Dear Students & Parents,

Bahrain Middle High School is a unique institution within the worldwide DoDEA system. The school possesses an individual character that stems from the wonderful international variety among our students. We aim to help our students become alert to their many skills and to realize their potential through the energy they bring to school each day. Our goal at the Bahrain Middle High School is to assist your child in acquiring the tools and knowledge necessary to for them to successfully pursue their educational goals.

This handbook provides most of the general information that any student and his or her family will need. In our continuous effort to improve, we welcome any suggestions, additions, or improvements you may have to make the handbook a better tool. The staff of Bahrain Middle High School welcomes all students and their parents to another exciting academic year as we learn and grow together.

Bahrain School Administration, Faculty, & Staff

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<th>FPO ADDRESS</th>
<th>INTERNATIONAL ADDRESS</th>
<th>PHYSICAL ADDRESS</th>
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| Bahrain Middle High School  
PSC 851 Box 690  
FPO AE 09834-0690 | Bahrain Middle High School  
P. O. Box 934  
Manama  
Kingdom of Bahrain | Building 240  
Road 4225  
Area 342, Juffair |

DoDEA Vision
Excellence in education for every student, every day, everywhere.

DoDEA Mission
Educate, engage, and empower all students to succeed in a dynamic world.

Accreditation
Bahrain Middle High School is part of the Europe South District which is accredited by AdvancED and authorized to offer both certificate and full diploma courses by the International Baccalaureate Organization.
Bahrain School began in Awali, Bahrain in August 1968, as the Bahrain American Elementary School, a Department of Defense School with a staff of one teaching principal and three teachers. They provided for the educational needs of forty students in grades one through eight. By 1970, the school began accepting English speaking Bahraini students and other non-Department of Defense sponsored students. With the addition of these students, the school grew rapidly until, by January 1972, the enrollment was approximately two hundred elementary and correspondence course secondary students. In January 1972, in expectation of even further expansion, the school was moved from Awali to a twenty-four acre campus in Juffair.

From the beginning, foresighted members of the community had anticipated the need for a comprehensive school originally encompassing both American and British Curricula. As a result of an immeasurable amount of donated time, energy and money, the Bahrain Middle High School emerged as it is today, with an American Curriculum for grades 6-12, the opportunity to take advanced placement examinations, and the International Baccalaureate program for academically oriented students in grades 11 and 12. Integrated into all of this is a full Arabic as a First Language program for students with an Arabic passport.

Special programs include music, art, physical education, English as a Second Language, and enrichment programs. Reading as a separate class is offered to students who qualify. The Career Education program includes courses in industrial arts, drafting, accounting, architecture, business management and computers. The school includes a library of over 25,000 volumes plus multi-media materials and equipment. There is a facility for drama or musical productions and at least one major production is offered each school year. There are complete guidance services for students including SAT, ACT, PSAT and other standardized college entrance examinations. Information is also available on the dates and location of the TOEFL test. Numerous opportunities exist for participation in student government. Basketball and volleyball courts, soccer and softball fields, a swimming pool, four tennis courts, an athletic track, and two purpose built
sports halls are included in the school’s facilities.

Bahrain International School Association (BISA)

The Bahrain International School Association (BISA) was officially formed under the laws of the Kingdom of Bahrain on February 2, 1978 and assumed the responsibility for the Bahrain International School and its operations. BISA succeeded the Bahrain School Trust, which had been responsible for joint coordination with the U.S. Department of Defense Dependent Schools (DoDDS). Under a twenty year Lease Agreement signed May 15, 1978 between the Ministry of Finance and National Economy and BISA, BISA has leased approximately twenty-four acres in Juffair, Bahrain, where the Bahrain School is situated. The objectives of BISA are exclusively educational and charitable and no profits are allowed from the operation of the school or from its property. An agreement for operation and administration of the school exists between BISA and DoDDS. The scale of tuition fees is set annually by the U.S. Federal Treasury, and school tuition fees are paid by students in US dollars directly through the school’s DoDDS administration to the U.S. Federal Treasury.

BISA imposes a mandatory annual building levy on all students attending Bahrain Middle High School. All students other than U.S. Federal Government dependents pay BISA’s building levy. In lieu of the building levy for the U.S. Federal Government dependents, an annual fee is paid by DoDDS for the use of the school facilities based on a formula, which closely equates to the building levy for non-U.S. Federal Government Students. The levy (the rate which is established and announced by the BISA Board) is payable in one lump sum at the commencement of the school year. Attendance at Bahrain Middle High School will be terminated for those students whose building levy is not paid within thirty (30) days of the due date.

BISA is responsible for all the new buildings for Bahrain Middle High School, e.g. new gymnasium and classrooms extension and for capital investment type of improvements. Routine maintenance, custodial care, teachers’ salaries, utilities and all other operating costs are paid by the DoDDS system through federally appropriated funds. The principle purpose of the building levy is to provide BISA with the funds required to repay the loan taken out from the National Bank of Bahrain for the construction of the school buildings, related facilities and ground improvements, and for the subsequent maintenance and repair to retain them in a safe and effective operating state. BISA is also called upon from time to time to assist the DoDDS School Administration in the provision of goods and services to meet special needs, such instances being reviewed and considered for approval, on a case by case basis, by the BISA Board. The building levy is only applicable to the main school building and related facilities. The building levy is not used for BISA Dormitory operations, which are managed on a self-funding basis, derived from the Dormitory fees paid by the student boarders.

BISA owns, manages and operates a 120 bed Dormitory adjoining the school grounds for students whose parents are not resident in Bahrain. The BISA Dormitory normally caters for students in Grades 9 to 12 inclusive. Dormitory fees are payable directly to the BISA Administrator in Bahraini Dinars. All Dormitory enrollment inquiries should be directed to the BISA Dormitory. The BISA Dormitory operates under its own rules and regulations as outlined in the Dormitory Handbook.

BISA Board meets monthly; meetings are closed. Board membership includes the DoDDS Principal and Assistant Principal, Chairman of the Local School Advisory Committee, Chairman and Treasurer of the PTSA, Dormitory Director and Dormitory Sub-Director, the BISA Engineer, BISA secretary to the Board, Commander NSA and Legal Advisory NSA, Bahrain Government Private School Directorate representative and leading members of the Bahrain Industrial and Commercial Community.
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Suicide Risk

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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 are available on the DoDEA Web site. The most current policies can be found at https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm.

