoDEA Regulation 2051.1

E2.25. Weapons. Weapons, including but not limited to "dangerous weapons" as defined in section 930(g)(2) of 18 U.S.C. (reference (j)), are items carried, presented, or used in the presence of other persons with the intent of threatening or harming any individual. Also included are items that are capable of causing death or serious bodily injury as defined at section 1365(h)(3) of 18 U.S.C. (reference (k)). They include, but are not limited to: guns, ammunition, knives of any blade length, swords, razors, box or carpet cutters, slingshots, nunchucks, blackjacks, brass/metal knuckles, throwing stars; any flailing instrument such as: a fighting chain, heavy studded or chain belt, or objects designed to project a missile; explosives, mace, pepper spray, or any other similar propellant; or any other object or instrument that is made or used in a manner to either inflict or threaten to inflict bodily injury or instill fear (e.g., replica/look-alike gun, baseball bat, laser pointer, letter opener, etc.).

E3 ENCLOSURE 3

GROUNDS FOR DISCIPLINARY ACTIONS

E3.1. General. This enclosure describes student conduct warranting disciplinary action or consequence and provides guidance as to the seriousness of offenses. However, this Regulation does not list every offense nor does it dictate the seriousness of any particular offense. Instead, it describes categories of conduct with sufficient specificity to inform the student of the type of conduct that may result in disciplinary consequence and is intended to alert principals to their flexibility in assessing the seriousness of offenses for purposes of determining the appropriate consequence. Disciplinary sanctions may be imposed for student conduct:

E3.1.1. While on school property.

E3.1.2. While en route between school and home or any school activity.

E3.1.3. While on vehicles owned by the Government or contracted by DoDEA schools for the transport of students. E3.1.4. During the lunch period on a school day, whether on or off campus.

E3.1.5. During or while going to or from all school-sponsored or school-supervised events/activities that affect the missions or operations of the school or district including field trips, sporting events, stadium assemblies, and evening school-related activities.

E3.1.6. When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions. For out-of-school actions that involve First Amendment rights, there must be substantial disruption, or the likelihood of a substantial disruption, to the school.

E3.2. School Bus Discipline. Rules of student behavior and disciplinary procedures prescribed in enclosure 8 that are applicable to students en route by DoD-sponsored school buses between home and school and/or school-sponsored events and activities. The school has the discretion to process disciplinary actions for school bus infractions solely within the context of procedures prescribed in enclosure 8, or as a part of school discipline generally. Disciplinary action that might affect the placement of a student with disabilities must be processed under the disciplinary procedures for students with disabilities. (See enclosures 6 and 9)

E3.3. Additional Guidance at the School/District Level. In addition to this guidance, individual schools; school districts; or directorates may promulgate student policies/manuals that implement the procedures of this Regulation subject to prior coordination in accordance with subparagraph 5.2.8. of this Regulation.

E3.4. Discipline for Minor or First Offenses. A student may be disciplined for relatively minor offenses or first offenses not presenting an immediate threat

of danger to self or others through the use of written or oral reprimands or notice to the sponsor/parent/guardian, time out, teacher/student/conferences, suspension of school or extracurricular privileges, and by any other Change 2, 03/23/12 16 DoDEA Regulation 2051.1 teacher intervention deemed by the teacher or principal to be appropriate. Minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to: tardiness, unexcused absence, chewing gum or eating food in class, running or horseplay in the halls or classrooms, use of offensive language; disrupting the class by talking, laughing, or wandering about when the teacher determines that such conduct is inappropriate to the classroom activity. Nothing in this paragraph precludes the imposition of more serious disciplinary actions when a student engages in repeated or multiple acts of misconduct and the teacher or principal determined that the nature of the offense, in the context of all circumstances, warrants a more severe consequence than contemplated by this paragraph. Grade (score) reduction as a disciplinary action is not an appropriate means of discipline.

E3.5. Grounds for Removal. A student may be disciplined, to include removal from school (i.e., suspension, expulsion, or out of school placement) in appropriate circumstances; when a preponderance of the evidence demonstrates that the student has engaged in any of the following acts of misconduct:

E3.5.1. Causing, attempting to cause, or threatening to cause, physical injury to another person; or has threatened to use or has used physical force against any person, including physical force that causes serious bodily injury to a person, as defined by section 1365(h)(3) of 18 U.S.C. (reference (k)).

E3.5.2. Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (i)), (e.g., any firearm, knife, explosive, incendiary device, or dangerous object) at the school or at a school-sponsored activity. A minimum 1-year expulsion is required for the possession of firearms.

E3.5.3. Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages.

E3.5.4. Possessing or using tobacco, or any product containing tobacco or nicotine products; including, but not limited to: cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut.

E3.5.5. Possessing, using, distributing, or the attempted possession; use or distribution of any illegal/controlled substance; as defined in enclosure 2. A mandatory expulsion recommendation is required for a second offense.

E3.5.6. Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.

E3.5.7. Robbing or extorting, or attempting robbery or extortion.

E3.5.8. Damaging or vandalizing school, U.S. Government, contractor, or private property. 17 DoDEA Regulation 2051.1

E3.5.9. Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.

E3.5.10. Committing any lewd, indecent, or obscene act; or engaging in habitual profanity or vulgarity.

E3.5.11. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This provision includes not only horseplay and other forms of disorderly conduct, but also includes: lying to and/or making false statements to school personnel, and/or the violation of other rules and guidance established for an orderly educational atmosphere.

E3.5.12. Failing to leave the school, the school grounds, the school bus, or otherwise failing to follow the instructions/directions of the principal or staff member in charge after being told to do so; or is otherwise not authorized to be present in such areas (e.g., expelled or removed).

E3.5.13. Gambling in any form.

E3.5.14. Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.

E3.5.15. Bullying (including cyber bullying) another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person).

E3.5.16. Using portable communications devices contrary to school policy (e.g., beepers, cell phones, personal computers, BlackBerrys; other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including: cameras, electronic games, portable radios, compact disc players, iPods, portable DVD players, or similar devices). Such equipment and devices are subject to confiscation by school authorities.

E3.5.17. Engaging in, or attempting to engage in, acts of arson, making a threat to bomb, burn, or destroy in any manner a school building or school property, or intentionally making a false report of a bomb threat or fire (e.g., making a terrorist or bomb threat, pulling a fire alarm, etc.).

E3.5.18. Forging, cheating, or plagiarizing the work of others.

E3.5.19. Possessing or using fireworks or other explosive devices.

E3.5.20. Violating attendance regulations or policies (i.e., truancy). Change I, September 8, 2008 18 DoDEA Regulation 2051.1

E3.5.21. Violating the terms and conditions of the DoDEA Student Computer and Internet Access Agreement, or by illegal or unauthorized means gain access to the computers, software telecommunications, and related technologies of others; engage in any willful act that causes physical or financial damage or otherwise disrupts information technology, or use a computer or communications device to communicate threatening, harassing, indecent messages; or download obscene or pornographic materials.

E3.5.22. Violating any law, rule, regulation, or policy of the military installation or the school. E3.5.23. Failing to report or otherwise be complicit in the above-described acts.

E3.6. Notice to Law Enforcement Authorities. The principal of the school shall notify the Installation Commander, or his or her designee for law enforcement or legal affairs, of any acts that may violate local laws or any situations that may pose a threat to the safety or security of the installation.

E3.7. Confiscation of Property. Authorized school officials may immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by this Regulation, or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the rightful owner or the student's sponsor as soon as is practicable and safe, or issue a receipt for its retention until such time as it may be returned. Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of disciplinary action.

E4 ENCLOSURE 4

PROCEDURES FOR IMPOSING DISCIPLINARY ACTION, INCLUDING REMOVAL UP TO 10 CONSECUTIVE SCHOOL DAYS

E4.1. General Applicability. The provisions of this enclosure apply to all students, including students with disabilities when consistent with the provisions of enclosure 6 of this Regulation.

E4.2. Educator Responsibilities. Principals, teachers, and other educational staff have the responsibility to exercise disciplinary control over their classrooms and the student(s) under their supervision in a fair and impartial manner in accordance with the procedures specified in this Regulation. They are authorized to enforce discipline by teaching students that consequences flow from inappropriate behavior.

E4.3. Teacher Authority to Discipline. Actions available to a teacher include, but are not limited to: reprimand, time-out, assignment to particular study carrels, notice to and conference with sponsor/parent/guardian, extra work, detention, and any other practice that is reasonable and does not involve removal or otherwise violate this Regulation.

E4.3 .1. A teacher may require a student to leave the classroom and go to the principal's office or another setting for a class period, or a day, in order to preserve discipline, while the matter is reported to the principal.

E4.3.2. Removal of a student from class or school for a period up to 10 consecutive school days may be recommended by the teacher, but only the principal or designee may initiate or impose a disciplinary action resulting in such a removal.

E4.4. Principal's Authority to Remove (Suspend). The principal may remove a student and/or revoke or suspend a student's privilege of participating in any school-related activity or extracurricular event (e.g., sports, school dances, graduation exercises, field trips, etc.) for any of the reasons set forth in enclosure 3, for no more than 10 consecutive school days.

E4.5. Informal Conference. When exercising discipline under this enclosure, the principal or teacher must conduct an informal conference with the student. The purpose of the conference is to ensure that the proper student is being disciplined, the alleged infractions actually occurred, the student has the opportunity to give his or her side of the incident, and the student knows why he or she is being disciplined. This informal conference generally will occur immediately upon notifying the student that he or she is being considered for discipline. All necessary fact gathering will be accomplished immediately; perhaps during the informal conference. The principal or teacher must determine from the evidence available that a preponderance of the evidence requires the imposition of a consequence.

E4.5.1. notice to the Student and Student When Discipline Is Imposed Under this Enclosure. The principal or teacher shall:

E4.5.1.1. Advise the student why disciplinary action is being taken against the student.

E4.5.1.2. Summarize the information that the teacher or principal is relying upon to conclude that the accused student committed an act described in enclosure 3.

E4.5.1.3. Afford the student, or his or her sponsor/parent/guardian, the opportunity to explain the alleged misconduct, and to present evidence that supports the student's explanation that the student has not committed an act as set forth in enclosure 3.

E4.5.2. Fact-finding and Decision. The principal or teacher shall:

E4.5.2.1. Make any reasonable inquiry necessary to resolve the questions of the student's culpability or mitigation and to make a determination whether a consequence is necessary or appropriate.

E4.5.2.2. Announce to the student the finding as to whether the student committed an act set forth in enclosure 3.

E4.5.2.3. Inform the student as to the disciplinary consequences, if any, that are being imposed.

E4.5.2.4. Advise the student of the appeal procedures, as described in paragraph

E4.6. of this enclosure.

E4.5.3. Notice Required upon Removal (regardless of the age of the student). Upon deciding that a student will be removed, the principal or designee shall:

E4.5.3.1. Contact the student's sponsor/parent/guardian in person or by telephone and advise the sponsor/parent/guardian of the removal; and

E4.5.3.2. notify the student's sponsor/parent/guardian in writing of the removal by sending a copy of the notice home with the student and by mailing or e-mailing to the sponsor/parent/guardian a copy of same, generally within one school day of the decision. If e-mail is used as the notification method, the principal or designee shall call the student's sponsor/parent/guardian to ensure he or she knows that an e-mail notice was sent. The notice shall include:

E4.5.3.2.1. A statement of facts leading to the decision to remove the student.

E4.5.3.2.2. A statement that the student is to remain away from school, school grounds, and/or activities under the jurisdiction of the school during the period of removal unless given written authorization by the principal to be present.

E4.5.3.2.3. The date and time the student is authorized to return to school.

E4.5.3.2.4. A request that the sponsor/parent/guardian attend a conference with school officials regarding the student's behavior.

E4.5.3.2.5. notice of the appeal procedures by which the student may appeal the removal.

E4.6. Appeals.

E4.6.1. Appeals Not Involving Removal. Appeals from disciplinary actions imposed by a teacher or a principal that do not involve removing a child from the school are resolved through a conference (informal hearing) between the sponsor/parent/guardian and the teacher or principal.

E4.6.1.1. The request for a conference must be submitted orally or in writing to the teacher or principal, whoever imposed the discipline, within 5 days of the imposition of the discipline.

E4.6.1.2. The teacher or principal promptly shall hold a conference with the sponsor/parent/guardian.

E4.6.1.3. The teacher or principal shall issue a decision, oral or written, within 10 days of holding a conference.

E4.6.1.4. The sponsor/parent/guardian may request a further conference with the principal, if the conference is held by the teacher without the principal. The principal is the final appellate authority for discipline not involving removal from the school; whether the discipline is imposed by a teacher or the principal.

E4.6.2. Appeals Involving Removal for 10 Days or Fewer.

E4.6.2.1. A student disciplined under this enclosure may file a written appeal of the disciplinary action within 5 school days of the imposition of discipline with the district superintendent (appellate authority). The sponsor/parent/guardian/student must simultaneously provide a copy of his or her appeal to the principal who imposed the removal.

E4.6.2.2. The student/sponsor/parent/guardian or the school may present new or previously undiscovered documentary evidence as long as the document is provided to the other party.

E4.6.2.3. The principal shall forward a copy of the record developed in the disciplinary proceedings to the superintendent upon notice an appeal has been filed.

E4.6.2.4. The appeal must describe in full detail why the discipline assessed is inappropriate.

E4.6.2.5. The appeal to the district superintendent is a paper review, affording no party the right to be present or to make oral arguments.

E4.6.2.6. The district superintendent will issue the student/sponsor/parent/guardian a final written decision. No further appeal is authorized.

E4.6.2.7. The school need not defer the imposition of any disciplinary consequence pending the appeal, particularly when the discipline is being taken to protect students or to prevent disruption in the classroom.

E4.6.3. If the basis for the disciplinary action or the disciplinary consequence is reversed on appeal, all records of a student having being disciplined shall be removed from the student's disciplinary file, and notice will be sent to the student's sponsor/parent/guardian to disregard the prior notice of removal and to remove and destroy such prior notices.

E5 ENCLOSURE 5

PROCEDURES FOR REMOVAL OVER 10 CONSECUTIVE SCHOOL DAYS. INCLUDING EXPULSION

E5.1. General Applicability. The following procedures apply in cases where the principal, or designee, determines that a removal for more than 10 consecutive school days, including expulsion, may be warranted and the student is not eligible for or receiving special education services (requiring processing in accordance with enclosure 6). The procedure for a removal in excess of 10 consecutive school days requires a formal hearing before a school disciplinary committee and a decision by the district superintendent. Prior to proceeding with any disciplinary action at this level, it is incumbent upon the school administrator to assess the severity or seriousness of the incident; the student's age, past history, and ensure the disciplinary action being pursued is appropriate for the offense.

E5.2. Notice of Proposed Removal for Over 10 School Days (Including Expulsion).

E5.2.1. The principal will immediately notify the student and the student's sponsor/parent/ guardian in writing of the proposed discipline (removal in excess of 10 consecutive days to expulsion).

E5.2.2. The notice shall:

E5.2.2.1. State the reason(s) for the proposed discipline in sufficient detail to inform the recipient of the nature of the alleged offense and to allow the recipient to answer to the allegations.

E5.2.2.2. Identify the specific proposed punishment (e.g., out-of-school removal for over 10 days, loss of extracurricular activity privilege for over 10 days, immediate removal for over 10 days pending disciplinary committee review, etc.) to be considered by the disciplinary committee.

E5.2.2.3. Provide a copy of this Regulation.

E5.2.2.4. State a right to a prompt hearing, the date of that hearing or the manner in which the date for the hearing will be established by the principal in consultation with the sponsor/parent/guardian.

E5.2.2.5. State the right of a student/sponsor/parent/guardian to waive a hearing.

E5.2.2.6. State the right of the student to be represented by the sponsor/parent/guardian, legal counselor other representative in a hearing before the disciplinary committee. E5.2.2.7. State the right to present a defense at the hearing, including the presentation of evidence and calling of witnesses to refute the allegations of misconduct and to mitigate the severity of the proposed disciplinary action.

E5.2.2.8. State the school administration's right to present evidence, call witnesses, and be represented by counselor other representative.