General Information

Interstate Compact on Educational Opportunity for Military Children


The Department of Defense (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 this interstate compact, which 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 can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of 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 work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

Access to School Facilities


If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.
## Bell Schedules

### Regular Schedules (Sunday – Wednesday)

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>0800 – 0925</td>
<td>Period 1/Period 5</td>
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<tr>
<td>0935 – 1100</td>
<td>Period 2/Period 6</td>
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<tr>
<td>1100 – 1140</td>
<td>Lunch</td>
<td>40 minutes</td>
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<tr>
<td>1145 – 1310</td>
<td>Period 3/Period 7</td>
<td>85 minutes</td>
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<td>1315 – 1440</td>
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<td>1100 – 1230</td>
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<tr>
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### Thursday Schedules (Shortened Day)

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### High School

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<td>1035 – 1145</td>
<td>Period 3/Period 7</td>
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<td>Lunch</td>
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### Half Day Schedule (School Day 0800 – 1100)

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<td>1020 – 1100</td>
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* Buses depart at 1110. No lunch is served.
## Exam Schedule (Middle & High School)

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<th>First Semester</th>
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<td>Break</td>
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<td>0900 – 1100</td>
<td>Exam</td>
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<td>Review</td>
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<td>1230 – 1235</td>
<td>Break</td>
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<td>1240 – 1440</td>
<td>Exam</td>
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<tr>
<td>0800 – 0845</td>
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<td>1240 – 1440</td>
<td>Exam</td>
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### School Closures
Islamic holidays may shift due to following the lunar calendar. These holidays may be adjusted by administration.
### Bahrain Middle High School 2019-20 Calendar

#### Semester 1

**August 2019**

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#### Semester 2

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**April 2020**

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**May 2020**

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**June 2020**

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**Half Day:** Teacher Training

**No School:** Winter Recess

**School-Sponsored Trips**

**End of 1st Quarter**

**No School:** CCRS Teacher Training

**End of 2nd Quarter**

**No School:** Teacher Work Day

**Updated: 6/19/19**
Chain of Command
The Department of Defense Education Activity (DoDEA), Arlington, Virginia maintains authority for the overseas schools (DoDDS) and the stateside schools (DDESS). Bahrain Middle High School is, therefore, DoDDS, under the authority of DoDEA.

Whenever concerns arise regarding our school, experience has shown that the overwhelming majority of them are resolved with the school, and most often by speaking with the classroom teacher. If concerns cannot be resolved at the classroom level the appropriate chain of concern should be followed:

1) Assistant Principal – Bahrain School – Mr. Angelo Barcinas
2) Principal – Bahrain School – Ms. Shana Seawright
3) District Superintendent – Europe South – Dr. Michelle Howard-Brahaney
4) Director – Department of Defense Dependent Schools Europe – Dr. Dell McMullen
5) Director - Department of Defense Education Activity – Mr. Tom Brady

Falcon Facts & Bahrain Community Schools Facebook Page
The Falcon Facts is a website published weekly found at https://sites.google.com/student.dodea.edu/bahrainelementary/home?authuser=0. Current information is communicated to all concerned by this means. This is an official school publication. Another outlet announcements are published is on the Bahrain Community Schools Facebook page. https://www.facebook.com/BahrainCS/

Hours
The school office hours are from 07:30 until 16:00. Please reserve all calls to the school at other hours to cases of emergency only. After office hours and all day on Fridays and Saturdays, the telephone is put on answering service. A recorded message may be left and will be responded to during the next duty day.

National Junior Honor Society
The National Junior Honor Society (NJHS) is the United States’ premier organization established to recognize outstanding students in grades 7-9. NJHS is more than just an honor roll. This organization serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service, citizenship, and character.

To be eligible for membership in the Dilmun Chapter of the National Junior Honor Society at Bahrain School, the candidate must be a member of the seventh through ninth grades. Candidates must have a cumulative GPA of 3.50 or higher and must have been in attendance in our school for a minimum of one full semester. Eligible students must complete an information packet outlining their community service and leadership. All teachers of prospective NJHS members are also given an opportunity to provide additional input on eligible students’ demonstration of leadership, character, and service. A faculty council comprised of teachers from grades 7-9 shall then evaluate candidates on the basis of students’ applications and teachers’ information and make the selections of new members. Induction is held in the spring.
National Honor Society
The Dilmun Chapter of the National Honor Society is comprised of students selected on the basis of scholarship, leadership, character and service. Inductions are held annually. In order to be eligible for NHS selection, a student in grades 10, 11 or 12, must first have a minimum unweighted cumulative grade point average of 3.4. These academically eligible students must then complete an application packet in which evidence of school and/or community service is listed. All teachers of prospective NHS members are given an opportunity to provide additional input on their eligible students’ demonstration of leadership, character, and service. All information is collected and reviewed by a faculty council, selected by the NHS sponsor. The faculty council consists of at least five core high school teachers and a counselor, who review the student applications and teacher comments before determining the final selection of new inductees. Inductions are held during the final quarter of each school year. The Dilmun Chapter of the National Honor Society focuses on a variety of charity projects at Bahrain School and the local community. Members of NHS are held to the high standards of the organization. Each year NHS develops new projects or contributes to existing school projects in an effort to make Bahrain School the best it can be.

Open House
An Open House is held at the beginning of the school year for parents. The open house allows the parents to visit their child’s classroom and meet with their child’s teachers in a more relaxed atmosphere than the regular school day permits. However, parents are welcome at all times and are free to meet with their child’s teachers by calling the school and making an appointment.

PTSO and Booster Club
The purposes of the PTSO are:

- To support, through the distribution of its funds and organizing capability, the promotion of education for the students of Bahrain Middle High School.
- To promote and support special events that will benefit the parents and students.

The PTSO Executive Board meets once per month. All board meetings are open to the public and parents are encouraged to attend.

The purposes of a Booster Club are:

- Formed to support an associated club, sports team, or organization. The booster club can support this through raising funds or coordinating events.
- Organized and run by parents of the students in a particular organization.

School Advisory Committees (SAC)


DoDEA school administrators, in partnership with sponsors/family members, students and military leaders, promote communication through the establishment of advisory committees to address issues (school initiatives, procedures and policies) at the local level. This is one way for parents to get involved in their child’s education. Consult your child’s school to learn more about school advisory committees (DoDEA-Europe and DoDEA-Pacific) or school boards (DoDEA-Americas).

Parents, teachers, students, administrators, and military commanders share the responsibility to support the schools through advisory councils and boards. Participation in advisory councils and boards enhances and improves educational programs and services, as well as the overall quality of life shared by all Department of Defense (DoD) American overseas communities.

The SAC is composed of an equal number of locally-elected parents and full-time professional school employees and may include a senior high school student enrolled in the school. The SAC advises the school principal on local school-related, non-personnel matters such as educational programs, resources, services, and policies. Issues unresolved at the school level may be elevated to the District Advisory Council (DAC). Parents are welcome and encouraged to contact their local school principal to learn more.

What does this mean at The Bahrain School? In simple terms, your SAC wants to ensure that communication is open to and from parents, administration and base. SAC includes representation from each of these categories. All of us want to see The Bahrain School be the best it can be to serve the students best interests. We are all very fortunate that our administrators at The Bahrain School are always willing to hear concerns directly from anyone that has them. SAC will act in a couple of different ways. If a parent or group of parents would like to bring forward an idea or issue to a larger forum, they can always contact a member of SAC, use the SAC email directly or attend a meeting. Additionally, the principals may have an issue they would like to discuss in a larger forum and will bring that issue to SAC. The bottom line will always be doing what is best for students and The Bahrain School community. The main goals of the School Advisory Council are to participate in and encourage strategic planning, develop and define policy, and serve as a public relations source. The SAC operates in the policy-making process by formulating and adopting, but never enacting, policy. As the title states, the Council is advisory in nature.

Beginning in the 2019-2020 school year The Bahrain School will have two SAC committees – an Elementary SAC and a Middle School/High School SAC. Additionally, there will be an Installation Advisory Council (IAC) where the individual SACs will have representation along with the base commander.

If you have questions or concerns, please reach out to bahraincssac@gmail.com.

**Student Government**

The student government in the secondary school is centered in the Student Council. Elections are held each year in the fall. At that time, students in the upper secondary vote to elect a student body president, vice president, secretary, and treasurer. These officers meet with the elected class representatives and act as the student voice in school affairs. This group of students forms the student body government at Bahrain Middle High School with the main purpose of representing student opinion to the administration and setting guidelines for student
activities during the school year. A minimum point average of 2.0 is required of any student holding the office of president, vice president, secretary, and treasurer.

Visitors and Volunteers
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. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor’s badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school’s front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor’s badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school’s programs for brief periods of time that do not interfere with instruction.

Students Can Expect
- To be treated with respect by teachers, administrators and fellow students.
- To have fair and unbiased teachers in grading policies and classroom activities.
- A prepared and knowledgeable teacher.
- Privacy of all grades and other records.
- An academic challenge in classes.
- To assemble with other students in a peaceful manner.
- To dress in fashion that pleases him/her as long as it is within basic dress codes and is not offensive to local culture.
- To maximum facilities (as budget allows).
- To question teachers about grades received, assignments given etc., as long as it is done privately and the student is not abusive or disrespectful.
- To fail, without humiliation or harassment from teachers and administrators, as long as the student is aware of the consequences of failing.

Expectations of Students
- Speak without shouting using a moderate, polite tone of voice avoiding profane, vulgar, or crude language.
- Do not insult others or put them down, even when joking.
- Respect others and their rights; for example, leave personal items alone.
- Discuss situations with the teacher if the teacher is perceived as unfair or biased.
- Be prepared for class work by bringing your own class materials to class every day.
- Practice integrity; follow through on all activities.
- Ensure that assemblies in which he/she participates are peaceful.
- Attend classes as scheduled and on time.
• Care for school property and facilities.
• Promote and support extra-curricular activities.

If a student feels that his/her boundaries have been curtailed or infringed upon in any way, the concern should be discussed immediately with the teacher or individual involved. If this fails, the problem should be discussed with the school counselor or a school administrator.

Teachers Can Expect To

• Receive respect, consideration, and deference from students.
• Receive full cooperation and courtesy from all students at all times.
• Receive respect and consideration from colleagues and administration at all times.
• Establish and enforce class rules and consequences without superseding DODEA or school policies.
• Dismiss a disruptive student from a classroom if the disruption interferes with the rights of others.
• Have the best materials (within budget).
• Choose the method of teaching best suited for the course and students.
• Inquire, by discussions with the student and/or parents, as to why a student performs poorly or lacks motivation.
• Report or refer disruptive students to the administration or other appropriate staff for action.

Expectations of Teachers

• Respect others and their rights.
• Do not insult others or put them down, even when joking.
• Explain his/her grading system, teaching methods and expectations.
• Try to motivate.
• Advise and counsel students when appropriate.
• Be aware of student capabilities.
• Try to educate the student to his/her full potential.
• Provide extra educational possibilities for the more capable student.
• Teach courses objectively so that students may form their own opinion.
• Be on time, prepared, and give quality instruction.
• Promote and support extra-curricular activities.
• Be fair, honest and unbiased in grading.
BAHRAIN MIDDLE HIGH SCHOOL
HONOR CODE

As a student at Bahrain Middle High School I understand that I am expected to . . .

Be Respectful. I will not . . .

• Damage, destroy, steal property.
• Disobey the staff, faculty, or admin.
• Use vulgar language.
• Bully or degrade others.
• Fight.

Be Honest. I will tell the truth. I will not . . .

• Copy homework nor give mine to be copied.
• Copy, give, receive, nor communicate information during or about quizzes, tests, or exams to others.
• Plagiarize: the deliberate representation of someone else’s words, ideas, or information as one’s own.

Be in class appropriately dressed, prepared, and on time. I will not . . .

• Skip.
• Come without materials.
• Be late.
Enrollment

Student Registration Process


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 information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence

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

Student Immunization Requirements


Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. 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.
It is the responsibility of the sponsor/parent/guardian to provide their child’s most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

Students in non-compliance after 10 days may be unenrolled, until proof of compliance or approved exemptions is provided.

Immunization Exemptions


A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child’s health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at the beginning of the child’s enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child’s enrollment at the school.

If an immunization is not administered because of a parent’s religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

DoDEA immunization requirements can be found at:
https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm
DoDEA health forms can be found at:
https://www.dodea.edu/StudentServices/Health/healthForms.cfm

Student Grade-Level Placement


Grade-level status (grades 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 DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. 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.

In accordance with DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

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, as appropriate, based upon their individual circumstances.

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 DoDEA Student Records Center located at https://www.dodea.edu/students/transcripts.cfm for further instruction based on your situation or discuss with the counseling department at your child’s school.

English for Speakers of Other Languages (ESOL)/Language Services


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 an English language acquisition program
focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

**Accelerated Withdrawal**


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, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the parent/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.

**Checklist:**

- [ ] Pick up and return an acceleration application (from the attendance clerk) along with PCS orders four weeks prior to the withdrawal date. Acceleration application without PCS orders will be reviewed by a committee.
- [ ] If the acceleration application is approved, the student will need to pick up an acceleration study program contract from the principal.
- [ ] The student must meet with each of their teachers so they can complete the acceleration study program contract. The student must complete all the reading, homework assignments, quizzes, tests, projects and final exams prior to their last day of school in order to get credit. Failure to complete all contracted work at least two days prior to withdrawal will result in no credit for each incomplete class.

* Family trips during this time of the year are not an excuse for leaving early.

**Arabic**

Arabic is a required subject for all Arabic passport holders who must meet the requirement of Arabic in grades Kindergarten to Grade 11. At the high school level, students are grouped according to skill level rather than grade level, and individualization is accomplished according to individual student needs. Arabic students in grades Kindergarten to Grade 8 also study social studies in Arabic.
High School Graduation Information

Graduation Requirements


A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3, of 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.

An IB diploma is a pre-university program that is one of the fastest growing in the world with over 1 million students. It offers a global qualification that is recognized world-wide. The IB student can be said to be “average academically, but A+ in self-motivation”. The IB journey is value based on the IB Learner Profile, qualities that focus on the student being: balanced, caring, open-minded, thinkers, principled, inquirers, communicators, risk-takers, balanced and reflective. These values drive the curriculum to create a holistic education that centers on the student.

The Bahrain School has been authorized to offer the International Baccalaureate Diploma Program since 1982. We are the second IB school in the Middle East to establish the IB Program, and the first in Bahrain. During the early 1980’s, offering the IB Program was the dream of Bahrain School’s principal Dr. Frithjof Wannebo. He saw a need for quality advanced education in Bahrain, and as an educational leader with high expectations of students and staff, he embraced the IB philosophy of internationalism and academic rigor. He saw the IB Program as an opportunity to educate international students who would receive a diploma that would be recognized at universities world-wide.