E5.2.2.9. State the procedures that the student may exercise to appeal any determination the student believes is adverse to his or her interests.

E5.3. Procedures for Appointing the School Disciplinary Committee. In consultation with the district superintendent, the principal:

E5.3.1. Will appoint a school disciplinary committee at the start of each school year, or whenever reasonably practicable thereafter. The disciplinary committee shall be composed of an odd number of members (not less than 3) each of whom must be either a 000 employee, or a non-DoD employee who has executed a voluntary services agreement in accordance with reference (t), and received instruction in protecting student privacy.

E5.3.2. Shall ensure that representation on the committee is heterogeneous and that no group has disproportionate membership: The school disciplinary committee membership may be from any combination of the following groups, as appropriate:

E5.3.2.1. School administrator(s) from another school or the district.

E5.3.2.2. Member(s) of the school board, school, or Installation Advisory Committee, school improvement committee, etc.

E5.3.2.3. Representative(s) from the installation command with the concurrence of the Commander or his or her designee.

E5.3.2.4. Educator(s) or community member(s) with special expertise of benefit to the committee (e.g., background in special education, behavior management, etc.).

E5.3.3. May adjust the membership, as necessary. For example, add a member(s) with special expertise (e.g., a special educator in a case involving a student suspected of or with a disability); substitute for or replace a member who is unavailable; increase the membership, if the matter is serious enough to warrant greater community involvement; or excuse a member when the principal determines that the member has a potential conflict of interest.

E5.3.4. Shall disqualify any member of the disciplinary committee who has a personal relationship with any student or the sponsor/parent/guardian of any student brought before the disciplinary committee.

E5.3.5. Will ensure the disciplinary committee takes no disciplinary action involving a student with disabilities unless and until a CSC has determined, pursuant to the procedures in enclosure 6, that further action by the disciplinary committee is appropriate.

E5.3.6. Will obtain a signature on a voluntary services agreement prescribed by reference (l) for any member of the school disciplinary committee who is not a 000 employee, and will brief each such member on his or her duties to protect the confidentiality of the evidence presented, deliberations by, and identification of any student appearing before the disciplinary committee.

E5.4. Hearing Procedures.

E5.4.1. The principal shall:

E5.4.1.1. Convene the disciplinary committee to conduct a hearing promptly after the principal decides to recommend a disciplinary action involving removal from the school for a period in excess of 10 days.

E5.4.1.2. Appoint or allow the disciplinary committee to elect a member of the committee to serve as its chairperson to manage the hearing.

E5.4.1.3. Appear and represent or appoint the assistant principal or another administrator to appear and represent the interests of the school before the disciplinary committee.

E5.4.1.4. Ensure that a record is made regarding the matters presented at the school disciplinary hearing by furnishing the disciplinary committee with a tape recorder or a court reporter to record the proceedings. If a tape recorder is used, at least two copies of the tapes shall be made; with one being presented to the student facing discipline, immediately after the conclusion of the hearing.

E5.4.1.5. Promptly send the record of the disciplinary committee; including the evidence, the written decision, and any notes or deliberations, to the district superintendent for a decision.

E5.4.2. Disciplinary Committee/Chairperson Duties. The chairperson rules on objections and requests from parties at the hearing and ensures that:

E5.4.2.1. The student, sponsor/parent/guardian, student's representative, and the school's administration or representatives are afforded an opportunity to present evidence in the form of witnesses and/or documentation.

E5.4.2.2. No member of the disciplinary committee is a witness in the disciplinary proceeding.

E5.4.2.3. The hearing proceeds in an orderly and timely manner.

E5.4.2.4. The committee meets in closed session (not transcribed or taped) to determine appropriate findings of fact, and recommend appropriate action; as determined by the majority of the members. The committee meets after it has provided all parties a sufficient opportunity to be heard.

E5.4.2.5. The committee prepares a written report of its findings of fact and its recommendations on disposition, including any relevant attachments, and forwards it to the principal who shall forward it to the District Superintendent

with the rest of the record in accordance with paragraph E5.4.1.5. of this enclosure.

E5.4.2.6. The committee report identifies, as appropriate, specific extenuating (i.e., self defense or other matters suggesting a reason to find no misconduct), mitigating (i.e., evidence of sincere remorse; accident or mistake; attempts to ameliorate injury; assistance in identifying other perpetrators, etc.), or aggravating (i.e., multiple prior offenses; seriousness of the offense; apparent maliciousness of the perpetrator; extent of injuries caused, etc.) circumstances that influenced the committee's deliberations and recommendation.

E5.4.2.7. The committee is mindful of the requirements to protect Privacy Act information in accordance with (reference (e)). E5.5. Deciding Official (District Superintendent). E5.5.1. The district superintendent, after review and consideration of the recommendation of the disciplinary committee, promptly prepares and delivers to the student, or the student's representative, his or her written decision stating the findings of fact and disciplinary action; if any, to be taken against the student.

E5.5.1.1. The district superintendent's written decision may agree or disagree with the disciplinary committee's findings of fact and/ or the recommendations concerning disciplinary action.

E5.5.1.2. The district superintendent shall ensure that his or her decision explains the basis for the disagreement.

E5.5.2. There is no requirement for the district superintendent to attend the disciplinary committee hearing; however, the district superintendent or his or her designee may attend the hearing if feasible.

E5.6. First Level Appellate Authority (Area Director).

E5.6.1. The student or his or her representative has five school days from the date of receipt of the district superintendent's decision to appeal the decision by writing to the Area Director, with a copy to the district superintendent; explaining/arguing the basis of the appeal and including any documentary evidence relied upon to support the appeal. The appeal may address and/or seek review of the district superintendent's findings of fact, the disciplinary consequence, or both.

E5.6.2. If the student, or his or her representative, appeals the decision, the district superintendent forwards the case file upon receipt of a copy of the appeal to the Area Director. The case file includes the hearing tapes and/or transcript, all memoranda, exhibits, documentary evidence, and any arguments or other written submissions prepared by the student and his or her sponsor/parent/guardian/ representative. In addition, the student's school records are always reviewable by the deciding official.

E5.6.3. The Area Director will review the case file as expeditiously as possible, normally within 10 business days of the receipt of the hearing record, and render a decision in writing.

E5.7. Second Level (Final) Appellate Authority (Director, DoDEA)

E5.7.1. The student or his or her representative have five school days from the date of receipt of the Area Director's decision to appeal the decision in writing to the Director, DoDEA, with a copy to the Area Director, explaining/arguing the basis of the appeal, and including any documentary evidence relied upon to support the appeal. The appeal may address and/or seek review of the Area Director's findings of fact, the disciplinary consequence, or both.

E5.7.2. If the student appeals the decision, the Area Director forwards the case file to the Director, DoDEA, upon receipt of a copy of the appeal. The case file includes the hearing tapes and/or transcript, all memoranda, exhibits, documentary evidence, and any arguments or other written submissions prepared by the student and his or her sponsor/parent/guardian/ representative.

E5.7.3. The Director, DoDEA, will review the case file as expeditiously as possible, and render a decision in writing, normally within 10 business days of the receipt of the hearing record.

E5.7.4. The Director, DoDEA, will issue his or her written decision on an appeal as soon as practicable, normally within 10 days of receipt of the appeal/case file.

E5.8. Other Considerations.

E5.8.1. No student who has been expelled or suspended pursuant to this enclosure may enroll in any other school within DoDEA without express authorization of the district superintendent from the school that administered the discipline and the district superintendent of the new school.

E5.8.2. The suspension or expulsion will not be stayed pending the outcome of the disciplinary hearing process.

E5.8.3. The term of an expulsion should not extend beyond the end of the current school year, except when:

E5.8.3.1. The violation is a firearm violation.

E5.8.3.2. The misconduct leading to expulsion occurs during the last 6 weeks of the school year, in which case the expulsion may be extended to the end of the first semester for the following year.

E5.8.4. Students expelled from DoDEA will be provided the opportunity to obtain academic counseling at the closest DoD school. The principal will identify appropriate correspondence courses or other appropriate educational programs for the duration of the expulsion. If the principal

determines that correspondence courses are the most appropriate method of affording educational services during the expulsion, they will be provided at DoDEA's expense for students who are eligible or space-required; however, the sponsor/parent/guardian must bear the expense for a student who is space-available or otherwise not eligible.

E6. ENCLOSURE 6

MODIFIED PROCEDURES FOR THE ADMINISTRATION OF DISCIPLINE OF CHILDREN/STUDENTS WITH DISABILITIES ELIGIBLE FOR SPECIAL EDUCATION UNDER REFERENCE (c)

E6. 1. Applicability. The rules in this enclosure modify the rules in enclosure 5 and must be followed when a student with disabilities, as defined under reference (c), is proposed for disciplinary action that would change the student's placement.

E6.2. Change of Placement.

E6.2.1. It is a change of placement if a child with disabilities is removed from his or her current placement for more than 10 consecutive school days.

E6.2.2. A change of placement may result after a student has been removed for 10 cumulative days in a school year if the CSC determines, after considering the following circumstances, that the student with disabilities has been subjected to a series of removals that constitute a pattern:

E6.2.2.1. The series of removals total more than 10 school days in a school year.

E6.2.2.2. The student's behavior is substantially similar to his or her behavior in previous incidents that resulted in the series of removals.

E6.2.2.3. The length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

E6.2.2.4. Any other relevant facts, such as the pattern of exclusions in the previous school year.

E6.2.3. A change of placement determination is subject to review by a hearing officer in accordance with the provisions of enclosure 9 of reference (c).

E6.3. Notification of Change of Placement. On the date the decision is made to make a removal that constitutes a change of placement for a child with a disability because of student misconduct, the school must notify the parents of that decision, and provide the parents the procedural safeguards notice described in reference (c).

E6.4. Period of Removal: School personnel may remove a child with a disability who engaged in misconduct from his or her current placement to an appropriate interim alternative educational setting (AES), another setting, or suspension:

E6.4.1. For not more than 10 consecutive school days; to the extent those alternatives are applied to children without disabilities.

E6.4.2. For additional removals of not more than 10 consecutive school days

in that same school year for separate incidents of misconduct; as long as those removals do not constitute a pattern under subparagraph 6.2.2.

E6.4.3. Special Circumstances: School personnel may remove a child with a disability to an interim AES for a period up to 45 school days; if the student:

E6.4.3.1. Carries a weapon to school, or possesses a weapon.

E6.4.3.2. Possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance.

E6.4.3.3. Inflicts serious bodily injury upon another person.

E6.4.4. Extended Removal by Hearing Officer. In other circumstances when school personnel believe that returning the student to his or her current educational placement is substantially likely to cause injury to the student or to others, the school should contact the DoDEA Office of the General Counsel, petitioning for an expedited hearing before a hearing officer who is empowered to remove the student to an interim AES for up to 45 school days.

E6.5. Services Required During Removal.

E6.5.1. If a student with a disability is removed from his or her placement for 10 cumulative school days or less in a school year, the school is required only to provide services comparable to the services it provides to a student without disabilities who is similarly removed.

E6.5.2. If a student with a disability is removed from his or her placement for more than 10 consecutive or cumulative school days, the student must:

E6.5.2.1. Continue to receive educational services, to enable the student, although in another setting, to continue participating in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

E6.5.2.2. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not recur.

E6.5.3. Once a student with a disability has been removed for more than 10 cumulative school days within a school year, the next time the student is proposed to be removed for disciplinary reasons, the CSC must determine whether the pattern of removals constitutes a change of placement.

E6.5.3.1. If the CSC determines the removals do not constitute a pattern, and the pending removal is not a change of placement, then the esc determines the extent to which services are needed to enable the child to continue participating in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

E6.5.3.2. If the esc determines that there is a pattern of removals that constitutes a change of placement, then the CSC must conduct a manifestation determination.

E6.5.4. If, during the period of removal the student enrolls in an alternate educational program at personal expense, or a DoDEA sponsored correspondence program; DoDEA will provide services required by the IEP at the alternate educational setting established by DoDEA.

E6.6. Manifestation CSC Determination Required.

E6.6.1. A principal must give the notice required by reference (c) and convene a manifestation determination meeting with the CSC; consisting of the school, the parent, and relevant members of the child's CSC as determined by the parent and the school:

E6.6.1.1. Within 10 school days of making a disciplinary decision that would remove a student with disabilities for more than 10 consecutive school days; or

E6.6.1.2. For a period in excess of 10 cumulative school days when the student has been subjected to a series of removals that constitute a pattern.

E6.6.2. The manifestation CSC will review all relevant information in the student's file (including the IEP, any teacher observations, and any relevant information provided by the sponsor/parent/guardian) to determine whether the misconduct was a manifestation of the student's disability.

E6.7. CSC Determination that Misconduct Did Not Result from the Student's Disability. The CSC will promptly:

E6.7.1. Forward the case and a recommended course of action to the principal, who may refer the case to a disciplinary committee for processing under enclosure 5.

E6.7.2. Reconvene following a disciplinary decision that would change the student's placement, to revise the student's IEP and/or devise a suitable alternate educational setting and delivery system to ensure the student receives services consistent with his or her IEP.

E6.8. CSC Determination that Misconduct Results from a Student's Disability.

E6.8.1. The student's misconduct is a manifestation of his or her disability when all information described in subparagraph E6.2.2. of enclosure 6, has been reviewed and the CSC determines that the student's conduct was:

E6.8.1.1. Caused by, or had a direct and substantial relationship to, the student's disability; or E6.8.1.2. Was the direct result of the school's failure to implement the student's IEP.

E6.8.2. Special Procedures When Misconduct is a Manifestation. The principal must immediately convene the student's IEP CSC to:

E6.8.2.1. Conduct a functional behavioral assessment and implement a behavioral management plan; if no such assessment had been conducted

or plan devised by the school prior to the decision to remove the student from his or her placement.

E6.8.2.2. Review any existing behavioral intervention and/or disciplinary plan and modify it as necessary to address the behavior.

E6.8.2.3. Revise the student's IEP and/or placement and delivery system to ensure the student receives services consistent with his/her IEP; or

E6.8.2.4. Return the student to the placement from which he or she was removed unless the school and the sponsor/parent/guardian both agree to a change of placement as part of the modification of the behavioral intervention or disciplinary plan:

E6.8.2.4.1. Not later than the end of 10 school days of removal; or

E6.8.2.4.2. Not later than the end of the 45th day, if the student committed a weapons or drug offense or caused serious bodily injury; for which he or she has been removed to an alternative educational setting prescribed by the CSC for not more than 45 school days.

E6.8.2.5. Take immediate steps to remedy deficiencies if the school, the sponsor/parent/guardian, and relevant members of the child's CSC determine the conduct in question was the direct result of the school's failure to implement the IEP.

E6.9. Protections for Children Not Determined Eligible for Special Education at the Time of Misconduct. A student who has not been determined eligible for special education and related services; who has engaged in misconduct, may assert any of the protections provided for in this enclosure; if the school had knowledge that the student was a student with a disability BEFORE the behavior occurred that precipitated the disciplinary action.

E6.9.1 Basis for Knowledge. The school is deemed to have knowledge that a student is a student with a disability if, before the behavior occurred:

E6.9.1.1. The sponsor/parent/guardian of the student expressed concern in writing that the student is in need of special education and related services to a teacher of the student, the school principal, assistant principal, or the school special education coordinator; or

E6.9.1.2. The sponsor/parent/guardian had requested an initial evaluation of the student under reference (c); or

E6.9.1.3. The student's teacher or other educational personnel expressed specific concerns directly to the CSC or to other supervisory personnel of DoDEA, about a pattern of behavior demonstrated by the student.

E6.9.1.4. Exception.

E6.9.1.4.1. The student has been evaluated and determined to be ineligible for services, in accordance with the procedures of reference (c).

E6.9.1.4.2. The school shall not be deemed to have knowledge that the student is a student with a disability if the sponsor/parent/guardian of the student has:

E6.9.1.4.2.1. Not allowed an evaluation for special education and related services, or

E6.9.1.4.2.2. Has refused services.