The Diploma Program (DP) is a 2 year program of study beginning in grade 11, offering a holistic approach to education that recognizes personal knowledge of the student, along with shared knowledge of academic subjects.

Six subjects are required from groups of study; 3 at Standard and 3 at Higher level (150/240 hours) to ensure depth and breadth of study. Subjects are graded on a scale of 1-7. The student must achieve a minimum of 24 points or more to complete the full IB Diploma. Student may take single or multiple IB courses which will allow courses of rigor while obtaining the American Diploma.

The program core or heart of IB consists of: The Extended essay, Theory of Knowledge, and CAS. All three are required for the completion of the IB DP.
• The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. The IB student selects a topic of personal interest.

• Theory of Knowledge (TOK) plays a special role by providing an opportunity for students to reflect on the nature of knowledge, and how we know what we claim to know. This course begins in semester two of the junior year, and finishes at the end of first semester senior year. This was purposely planned by IB to reduce pressure from exams which begin in May.

• Creativity, Activity and Service (CAS) is a range of activities alongside their academic studies. The CAS experience begins at the start of grade 11 and ends in the senior year. To receive the IB Diploma students are strongly urged to start their planning at the end of the 8th Grade or beginning of the 9th Grade by consulting with the International Baccalaureate Coordinator to meet all the requirements for graduation in a timely manner.

**Schedule Changes**
Schedule change requests must be made from day 2 to day 9 of the semester for requests to be processed. Drop/add forms will only be issued by a guidance counselor. Parent approval is required. If a student withdraws from a course after week two and prior to the end of the semester, withdrawal grades will be given except in cases where acceleration procedures have been met.
High School Graduation Course Requirements

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<th>Standard Diploma</th>
<th>Honors Diploma</th>
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<tr>
<td>English Language Arts (ELA)</td>
<td>• 1.0 credit (ELA 9)</td>
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<td>• 1.0 credit (ELA 10)</td>
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<td>• 1.0 credit (ELA 12)</td>
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<td>Social Studies</td>
<td>• 1.0 credit (World History 9 or 10; or Honors World History 9 or 10, aka Global Studies)</td>
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<td>• 1.0 credit (U. S. History)</td>
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<td>• 0.5 credit (U. S. Government)</td>
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<td>• 0.5 credit (Social Studies elective)</td>
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<td>Mathematics</td>
<td>• 1.0 credit (Algebra)</td>
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<td>• 1.0 (Geometry)</td>
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<td>• 1.0 credit (Math course code 400 or above)</td>
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<td>• 1.0 credit (Algebra II or identified equivalent course)</td>
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<tr>
<td>Science</td>
<td>• 1.0 credit (Biology)</td>
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<td>• 1.0 credit (Chemistry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1.0 credit (Physics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>• 2.0 credits (World Language [WL] course)</td>
<td>2.0 credits</td>
<td>2.0 credits</td>
</tr>
<tr>
<td></td>
<td>Note: Credits must be in the same WL course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Education CTE</td>
<td>• 1.5 credits (CTE course offering)</td>
<td>2.0 credits</td>
<td>2.0 credits</td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Computer Technology CTE course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>• 0.5 credit (Lifetime Sports)</td>
<td>1.5 credits</td>
<td>1.5 credits</td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Personal Fitness)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 0.5 credit (Activity &amp; Nutrition or equivalent PE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>• 1.0 credit (course in visual arts, music, theater, and/or humanities)</td>
<td>1.0 credit</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>Health Education</td>
<td>• 0.5 credit (Health Education course offering)</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td>Honors Diploma</td>
<td>• 0.5 credit in Economic Literacy in CTE, Social Studies, Science &amp; Mathematics</td>
<td>–</td>
<td>0.5 credit</td>
</tr>
</tbody>
</table>

Summary

| Required Courses            | 21.0 credits | 21.5 credits |
| Elective Courses            | 5.0 credits  | 4.5 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 will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program 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 DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

Policy Reference: DoDEA Administrative Instruction 1375.01, “Home-School Students,” October 15, 2018

DoDEA recognizes that home schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependent(s). Home-school students who are eligible to enroll in a DoDEA-Europe, DoDEA-Pacific, and DoDEA-Americas school are eligible to utilize DoDEA auxiliary services without being required to either 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 participate (walk) in a DoDEA commencement ceremony.

Report Card & Grading Information

Grading and Grading System

Policy Reference: DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018

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 student 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 4–12, 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 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 (https://dodea.gradespeed.net/gs/Default.aspx) for instructions.

A traditional letter grading system will be used for grades 4–12 report marks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent: Outstanding level of performance</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
<td>Good: High level of performance</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Average: Acceptable level of performance</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
<td>Poor: Minimal level of performance</td>
</tr>
<tr>
<td>F (failing)</td>
<td>0 – 59</td>
<td>Failing (No credit awarded)</td>
</tr>
</tbody>
</table>

For purposes of calculating a student’s high school GPA, the following scales shall be used:

<table>
<thead>
<tr>
<th>Unweighted Standard Scale</th>
<th>Weighted Advanced Placement (with AP exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.0</td>
<td>4.0</td>
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<tr>
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<td>3.0</td>
</tr>
<tr>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Progress Reports/Report Cards**

*Policy Reference: DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018*

In accordance with the policies and procedures in DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least 20 instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence.
Grades will be given at the end of each of the four marking periods. Grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. 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.

Parent-Teacher Conferences
Parents are encouraged 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 also 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. DoDEA encourages all communication to take place through official school email accounts.

Attendance

Student Attendance
Policy Reference: DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended

In accordance with the policy stated in 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 and that they successfully meet academic standards and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, student, classroom teacher, school personnel and, in some cases, the Command. Students with excessive school absences (or tardiness) shall be monitored by the Student Support Team to assist 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:

- Absent up to 25% of the school day = absent one-quarter of the school day
- Absent between 26%–50% of the school day = absent one-half of the school day
- Absent 51%–75% of the school day = absent three-quarters of the school day
- 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:

- Personal illness
- Medical, dental, or mental health appointment
- Serious illness in the student’s immediate family
- A death in the student’s immediate family or of a relative
• Religious holiday
• Emergency conditions such as fire, flood, or storm
• Unique family circumstances warranting absence and coordinated with school administration
• College visits that cannot be scheduled on non-school days
• 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 (SST) to convene.

Unexcused absences and tardies include:
• Family trips or vacations
• Unapproved travel
• Oversleeping
• Missing the school bus
• Bad traffic (It is understood delays occur because of bad traffic. Students who arrive later than the last late bus will be considered tardy.)

The students shall:
• Adhere to the school attendance policies and procedures.
• Inform the attendance clerk in the event of an absence, arriving late, or departing early from school.
• Identify and make up all classroom activities, or assignments, which were missed as a result of the absence(s).
• Understand the differences between excused and unexcused absences, to include possible consequences for excessive unexcused absences or tardy.
• Comply with the intervention plan developed by the SST or pre-arranged absence form.

Pre-arranged absence forms need to be completed for absences that will last for three or more days. Your student will have the responsibility to take this form to their teachers to collect assignments and the teachers’ signature. Completed forms need to be returned to the Attendance Clerk for administrator approval. Please be advised that a completed pre-arranged absence form does not mean the absence is excused.