E6.9.2. Conditions That Apply if No Basis of Knowledge Before Misconduct:

If the school does not have knowledge, prior to taking disciplinary measures against a student, that he or she is a student with a disability; in accordance with subparagraph E6.5.1, the student may be subjected to the disciplinary measures applicable to students without disabilities who engaged in comparable behaviors.

E6.9.3. Evaluation Requested During Pendency of Disciplinary Action.

E6.9.3.1. If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted on an expedited basis. Pending the results of the evaluation, and provided such services as are required by this Regulation, the student shall remain in the educational placement determined by school authorities; which may be in the regular classroom or the location to which the student is removed.

E6.9.3.2. If the student is determined to be eligible for special education and related services, the school shall provide special education and related services in the setting in which the student is then placed. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the school must provide special education and related services in accordance with this enclosure.

E6.10. Special Education Dispute Resolution Proceedings Invoked. When a sponsor/parent/guardian invokes dispute resolution procedures under reference (c):

E6.10.1. To challenge the student's disciplinary removal to an alternate educational setting or the manifestation determination; or

E6.10.2. The school challenges the current placement of the child under the IEP alleging that it is substantially likely to result in injury to the student or to others;

E6.10.3. The student's placement will be the alternate educational placement pending the decision of the hearing officer or the expiration of the authorized alternate placement, whichever occurs first, unless the school and the sponsor/parent/guardian agree otherwise.

E6.11. Referral To and Action by Law Enforcement and Judicial Authorities.

E6.11.1. Rule of Construction. Nothing in this Regulation prohibits a school from reporting a crime committed by a child with a disability to appropriate authorities, or prevents military, host nation, or State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal, host nation, and State law to crimes committed by a student with a disability.

E6.11.2. Transmittal of Records. An agency reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is in accordance with DoD 5400.11-R (reference (e)).

E6.12. Removal from the School Bus. A CSC, including a representative from the transportation office, must convene when a student with disabilities is proposed for removal from school bus privileges for over 10 consecutive school days. A CSC need not be convened prior to removal from the bus if:

E6.12.1. The removal, regardless of the duration (if the removal is included as a permissible strategy in the behavior management plan), and the plan also describes the circumstances under which the removal for specified durations is appropriate.

E6.12.2. Alternative transportation to and from school is available for the student during the period of removal.

E6.13. Sponsor/Parent/Guardian Consent. The sponsor/parent/guardian may:

E6.13.1. Consent to short-term extensions of a student's removal when the sponsor/parent/guardian and principal agree that a short-term extension will preserve the welfare of the student or of other students or personnel in the school.

E6.13.2. Confirm with the school a date, as soon as possible following a consensual extension of any removal, on which a CSC will convene to determine the student's IEP or placement

E8. ENCLOSURE 8

STUDENT SCHOOL BUS BEHAVIOR MANAGEMENT POLICY

E8.1. General. 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. As such, principals are equally as responsible for discipline on school buses as they are on school campuses. Principals may take disciplinary action for school bus misconduct consistent with this enclosure or may process them in accordance with procedures available for other school discipline. Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner. Nothing in this enclosure precludes the principal from exercising appropriate discipline, including suspending the student from school or from school related activities, for misconduct on school buses.

E8.2. Applicability. This policy applies to all DoDEA schools. However, in a few instances, the primary responsibility for enforcing school bus safety and disciplinary control remains with the Military Service; pursuant to a Memorandum of Understanding (MOU) agreed upon by, and available from, the Area Director's Office and the respective major command. Area Directors will amend these MOUs to ensure that Military Command disciplinary policy is consistent with the policy in this enclosure.

E8.3. Discipline of Children/Students with Disabilities. Discipline of students with disabilities must be consistent with provisions of enclosure 6. A student with disabilities may not be removed from the school bus for more than 10 consecutive days unless the Case Study Committee has determined that the student's removal does not constitute a change in placement or otherwise interfere with the student's free appropriate public education. In most instances, a student with disabilities can be removed from the school bus for more than 10 consecutive only when alternate means of transportation are available.

E8.4. Responsibilities.

E8.4.1. Student Responsibilities. Students are responsible for:

E8.4.1.1. Complying with the behavior standards for school bus students (attachment E8.A 1.) and with the general behavior standards of enclosure 3.

E8.4.1.2. Obeying the instructions of bus drivers, DoDEA personnel, and military officials.

E8.4.1.3. Attending and completing school bus safety training sessions when offered by the school or military installation. E8.4.1.4. Presenting a school bus pass on demand, where bus passes are used.

E8.4.1.5. Reporting the loss of damage of school bus passes, if used, to the local school bus management office or school administrator's office.

E8.4.2. Sponsor/Parent/Guardian Responsibilities. The sponsor/parent/guardian is responsible for:

E8.4.2.1. Ensuring that student family members afforded school bus riding privileges have been advised of, and understand, the school bus behavior management policy, and understand that bus service is a privilege, not a right.

E8.4.2.2. Ensuring that student family members have valid school bus transportation passes, if required.

E8.4.2.3. Ensuring the safety of student family members to, from, and while waiting at the bus stop.

E8.4.2.4. Ensuring that student family members are at the designated bus pickup point 5 minutes before the scheduled arrival of the bus.

E8.4.2.5. Reporting incidents to the local DoDEA school bus office management officials of unsafe or unruly behavior observed on school buses and at school bus stops.

E8.4.2.6. Providing school personnel with timely written notification, including by email, when a student has a change in his or her normal transportation schedule or plan.

E8.4.2.7. Getting their student family members to and from school in accordance with school arrival and departure policies if their bus riding privileges are suspended by DoDEA or appropriate military officials.

E8.4.2.8. Serving as a bus monitor when required by the military commander.

E8.4.2.9. Acknowledging that student ridership is contingent upon sponsor/parent/guardian agreement to these responsibilities described in this enclosure.

E8.4.3. School Principal Responsibilities. School principals, or designees, are responsible for:

E8.4.3.1. The overall administration and success of their school bus discipline program.

E8.4.3.2. Making school policy, in which it is clear that the time students spend going to and from school is an extension of their school day, and that school buses are an extension of the school campus.

E8.4.3.3. Taking appropriate action when student school bus misbehavior occurs; to include: collecting, when investigative assistance is otherwise unavailable, the facts necessary to resolve factual matters; deciding and announcing what discipline is appropriate, and ensuring that school bus misconduct items are recorded in the student's disciplinary file.

E8.4.3.4. Providing school bus loading and off-loading supervision of students at school areas.

E8.4.3.5. Referring to the local military command for review, repeated acts of student misconduct, student criminal acts, student-caused damage to the bus or another person's property, and instances when the sponsor/parent/guardian is unwilling or unable to take corrective action when their student has been found guilty of school bus misbehavior.

E8.4.3.6. Monitoring attendance of students who have been removed from school buses for cause.

E8.4.3.7. Conferring with the sponsor/parent/guardian of a student who has been involved in a serious misconduct incident or repeated incidents of school bus misbehavior.

E8.4.3.8. Assuring that each sponsor/parent/guardian, at the time of registration, is provided with a copy of the Memorandum for Parents and Sponsors of Student Riding DoDEA School Buses, the Behavior Standards for School Bus Students, and the School Bus Misbehavior Report. (See attachments E8.A 1.-E8.A3.)

E8.4.3.9. Ensuring that students with disabilities are disciplined in accordance with enclosure 6 of this Regulation, when the procedures of enclosures 4 or 5 are unavailable.

E8.4.4. DoDEA School Bus Office Responsibilities. DoDEA school bus management office personnel are responsible for:

E8.4.4.1. Issuing school bus passes to students accorded school bus riding privileges only after determining that the sponsor and the student have met the requirements of subparagraphs E8.4.1 and E8.4.2. of this enclosure.

E8.4.4.2. Conducting or ensuring that bus service providers conduct in-school training on safety and school bus behavior standards.

E8.4.4.3. Ensuring that:

E8.4.4.3.1. Bus service providers have procedures on how to handle and report various incidents and the actions to be taken; when student misconduct is observed while en route to or from school.

E8.4.4.3.2. Bus contractors have trained their bus drivers and administrative personnel on these procedures.

E8.4.4.4. Coordinating with principals and military commanders on serious school bus misbehavior or alleged criminal acts by students.

E8.4.4.5. Collecting and returning bus passes as a result of the suspension of school bus riding privileges (i.e., temporary or for the balance of the school year).

E8.4.4.6. Advising the bus service provider of the duration of suspensions and any route changes that may result.

E8.4.4.7. Assisting principals or their designees in the supervision of the loading and unloading of school buses at schools. When possible, routine contract quality assurance inspections should be done in conjunction with the normal loading and unloading times.

E8.4.4.8. Assisting the principal in preparing and submitting adequate and proper information, including written reports, required in the delivery of bus transportation services, when Area Service Center Transportation Management Office (DoDEA TMO) personnel are present at the scene of an accident or incident requiring the reporting of information.

E8.4.4.9. Performing as the primary liaison between school bus contractors, school principals and administrators, and military community officials.

E8.4.4.10. Advising military commanders on the desirability of starting, or continuing, a school bus monitor program; which includes: coordinating with the bus service providers, providing the commander with the names and addresses of eligible student riders and of their sponsor/ parent/guardian, and the taking of reports of misconduct from appointed or volunteer bus monitors when school bus management staff is approached.

E8.4.5. District Superintendent Responsibilities. The district superintendent:

E8.4.5.1. Exercises educational supervision for the administration of student discipline within the district to ensure consistency of punishment and adherence to the student school bus behavior standards.

E8.4.5.2. Resolves disputes between the sponsor/parent/guardian/student and the school principal on the severity or propriety of discipline for a student.

E8.4.5.3. Exercises general supervisory authority over the educational aspects of the administration of school bus discipline within the district, to ensure consistency in the application of discipline, safety, and adherence to the school bus behavior standards.

E8.4.5.4. Coordinates with military command when sponsor/parent/guardian ridership of the school bus is necessary to ensure the safety or continuation of school bus services.

E8.4.6. Area Director Responsibilities. The Area Director:

E8.4.6.1. Supports the educational concerns of principals, district superintendents, and fellow Area Directors in the administration of student discipline.

E8.4.6.2. Negotiates Memoranda of Understanding (MOU) with the Military Services, as appropriate, to:

E8.4.6.2.1. Obtains Military Service support and assistance in the

administration of the school bus discipline program; to include the Military Service's traditional provision of investigative support.

E8.4.6.2.2. Ensures the safety or continuation of school bus services, when appropriate.

E8.4.6.3. Negotiates changes to MODs with the Military Services to ensure consistency in discipline for school bus in infractions consistent with the provisions of this enclosure, and in cases involving students with disabilities, the provisions of enclosure 6 of this Regulation.

E8.4.7. Military Commander Responsibilities. The military commander will perform those duties agreed upon in the MODs between the DoDEA TMO and the respective major commands. Copies of the MODs are available at the DoDEA TMO office and at the local military installation.

E8.8. Procedures. The following procedures are provided to assist in implementing the school bus behavior management policy:

E8.5.1. Sponsor/Parent/Guardian Involvement. At the time the student is registered for school bus service, the registrar or school bus personnel will provide the student and the sponsor with a copy of the Memorandum for Sponsors/Parents/Guardians of Students Riding DoDEA School Buses (attachment E8.A 1.), a copy of Behavior Standards for School Bus Students (attachment E8.A2.), and a copy of enclosure 3 of this Regulation. The sponsor and the student will sign and return attachment E8.A2 to the school, acknowledging in writing that they have been provided a copy of the Behavior Standards for School Bus Students, and that they understand and agree with the contents thereof. The student will agree to abide by the Behavior Standards for School Bus Students. The sponsor/parent/guardian will agree to serve as a bus monitor when required by the military commander. The signed copy of the acknowledgement will be held in the school bus office files.

E8.5.2. School Bus Passes (where used).

E8.5.2.1. Each student will travel to and from school on the assigned bus.

E8.5.2.2. When the school district issues bus passes, students will be responsible for safekeeping their assigned student pass, where such passes are issued. Students are required to present their school bus passes, if required, to the driver of the bus as they board the bus. Students who fail to present their passes must provide their name to the bus operator who will report the student to the principal and the transportation management office. Students or their sponsors must report the loss or damage to school bus passes to the local school bus management office before that office will replace a pass. The sponsor/parent/guardian may be required to sign for receipt of a replacement pass.

E8.5.3. School Bus Discipline.

E8.5.3.1. Trivial Infractions of the Disciplinary Rules. The principal, school bus operator, monitor, or a sponsor/parent/guardian may remind a student of what is acceptable behavior when a student engages in minor acts of indiscretion.

E8.5.3.2. Serious or Repeated Infractions.

E8.5.3.2.1. Person(s) observing student misconduct will submit a formal report to the principal using the "School Bus Conduct Referral" form (attachment E8.A4.).

E8.5.3.2.2. The principal will review the referral and evaluate the seriousness of the offenses described and prescribe the appropriate remedy.

E8.5.3.2.3. When the principal concludes that the conduct does not warrant suspension of bus privileges, the principal will counsel the student and send a warning memorandum (attachment E8.A5.) to the sponsors/parents/guardians/ of the student informing them of the misconduct and requesting that the behavior standards for school bus students be discussed with the student. The sponsors/parents/guardians of the student are required to acknowledge receipt of the principal's memorandum.

E8.5.3.2.4. If the offenses described in the referral suggest to the principal that a suspension of bus privileges is appropriate, the principal will immediately notify the student of his intention to suspend the student from the bus and provide the student with the opportunity for an informal conference.

E8.5.3.2.5. During the informal conference, the principal will describe the information that supports the principal's decision to suspend and afford the student an opportunity to respond by way of explanation of his or her conduct, and by offering other types of evidence to support the student's explanation or to establish that the student has not committed an act of misconduct. The informal conference may be held before, or simultaneously with, the administration of any suspension; but suspension may be executed prior to the informal conference when the student's conduct imperils or threatens to imperil the life or limb of any student, or to disrupt the good order of the bus or the general educational environment, and the conference cannot reasonably be conducted prior to the commencement of the suspension. After the principal has made a reasonable inquiry and is in possession of sufficient information to make a determination, the principal shall make and announce to the student his or her findings. The principal shall then inform the student as to the disciplinary sanctions which will be imposed, if any. No appeals are authorized for sanctions imposed by this enclosure unless the principal elects to proceed under the provisions of enclosures 4 or 5 of this Regulation. (See sub-paragraph E8.5.3.2.6.)

E8.5.3.2.6. The principal may proceed to discipline a student for school bus misconduct under this enclosure, or he or she may consolidate school bus

discipline with a disciplinary proceeding for other school disciplinary infractions, pursuant to enclosures 4 through 6 of this Regulation; particularly if the student's school bus behavior jeopardizes the safety and well-being of others and/or the student commits any prohibited act set forth in enclosure 2, or the student's misconduct unreasonably disrupts the educational environment. If the principal seeks to invoke the procedures and actions of enclosures 4 through 6 of this Regulation, case processing pursuant to these enclosures will preempt further processing; pursuant to this enclosure.

E8.5.3.2.7. The procedures in enclosure 6 must be followed if a student eligible for special education is subjected to school bus suspension for a period in excess of 10 consecutive days in a school year, or is subjected to removal for more than 10 days in accordance with enclosure 4 of this Regulation.

E8.5.3.2.8. If the principal decides that suspension from the bus is appropriate, in proceedings under this enclosure or enclosures 4 through 6, he or she will forward a memorandum to the sponsor/parent/guardian of the student advising of the seriousness of the violation, and that school bus riding privileges for the student have been suspended for a specified period of time (attachment 6). The sponsor/parent/guardian of the student are required to acknowledge receipt of the memorandum. The principal shall forward a copy of each suspension notice to the school bus management office, which will notify the contractor of the suspension and retain the offender's school bus pass until returned to the student at the end of the suspension period.

E8.5.3.2.9. The type of discipline appropriate to a student's misconduct depends on the principal's assessment of the nature and seriousness of the misconduct and the number of infractions. In deciding the appropriate discipline, the principal must take into account a variety of factors including, but not limited to; the:

E8.5.3.2.9.1. Nature, extent, and seriousness of the injury or possible injury to life and limb to another person or to the perpetrator or the damage to property.