Re-admittance to Class
The day a student returns from an absence, an excused absence is achieved by presenting a note or email dated and signed by the student’s sponsor to the attendance clerk, before first period. The information should include the dates of absence, reasons for the absence (needs to meet policy), and the sponsor’s phone number. Without parent notification and reasonable cause, the absence is considered unexcused. Excused absences notes must be received by 8 am within 3 days of the absence to be considered by the administration.
A student whose absence is due to a school-sponsored activity (e.g., study or sports trips) does not need to secure a re-admittance slip from the office.

Re-admittance slips can be used as a seminar pass to pick up missing work.

**Make-Up Work**
Students will not be penalized and make-up privileges must be given to students who absences were excused. When students have an excused absence, it is their responsibility to find out what they have missed and make up any missed assignments and tests. Students, including athletes, have one day for every day missed to make up work. For example, a student who misses Thursday must have (Wednesday) A day’s work by Sunday and (Thursday) B day’s work by Tuesday. A student who missed the B day on Tuesday has until Sunday to turn in his or her work. Extenuating circumstances may be discussed with the teacher and other arrangements made; however, students are encouraged to make up their work as quickly as possible.

Students who are truant from school may not be allowed to make up work missed. Further consequences can include parent conferences, counseling, and suspension--beginning with the first incident of truancy.

*For athletic and sponsored trips, students need to get their assignments on the pre-arranged absence form starting on Monday for a trip leaving on Thursday. A list of students to be taken from other teachers’ classes (i.e. study trips, athletic completion, etc.) must be published at least 3 days ahead of time. As is obvious, this will require advanced planning. In the event that students miss class, they will pick up a pre-arranged absence form from the attendance clerk to bring around to all their classes. This form is used to notify teachers of the classes to be missed and an opportunity for the teacher to provide assignments ahead of travel.*

**Late Work**
Homework, projects, assignments are given 100% opportunity for credit when they are turned in on time. It is at the teacher’s discretion if any credit may be given for work beyond a due date.

**Tardy**
Being late to class negatively affects student success. To deter students from this behavior, students will be given a tardy card every quarter. Each time a student is unexcused tardy, the teacher will ask the student for their tardy card to sign off one box. On the third unexcused tardy in a quarter, the teacher will take the tardy card with the three signed boxes and notify the assistant principal. The assistant principal will assign the student a detention.

The assistant principal will be also notified if a student is tardy and does not have their tardy card (due to loss or revoked from excessive tardies). The assistant principal will assign the student a detention.

At the end of each quarter, students who still have their tardy cards will be rewarded.
Assessments

System-wide Assessment Program

Policy Reference: DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018

1. All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018. 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, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

2. The Scholastic Reading Inventory (SRI) is an online reading comprehension and contextual vocabulary test that assesses students’ reading ability. The score from this test helps teachers identify each student’s reading level and match readers to books that are appropriate for their reading skills.

3. Advanced Placement (AP) examinations are prepared and offered in a variety of subjects.

All assessments selected for use within DoDEA shall:

   1. Align to clearly defined standards and objectives within the content domain being tested,
   2. Valid and reliable and controlled for bias, and
   3. Be one of several criteria used for making major decisions about student performance/achievement.

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.

Special Education

Special Education Services

Policy Reference: Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015


Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).
In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact your child’s school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

Disability Accommodations and Nondiscrimination

Policy Reference: 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

Policy Reference: DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019

Apart from special education, 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 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 and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child’s school for specific details.

Reporting Abuse, Neglect, Suicide Risk & Threats

Child Abuse and Neglect

Policy Reference: DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018

In accordance with the policy in DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018, all DoDEA personnel will participate in the identification and reporting of incidents of child abuse and neglect. School personnel shall
report all suspected or alleged child abuse to the local FAP office, child welfare service agency (if available), and their immediate supervisor within 24 hours. All employees shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

**Suicide Risk and Threats Towards Others**

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

**Suicide Risk**

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment are communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For any additional assistance in this process, please contact the District school psychologist ISS.

If a parent or legal guardian disagrees with school recommendations for evaluation of a student’s dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at [https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm](https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm).

**Threats Towards Others**

When a DoDEA student makes an explicit or implicit threat, or if the student’s behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.
The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

**System Programs & Services**

**School Counseling Services**

*Policy Reference: DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009*


DoDEA school counselors provide comprehensive counseling programs to all students in grades K–12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009, 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 lifelong 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.

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 secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and 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 Services**

*Policy Reference: DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010*

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. 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 School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse’s responsibilities include:

- Providing leadership in promoting personal and environmental health and safety by managing communicable diseases, monitoring immunizations, providing consultation and health-related education to students and staff to promote school health and academic success;
- Providing quality health care and intervening with actual and potential health problems through health screenings, health assessments and nursing interventions, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Providing case management services to direct care for students with chronic health conditions, to ensure their safety, and to increase their access to the educational program; and
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

Student Illness

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child’s benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-
free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.

- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student’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; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
- Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
- 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.

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

**Parent Notification**

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

- Any illness or injury that causes concern or inability to participate in school activities
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Sprains or possible fractures
- Temperature higher than 100°
- Vomiting or diarrhea
- Wounds that may require stitches
Allergies and Chronic-Acute Conditions


Policy Reference: 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

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 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. 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. 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 to food, drug, insects, etc., that your child may have;
- Providing the school nurse with medication/doctor’s orders/emergency care plan/parent permission form;
- Teaching children at home about their food allergies and the importance of not sharing any food with others in school or elsewhere; and
- Notifying the classroom teacher about your child’s allergens and checking with the classroom teacher prior to bringing in any food for classroom celebrations.

Medication at School

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 Consent Form. 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. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child’s use at school, but they must be accompanied by a physician’s prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency 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 must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.
Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

**First Aid and Emergency Care**  
*Policy Reference: DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003*

School personnel will administer first aid as efficiently as possible 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. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the 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.

It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.

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

**Student Rights & Responsibilities**

**Discrimination-Free Education Programs and Activities**  
*Policy Reference: DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019*

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019.
Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

**Student Rights and Responsibilities**

*Policy Reference: 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.

**Academic Eligibility**

All students are expected to maintain a GPA of at least 2.0 and no more than one failing grade F during the school year in order to be eligible to participate in athletic or non-athletic competition against other schools. Eligibility will be based on the current DoDEA eligibility policy. The GPA of these students will be monitored on a regular basis to ensure that they remain eligible.

**Active Participation**

Students have a responsibility to be active participants in the learning process. Sleeping or napping in class is not acceptable.

**Assemblies**

Assemblies are planned during the school year to complement and enhance the regular school program. Since an assembly brings a large group of students into a small area, certain expectations of courtesy are appropriate:
- All students will move to the assembly accompanied by a teacher unless specific instructions have been given otherwise.
• All students will sit by classes in the company of the teacher in charge.
• Any loud behavior, socializing with a neighbor, or booing is discourteous to those on stage, and will not be tolerated and will be removed from the assembly.
• Students are expected to understand the instructions for the assembly prior to entry, and to leave the auditorium in an orderly manner.

Awards
An awards assembly is held at the end of each school year to honor students who have achieved highly in each curriculum area. The criteria for and the number of awards are under the supervision of a committee.

A number of additional awards may be given to students who meet department criteria on creativity, high motivation, effort and achievement. Teachers may nominate students, who have given special service to the school, for service awards. Each year a special award is given to one student who contributes more than all the others to international understanding. This specially recognized student must speak two languages fluently, be recognized by the student’s peers, and be selected by the faculty.

Special awards include: Presidential Awards for Academic Excellence and Academic Achievement at Grades 8 and 12.

Black Flag Conditions
The nurse will notify the school on Black Flag days. Students are encourage to limit outdoor activities and to stay hydrated.

Books
Students are held responsible for the condition of all textbooks, workbooks and library books checked out to them. A charge will be assessed for the replacement if these books are lost or damaged beyond usual wear and tear. The DoDDS procedure for lost books is as follows:

1. The Supply Officer will notify the teacher of the cost of the book or school property that has been damaged.
2. Parents will be informed of this amount and will be required to purchase a replacement book. The school cannot accept money in lieu of a replacement book. Lost or damaged books can be ordered online. Please get the ISBN from School Supply Officer.

Cafeteria
A cafeteria program, which serves varied meals daily, is in operation during the school year. Meal tickets are available for purchase on a daily basis on base from the NEX and the school cafeteria. All lunches, whether brought from home or purchased in the hot meal program, must be consumed in the Great Hall.

Since the Great Hall accommodates a large number of students in a very short period of time, certain rules of
behavior must be strictly enforced:

• Students are to move quietly at all times while in and around the eating areas.
• Students are expected to wait their turn in line. Crowding ahead is discourteous and time consuming and will not be tolerated.
• Students are expected to clean their own area at the tables. Trays are to be brought to the disposal area. Trash and remaining food will be dumped in the garbage cans, and serving trays will be placed on the counter at the rear of the Great Hall.
• When finished, students may proceed outside or into the mall area, but if the remainder of the lunch period is spent in the mall, order must be maintained.
• Monitors in the cafeteria are there to supervise the students. An administrator is assigned to lunch duty each day.
• Students are expected to be punctual for their afternoon classes.

Cell Phone Policy
We support the responsible use of cell phones. Our job is to help students learn what responsible use means.

Students may possess and use cell phones at their discretion before/after school, during lunch, and during passing periods. Cell phones should be kept on silent and or vibrate mode so as not to disturb others.

During class time, cell phones should be secured in lockers, book bags, and purses. Students who leave during classroom instruction must leave their cell phones in the classroom. Within the classroom, students may only use cell phones with the express permission of the teachers.

Any student using a cell phone or other electronic devices during a test or quiz (not expressly authorized) will be considered to be gaining an unfair advantage and will be charged with cheating.

Any student whose cell phone disturbs the class or is distracted will:

1. Be given a warning
2. Have their phone taken away and turned over to administration. The student can pick up their phone at the end of the school day.
3. Have their phone taken away and turned over to administration, from whom a parent will need to pick up the phone.
4. Multiple infractions will result in loss of phone privileges at school.

Taking unauthorized pictures or videos of the school and its environs without the express permission of the teacher, the students involved, or the principal (depending upon the circumstances) is strictly prohibited. A violation of this expectation may result in a suspension from school. Unauthorized publication or posting on the Internet of pictures or videos of Bahrain Middle High School, its students, or staff without the express permission of the people involved and the administration may refer the student for expulsion to the disciplinary committee.

Cell phones and other electronic devices are the responsibility of students. The school assumes no responsibility for their loss or damages if they are brought to school.
Dress Code


Students are expected to dress in a manner that complies with the school’s dress code policy as directed in DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012. Please refer to your school’s Web site or school handbook for specific dress code policy.

In addition to the information above, Bahrain School has additional dress code requirements that apply to all secondary students—military and non-military dependents. Our dress code is based on the above policy in an effort to project a positive impression on our host nation community.

Please note the following specific information about our dress code:

- Dresses, shorts, & skirts must come down to at least finger-tip length or mid-thigh.
- Pants must be worn at waist level, no sagging. If there are rips, they must only be from the finger-tips down and expose no more than ½ an inch of skin.
- Hats, bandanas, hoods, or sunglasses are not allowed to be worn in the building.
- Headscarves are permitted for religious reasons only.
- Shoulders, chest, stomach, and back should not be exposed.

End of Year Responsibilities

All textbooks need to be returned to the appropriate classrooms.

Students are expected to clean out their lockers on their last seminar period of the year. Any items left will be disposed over the summer.

Students who are not returning to Bahrain School who would like their files from their @student.dodea.edu account will need to transfer their files to a private Google account.

1. Share the folders and files you need to your private Google account.
2. Access the folder/file in your private account found in “Shared with Me.”
3. Make a copy of the files and save them to your personal account.

Once you leave Bahrain School, all Google accounts associated with your @student.dodea.edu will be deleted.

Exams

School wide examinations are given in grades 6-12 each school year. The last week of the first semester exam covers the first semester’s work and material, and again at the end of the second semester could cover the 2nd semester material.

1. The major goals of school wide examinations are:
   a. To teach students effective study habits and examination techniques.
b. To make an effort to promote continuous learning throughout the year rather than looking upon the learning process as the completion of certain units, a particular section or reaching a certain objective.

c. To encourage teachers teaching the same course to work together in the development of the objectives, the course content and expectations, including the development of the grading scheme.

2. Policies and practices:

a. All teachers set examinations. There may be more than one form of the same test.

b. Examinations are based upon DoDEA Curriculum Standards.

c. The teachers and students will review the assessment results as quickly as possible after the papers have been marked/corrected and materials will be re-taught as appropriate.

d. Departments and individual teachers will use the results of these assessments to advise students, evaluate assessments and to review instructional techniques.

e. Students will be advised that the assessment does not finish the course. Students will be taught and evaluated until the final day of the school/semester.

**Fire Drills**

Fire drills are a regular part of the school’s safety training. There will be one fire drill each week during the first month of school and one each month thereafter. Teachers will brief students on the fire drill procedures. Fire drills are always to be taken seriously and full cooperation is expected.

**Freedom of Religious Expression**

*Policy Reference: DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012*

According to Enclosure 3 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012, students may observe religious practice in school, such as celebration of religious holidays, engaging in private prayer, saying grace before meals, and wearing yarmulkes and head scarves, so long as the practice does not violate student standards or cause substantial disruption. 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 practices or discussion.

**What is Ramadan?**

Ramadan is the ninth month in the Islamic lunar calendar and is considered to be the holiest and most blessed month of the year for Muslims. Ramadan is about extra devotion and piety, spiritual reflection and self-examination, prayer and worship, increased charity and generosity, repentance and forgiveness, and self-discipline. Muslims are encouraged to appreciate the hardships of those in need by fasting from sunrise till sunset; as well as giving to those in need.

**What does Bahrain School look like during Ramadan?**

School will be in session as usual except students will only be allowed to eat food inside the cafeteria during lunch and the ten-minute nutrition break (after the first block). The cafeteria windows will be covered for
discretion, and students will not be allowed to take cafeteria food out. In the classrooms, students will be allowed to drink water but encouraged to be discreet.