E8.5.3.2.9.2. Strength of the evidence of the offense.

E8.5.3.2.9.3. Prior disciplinary record of the perpetrator and of other perpetrators who have been punished for the same or similar misbehavior.

E8.5.3.2.9.4. Perpetrator's intent to cause injury or damage.

E8.5.3.2.9.5. Perpetrator's contrition and willingness to make restitution for damage to property.

E8.5.3.2.9.6. value of the damage caused to property.

E8.5.3.2.9.7. Intention or malice of the student to cause the damage to property or the injury to person.

E8.5.3.2.9.8. Difference in the size or age of the student causing the damage or injury in relation to that of the victim.

E8.5.3.2.9.9. Repulsiveness of the particular vulgarity or obscenity.

E8.5.3.2.9.10. Role of the student as an initiator or following of others in the misconduct.

E8.5.3.2.9.11. Age of the perpetrator and the awareness of the offensiveness of the particular breakdown of authority over, or the discipline of, other students, and the repetitiveness or cumulative effect of multiple infractions.

E8.5.3.2.10. The principal shall maintain a listing of School Bus Behavior Infractions and Actions Record (attachment E8.A3.) and provide a copy to the local school bus management office. It lists infractions and provides general guidance on what may be considered "routine," "serious," and "very serious" for purposes of determining the nature and extent of the discipline. These infraction categories are to be used by the principal when reporting student misconduct to sponsor/parent/guardian/student and are to be prominently displayed in the school, the school bus management office, and on the school bus.

E8.5.3.2.9.11. If the principal determines to pursue discipline involving removal from the school, in addition to suspension of school bus privileges, the principal will follow the applicable procedures of enclosures 4, 5, or 6; and make the action suspending school bus privileges a part of those procedures; or, the principal may pursue those procedures in addition to those prescribed herein for suspension of school bus privileges.

E8.AI. ENCLOSURE 8 - ATTACHMENT I

MEMORANDUM FOR SPONSORS/PARENTS/GUARDIANS/ OF STUDENTS RIDING
DODEA

SCHOOL BUSES

SUBJECT: Standards of Conduct for DoDEA School Buses

This memorandum concerns the safety and well-being of our students as they ride our school buses this school year. Please take the time to read it carefully, sign, and return the attached Behavior Standards for School Bus Students and Sponsor/Parent/Guardian Acknowledgment.

Safe transportation of DoDEA students is the concern of DoDEA, sponsors/parents/guardians, and students. DoDEA contracts for bus transportation from responsible firms with mechanically sound vehicles and properly qualified drivers. However, the safe operation of school buses also depends on student riders understanding and adhering to proper conduct.

Sponsors/parents/guardians share with their student(s) the responsibility for proper student behavior in DoDEA's schools and on DoDEA school buses. Attached is a copy of DoDEA's Behavior Standards for School Bus Students, Proposed Disciplinary Consequences for School Bus Misconduct, and enclosure 3 of DoDEA's Disciplinary Regulation.

Sponsors/parents/guardians must ensure that their student(s) understand and follow these rules. In addition, student riders must understand that bus drivers are not to be distracted from safe driving by student misbehavior. Students must show respect for the bus drivers and follow the bus drivers' instructions.

As a sponsor/parent/guardian, you must agree in writing that you will ensure your child understands that riding the school bus is a privilege, and that ridership privileges may be revoked for a violation of school bus behavior rules.

Also, you must agree to serve as a bus monitor when required by the military commander. Please sit down with your student, carefully discuss the attached rules, sign and return them to your student's Principal(s).

School bus transportation is a privilege that may be suspended or revoked. DoDEA will strictly enforce school bus rules. Students failing to comply with school bus rules may find their bus riding privileges suspended or revoked for the rest of the year. When this happens, sponsors/parents/guardians assume all responsibility for transporting student(s) to from school. Let us work together to make this school year safe.

EB.A2. ENCLOSURE 8 - ATTACHMENT 2

BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS AND SPONSOR/PARENT/GUARDIAN ACKNOWLEDGMENT

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply with the Behavior Standards for School Bus Students.
2. Board and exit the bus in an orderly, safe manner.
3. Present bus pass when boarding the bus and upon demand.
4. Remain seated while on the bus.
5. Talk with other passengers in a normal voice.
6. Keep all parts of the body inside the bus windows.
7. Keep aisles, steps, and empty seats free from obstruction.
8. Remain fully and properly clothed.
9. Treat the driver and fellow students with respect.
10. Promptly comply with the bus driver's or monitor's instructions.
11. Treat the bus and other private property with care.
12. Cell phones are to be limited to emergency situations only.
13. Students must adhere to the directions of the security monitor/bus driver when asked to end their call.

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

1. Fight, push, shove, or trip other passengers
2. Use or possess unacceptable items identified in the school Code of Conduct.
3. Push while boarding or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise or play electronic equipment without earplugs.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps, or seats.
9. Engage in public displays of affection.
10. Eat, drink, chew gum or litter on the bus**
11. Use profane or abusive language or make obscene gestures.
12. Spit.
13. Harass or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat.
17. Open or try to open bus door.
18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.

**Students may drink water and eat snacks on any daily commute bus that travels one-way in excess of one hour between the first pickup and drop-off. However, littering on the bus is still prohibited, and students are required to take their litter off the school bus. Any student who litters on the bus shall be disciplined in accordance with this regulation.

Sponsor (Parent) Responsibilities:

1. Parents are responsible for their children's safety and behavior.
2. Review the DoDEA-PR school system bus rules with your children.
3. Ensure that the dispatch office and school has the correct duty telephone number, home telephone number, and home street address for emergency contacts.
4. Parents are to have bus riders at the designated stop five to 10 minutes prior to the pick-up time given to you during registration.
5. Make sure that your child is on time at the bus stop.
6. You must provide written authorization to the DDESS-PR transportation division when requesting a change of bus stop, in addition to any penalty imposed by the school handbook.
7. No adult is **authorized to board** a bus or ride during school runs or special activities. The exceptions are: another driver learning a new route, a safety attendant, or a bus monitor duly authorized to ride the bus by the respective Commanding Officer or an Agency Head.
8. Neither animals (pets) nor hazardous materials/objects are allowed on the school bus.
9. Remind your child not to cross in front of the bus during loading, offloading, or at any moment.
10. Report to the Transportation Supervisor any performance or safety concerns, prior to alerting the superintendent.

Late or Lost Child Procedures:

A bus may be delayed due to weather or obstructions in the road. Bus drivers are instructed to call the dispatch office and report any delay. If you cannot locate your child, **please call the appropriate school first.**

Parents concerned about a late bus should call the telephone numbers provided below and state the bus area route identifier (for example: Bus 1, Late Activity 2).

Fort Buchanan dispatch office telephone numbers:

- 787-707-4640, 787-707-4635, 787-707 4634
- Call DoDEA-PR Transportation supervisor (Cellular) 787- 249-2802 if DODEA-PR dispatch number does not answer.

Ramey telephone numbers:

- **Ramey School:** 787-890-4145, 890-5155, or 890-5170.
- **Coast Guard Security:** 787-891-8472 or **Main Gate** 890-2671

When calling the appropriate dispatch office, it is important that you have the following information:

- Your name and relationship to the child (childcare providers should also give their telephone number and street address).
- Child's name and any nickname(s).