Although prayer times and lunch time may not be aligned, students who wish to pray during the school day will be allowed to use the Arabic library during lunch. This is provide classroom instruction the least amount of disruption.

**ID Cards**
Students in Grades 6-12 will receive their student ID cards on orientation day. ID cards must be shown at the security gate to gain entrance to the school campus each day. Students are expected to have their ID cards at all times when they are on campus. Lost ID cards should be reported to the security office immediately.

Parents are encouraged to get a Bahrain Middle High School parent photo ID card. This ID card will facilitate entrance to campus for parents.

**Interscholastic Athletics**

*Policy Reference: DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019*

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your Regional Interscholastic Athletics Program Policy for details relating to your school.

**Insubordination**
Students who willfully refuse to follow directions of a teacher or other staff member are considered insubordinate. Violators face a minimum of detention. The severity of the act and the student’s previous record of offenses will determine the length of the punishment. Open defiance, inappropriate language or profane gestures may result in suspension.

**Lockdown**
A lockdown is appropriate when a threat is posed outside or inside the building.

- Students will be directed to be out of line-of-sight of doors and windows.
- Teachers will check hallways outside classrooms to ask nearby students to move into their classroom.
- The teacher will lock all doors and windows, cover the windows, turn off all lights and report missing students to the principal.
• During this time, rooms are expected to be quiet.

**Lost & Found**

Lost and found is maintained for convenience, but all students are responsible for their own property. Students are not to bring unnecessary or valuable articles to school. If such items are lost or stolen the school cannot be held responsible.

Your child may check with the receptionist at the front desk for any lost articles. All coats, hats, books, pencil cases, etc. should be labeled with your child’s name for identification. Parents may also come and check for missing items.

**Public Displays of Affection**

Public displays of affection are not allowed at Bahrain Middle High School or during school sponsored activities. Public displays of affection are considered to be any physical contact other than holding hands and may result in disciplinary action.

**Scholastic Integrity**

Students are responsible for their own scholastic integrity by 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. There will be 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.

**Search and Seizure**

*Policy Reference: DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012*

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis. The school affords students and parents adequate prior notice of its general search policy through the issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s
desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item. Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

A targeted search of a student’s person shall only be conducted under exigent circumstances. When possible, a targeted search of the student’s person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

Seminar
Seminar is a time set aside during the school day to give students an opportunity to complete their school work. As students get older, they are expected to manage their time, be prepared, problem solve, and develop a robust work ethic. Seminar offers the students the environment to do so, as well as provide time for students to access to their teachers for help.

The first 15 minutes of seminar is designated for Silent Sustained Reading (SSR). Students may read school work or leisure material. The remainder of seminar is available for students to work quietly and individually. Group work is only allowed with teacher permission.

Procedure to see a teacher during seminar:
- During regular class time, the student will ask the teacher they want to visit during seminar to sign their seminar card. Students will not be able to leave seminar unless their seminar card is signed.
- After SSR, the student will show their seminar teacher their signed seminar card and sign-out.
- When they arrive to the visiting seminar, the student will sign-in and have the teacher they are visiting check their transit time.
- When the student leaves, the student will sign-out and have the teacher they are visiting record the time the student left on their seminar card.
- This process is the same for all classrooms the student visits until 14:35 when student needs to return to their original seminar unless prior agreements between teachers are made.

In order to provide a positive work setting for all students, disruptive behavior is not allowed. A three-strike policy will be in place for students who are not bringing reading or study materials, off task, talking to peers, not returning back to the original seminar by 14:35, excessive in transit time, refusing to work, being in the wrong place at the wrong time, and behaving in other unwanted actions or inactions. Teacher will report to the assistant principal when a student receives a strike and the reason for the strike. The assistant principal will tally the strikes. After three-strikes and subsequent strikes, the student will be assigned a detention. Seminar strikes are cumulative and do not reset at quarter or semester.

Student Pick Up & Drop Off
Morning Drop-Off: All Elementary and Middle/High School students may be dropped off in the PURPLE Parking Lot (front of the school) during morning drop-off.

Afternoon Pick-Up:
Elementary School students – PURPLE Parking Lot (front of school)
Middle/High School students – GOLD Parking Lot (back of school)
- The GOLD parking lot opens at 12:30pm Sunday – Wednesday and 11:30am Thursday.
- The GOLD parking lot pedestrian gate is EXIT only. Entrance is at the discretion of security personnel.

Families with students in BOTH schools default to the PURPLE parking lot.

To ensure the safety of ALL of our students, please use the appropriate lot.

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**Smoking & Vaping**

Students are prohibited from possessing or using tobacco/vaping products anywhere on school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus. Violation of this policy will result in disciplinary action.

All school rules apply during and after school hours when the infraction/incident occurs during a school sponsored or participatory activity.

**Surveillance**

DoDEA AI 5205.02, Volume 1, DODEA FORCE PROTECTION PROGRAM: ANTITERRORISM, February 11, 2019
3.2.c. (2) (FOUO). DoDEA does not have an organic capability for surveillance detection or counter surveillance as identified in Volume 1 of DoD Instruction O-2000.16 and DoD Instruction 2000.26. DoDEA relies upon the installation commanders to provide this function. As such, it is not practical to integrate counter-surveillance, surveillance detection, or counterintelligence (CI) in accordance with DoD Instruction 5240.26, and other intelligence capabilities at any DoDEA operating locations.

3.15.c. DoDEA Bus Security Attendants Program. Bus Security Attendants are specially-selected, task trained adults who are assigned to ride on designated buses that transport DoDEA students on daily commutes (home-to-school and return runs). Bus Security Attendants perform four (4) tasks: pre-run bus security inspections, en-route surveillance detection, pre-attack recognition, and en-route security emergency response and management.

DoDEA PROCEDURAL GUIDE 5760.01-01 SERIOUS INCIDENT REPORTING PROCEDURES, August 24, 2016, Section 4: Serious Incident Report Matrix, Table 6. Security Incidents, Force Protection Issues: Requires reporting of Force Protection Issues such as suspected surveillance which constitutes a threat or potential threat to students, staff or operations – if in doubt – report it! See table below