School Bus Infractions and Recommended Consequences	
1 UNSAFE BEHAVIOR	
a	Fighting, pushing, shoving or tripping
b	Use or possession of unacceptable items identified in the school code of conduct. (The school bus an extension of the school/campus.)
c	Failures to have bus pass in possession.
d	Pushing while boarding or leaving the bus
e	Getting on or off bus while bus is in motion
f	Not properly seated
g	Putting objects out of bus windows or hanging out of window
h	Making excessive noise or playing electronic equipment with using earphones
i	Engaging in horseplay
j	Obstructing aisles, steps, or seats
2 INAPPROPRIATE BEHAVIOR	
a	Failure to remain properly clothed
b	Public displays of affection
c	Eating, drinking, or littering on bus
d	Using abusive/profane language and/or gestures
e	Spitting
f	Harassing or interfering with other students
g	Failure to comply with bus driver's or monitor's instruction
h	Disrespect, distraction, or interference with driver
3 DESTRUCTIVE BEHAVIOR	
a	Damaging private property (requires payment of damages)
b	Sitting in driver's seat or tampering with bus controls
c	Opening or trying to open bus door
d	Throwing or shooting objects inside or outside of bus
4 PROHIBITED BEHAVIOR	
a	Tampering with bus controls or emergency equipment

School Bus Infractions and Consequences

Safety demands that students on buses be strictly disciplined at all times. Riding the school bus is a service provided by the school system; it is a privilege. If the student does not comply with the bus rules, the following steps will be taken:

- 1st. Offense: student warned
- 2nd. Offense: parent(s) informed or may have three days suspension
- 3rd. Offense: all bus privileges suspended for three days
- 4th. Offense: all bus privileges suspended for five days
- 5th. Offense: all bus privileges suspended for 10 days
- 6th. Offense: all bus privileges suspended for the semester
- 7th. Offense: all bus privileges suspended for the remainder of the school year

The safety of all children concerns us all. Together we can accomplish more.

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

Antilles High School Behavior Expectation Matrix

Students are expected to....	Be Ready	Be Respectful	Be Responsible	Be Safe
Assemblies	<ul style="list-style-type: none"> • Report to designated location. • Sit with your assigned group. • Move when instructed by bell or an adult. 	<ul style="list-style-type: none"> • Keep hands, feet, objects and unkind words to yourself. • Respond to hand signal with silence. • Keep electronic devices off and out of sight. • Give the speaker or performance your full attention. • Show appreciation with applause. 	<ul style="list-style-type: none"> • Report and remain in assigned area • Follow adult instructions for seating • Move to the end of the row before sitting 	<ul style="list-style-type: none"> • Be aware of nearest exit • Follow directions of teachers for entering and exiting • Immediately report unsafe situations to the nearest teacher or staff
Bus	<ul style="list-style-type: none"> • Be at bus stop on time. 	<ul style="list-style-type: none"> • Obey all bus rules. • Follow the bus drivers' directions/instructions • Be courteous to others. • Use inside voice. 	<ul style="list-style-type: none"> • Keep the bus clean. • Refrain from acts of vandalism. • Take all belongings with you when exiting the bus. • Report inappropriate or unsafe behavior. 	<ul style="list-style-type: none"> • Stay seated • Enter and exit the bus in a single file line. • Refrain from conduct that distracts the driver

Common Areas (cafeteria, hallways, restroom)	<ul style="list-style-type: none"> • Move when instructed by bell and/or staff. • Be only in appropriate areas. • Have a pass to specific location. 	<ul style="list-style-type: none"> • Be mindful of personal space. • Keep hands, feet, objects and unkind words to yourself. • Respect the property of others. • Remove all hats and coats upon entering building. 	<ul style="list-style-type: none"> • Keep all areas neat and clean. • Use transition time to take care of personal needs/go to restroom. • Place food trays and garbage in the proper place. • Practice appropriate hygiene. 	<ul style="list-style-type: none"> • Refrain from horseplay. • Remain seated during lunch. • Attend scheduled lunch. • Keep hands, feet, objects and unkind words to yourself
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Students are expected to....	Be Ready	Be Respectful	Be Responsible	Be Safe
Classroom	<ul style="list-style-type: none"> • Have the necessary tools for learning. • Have a positive attitude. • Keep electronic devices off and out of sight. 	<ul style="list-style-type: none"> • Follow teacher's first request. • Listen to ideas and opinions of others. • Keep hands, feet, objects and unkind words to yourself. • Communicate properly and appropriately. 	<ul style="list-style-type: none"> • Have the appropriate materials and tools. • Always do your best. • Attend to personal needs before class. • Follow classroom rules and expectations. 	<ul style="list-style-type: none"> • Leave assigned area with appropriate permission/supervision. • Follow adult directives.
Media Center/Computer Labs	<ul style="list-style-type: none"> • Have a pass or enter with an adult. • Have a specific assignment or purpose. • Have a signed media consent form. • Know check-out and lab procedures. 	<ul style="list-style-type: none"> • Follow all rules and procedures. • Use inside voice. • Wait patiently when needing assistance. • Use resources and equipment appropriately. 	<ul style="list-style-type: none"> • Return books on time. • Put materials in appropriate locations. • Use resources appropriately. 	<ul style="list-style-type: none"> • Follow computer use policy • Refrain from bringing food or drinks in the media center or computer lab
Emergency Drills	<ul style="list-style-type: none"> • Report quietly to designated area with an adult. • Know procedures of designated drills. 	<ul style="list-style-type: none"> • Remain quiet and focused on the activity. • Practice active listening skills. • Follow adult directives. 	<ul style="list-style-type: none"> • Report to and remain in assigned areas. • Respond appropriately. 	<ul style="list-style-type: none"> • Conduct is conducive to the specific situation

AHS Block Schedule

SY 2018-2019

Mon-Tue-Thur-Fri	Wednesday
Block 1 7:35 – 9:07 (92 minutes)	Block 1 7:35 – 8:52 (77 minutes)
Block 2 9:12 – 10:44 (92 minutes)	Block 2 8:57 – 10:14 (77 minutes)
Block 3 10:49 – 12:51 (92 minutes) Includes two 30-minute Lunch Periods: <u>Lunch 1</u> 10:49 – 11:19 <u>Lunch 2</u> 12:21 – 12:51	Block 3 10:19 – 12:06 (77 minutes) Includes two 30-minute Lunch Periods: <u>Lunch 1</u> 10:19 – 10:49 <u>Lunch 2</u> 11:36 – 12:06
Block 4 12:56 – 2:28 (92 minutes)	Block 4 12:11 – 1:28 (77 minutes)
	1:30 – 3:00 Focus Collaboration Sessions

Food for Thought

Imagine there is a bank that credits your account each morning with \$86,400. It carries over no balance from day to day. Every evening the bank deletes whatever part of the balance you failed to use during the day.

What would you do?
Draw out every cent, of course!

Each of us has such a bank. Its name is TIME.
Every morning, it credits you with 86,400 seconds.

Every night it writes off, as lost, whatever of this you have failed to invest to good purpose.

It carries over no balance. It allows no overdraft.
Each day it opens a new account for you.
Each night it burns the remains of the day.

If you fail to use the day's deposits, the loss is yours.

There is no going back. There is no drawing against "Tomorrow". You must live in the present on today's deposits.
Invest it, to get from it the utmost in health, happiness, and success!

The clock is running. Make the most of today. To realize the value of ONE YEAR, ask a student who failed a grade.

To realize the value of ONE MONTH, ask a mother who gave birth to a premature baby.

To realize the value of ONE MINUTE, ask a person who missed the train.

To realize the value of ONE SECOND, ask a person who just avoided an accident.

Treasure every moment that you have. Treasure it more because you shared it with someone special. Special enough to spend your time.

Remember that time waits for no one. Yesterday is History. Tomorrow is a mystery.

Today is a gift. That's why it's called the present.

Anonymous

However, you have yourself and you have an opportunity to invest in your tomorrow right now by depositing understanding, patience, dedication, character, integrity, punctuality, and a hard work ethic. These traits will be available for your use in the future but if you have not deposited them early in life, they will be of little use in the future because the traits will not be available.

By Dr. Thomas Whittle

Antilles High School
1062 Victory Road
Fort Buchanan, PR 00934



STUDENT DRIVING CONTRACT

STUDENT NAME: _____

Please list all the vehicles that you could potentially drive to school. If you have more than 2 vehicles, please use the back of this form.

Vehicle Make & Model Vehicle Color License Plate # Registered Name

Vehicle Make & Model Vehicle Color License Plate # Registered Name

DRIVER'S CONTRACT:

I, _____ am aware of the following rules in order to maintain my driving privileges at Antilles High School. I understand that any failure to comply with the rules of this contract will be subject to appropriate disciplinary actions.

In order to maintain my driving privileges, I will:

- 1). Park in the designated lot only. This DOES NOT include the Teacher parking lot in front of auditorium or parking lot directly behind cafeteria. Any questions about parking location, see the main office.
- 2). Once arriving at school, I may **not** leave campus unless approved by administration.