| Force Protection Issues | Report: Suspected surveillance or other suspicious activity constituting a threat or potential threat to students, staff, or operations; or any incident that has the potential to compromise existing security measures and procedures. This includes, but is not limited to:
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<tbody>
<tr>
<td>1. Compromise of security systems.</td>
<td>2. Loss of master keys to a facility.</td>
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<tr>
<td>5. Transportation or bus incidents. This includes unauthorized individual, (adult or child), accessing or being transported by the transportation vehicle.</td>
<td></td>
</tr>
<tr>
<td>Exclusions: Incidents initially thought to be suspicious but, after investigation, are determined not to be a threat.</td>
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<tr>
<td>Additional Guidance:</td>
<td>Report any incident that compromises the safety and security of students, staff, facilities, or school operations. Do not report incidents where any person/activity initially thought to be suspicious is later determined not to be a threat. However, if an investigation does not eliminate the possibility of a threat, the incident should be reported (i.e., suspicious person is unknown and not able to be located so his/her intent cannot be determined).</td>
</tr>
<tr>
<td>Force Protection Conditions (FPCONs):</td>
<td>Report a local change in a FPCON, based upon local intelligence, threat, or recent event. Do not report FPCON changes directed by a Geographic Combatant Command (GCC).</td>
</tr>
<tr>
<td>Example:</td>
<td>- School receives notification of an armed individual on or near the school campus causing the school to lock down.</td>
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<tr>
<td>- Unknown person at bus stop taking notes and photographing students and buses.</td>
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<tr>
<td>- Office personnel receive a phone call from a “reporter” eliciting information about upcoming community deployments and their impact on the school.</td>
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<tr>
<td>- Custodian reports the loss of a facility master key.</td>
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<tr>
<td>- Change in FPCON based upon the guidance provided.</td>
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<tr>
<td>- A DoDEA school bus transports a student who</td>
<td></td>
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<tr>
<td>Examples of Exclusions:</td>
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<tr>
<td>- Unprepared for Class</td>
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<tr>
<td>Students who are without the materials necessary to learn and participate in class are considered unprepared for class. These materials include completed homework.</td>
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</tbody>
</table>
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 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. Student behavioral management 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,” March 23, 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 following 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). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

This matrix of suggested consequence for student misconduct does not supersede DoDEA Regulation 2051.1. It is provided to offer general guidelines for imposing disciplinary consequences but in no way restricts the right and responsibility of school administrators to apply appropriate levels of discipline on a case-by-case basis, depending on the specific circumstances, even if it deviates from the suggested consequences identified in the table.

In all cases of suspension and expulsions, a letter will be sent to the sponsor, the School Liaison Officer, and DSO Superintendent.
### Category I: Minor Infractions

<table>
<thead>
<tr>
<th>Referral</th>
<th>Possible sanctions may include, but are not limited to, one or more of the actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Warning and/or contact with the parent/guardian</td>
</tr>
<tr>
<td>2nd–4th</td>
<td>Warning, parent contact, and/or detention, Saturday School; 1 day In-School Suspension</td>
</tr>
<tr>
<td>5th and each additional referral.</td>
<td>Warning, parent contact, and/or detention, Saturday School; 1 day In or Out of School Suspension. Once a student has accumulated a minimum of 5 referrals, a behavior plan may need to be created to address behavioral concerns.</td>
</tr>
</tbody>
</table>

- Tardiness (to class or to school)
- General classroom misconduct
- Failure to follow general instructions
- Public display of affection /Improper show of affection
- Eating/drinking in class (gum included)
- Loitering in an unauthorized area
- No hall pass
- Running, playing, or horseplay (hall or grounds) that may endanger self or others
- Unauthorized sale of items (candy, etc.)
- Dress code violations which the student refuses to correct
- Minor disrespect (talking back, rolling eyes, etc.)
- Other minor offenses

An administrator may offer the following alternatives to Out-of-School Suspension:

- A parent may opt to shadow his/her child for one day instead of any 1 day out of school suspension. A parent is not to be an active participant in the class and is to be an observer only.
- The Principal at each school may limit the number of times that shadowing is allowed instead of Out of School Suspension (OSS).

**NOTE:** If the offense has taken place in the teacher’s classroom (with the exception of tardies), all teachers are generally expected to deal with Category I offenses in an appropriate manner prior to referring a student to an administrator (including parental contact and referral to guidance).

The consequence listed above come into effect only after the student has been referred to an administrator.

### Category II: Serious Infractions

<table>
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<tr>
<th>Referral</th>
<th>Possible sanctions may include, but are not limited to, one or more of the actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>After School Detention</td>
</tr>
<tr>
<td>2nd</td>
<td>2-5 Additional detentions or Saturday school or in school suspension</td>
</tr>
<tr>
<td>3rd</td>
<td>1 day In or Out of School Suspension</td>
</tr>
</tbody>
</table>

- Harassment of peers. Examples may include but not limited to the following: cyber harassment, posting on social networks, taunting, name calling, gesturing, verbal or written insults/put-downs, spreading rumors, cursing/profanity towards peers
- Using portable communications devices contrary to school policy (e.g., beepers, cell phones, personal computers, Blackberry’s, iPhones; 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. (Individual principals will determine the locale for keeping such devices during the school day.)
- Minor Vandalism ($25 or less) (Restitution required)
- Minor Theft ($25 or less) (Restitution required)
- Leaving school grounds without administrative permission (also includes failure to sign out)
- Falsifying, forging, cheating, or plagiarizing the work of others. (written or verbal)
- Abusive, profane, or obscene language, gestures, or material (student to student): This includes, but is not limited to the following references: race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability, or matters pertaining to sexuality.
- 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).
- 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.
- 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 or related paraphernalia (lighters, matches, rolling paper, etc.)
- Any activity that endangers self or others while at school

<table>
<thead>
<tr>
<th>4th</th>
<th>5th</th>
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<tbody>
<tr>
<td>2-3 Days of the combination of Saturday School, and/or In or Out of School Suspension</td>
<td>3-5 Days of the combination of Saturday School, and/or In or Out of School Suspension</td>
</tr>
</tbody>
</table>
• Violating attendance regulations or policies (i.e., truancy).

An administrator may offer the following alternatives to Out-of-School Suspension:
• A parent may opt to shadow their child for one day instead of any 1 day out of school suspension. A parent is not to be an active participant in the class and is to be an observer only.
• The Principal at each school may limit the number of times that shadowing is allowed instead of OSS.

<table>
<thead>
<tr>
<th>Category III: Severe/Extreme Infractions</th>
<th>Referral</th>
<th>Possible sanctions may include, but are not limited to, one or more of the actions:</th>
</tr>
</thead>
</table>

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:

• 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)).
• Possessing, using, or transferring to another person any dangerous weapon (section 930(g)(2) (reference (j)), (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.
• Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages.
• 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.
• Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.
• Robbing or extorting, or attempting robbery or extortion.
• Damaging or vandalizing school, U.S. Government, contractor, or private property.
• Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.
• Gambling in any form.
• Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.
• Bullying (including cyber bullying) another, or a group (e.g., engaging physical intimidation, severe taunting, hazing, repeated name calling, persistent insults, 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).
• 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.).
• Possessing or using fireworks or other explosive devices.
• 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.

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

Zero Tolerance
DoDEA has a ZERO TOLERANCE policy on drugs, alcohol and weapons (real or not). Students possessing any of these items at school or at school-sponsored activities will be disciplined in accordance with the ZERO TOLERANCE policy.

Detention
As a result of a disciplinary action Administrators assign detention. Teachers or administrative assistants whose school rights have been violated may also assign detention. Detention may be assigned before or after school. Students are expected to report to detention on time with appropriate materials. They are expected to use their time doing school related work. Failure to report on time or acting inappropriately during detention may result in additional detention days or further disciplinary action. Parents and students will be notified in advance of the date and time a detention is to be served. Scheduling conflicts with non-school appointments must be worked out in advance with the detention supervisor so that detentions can be rescheduled and served. Detention supersedes attendance at extra-curricular activities. Students assigned to after school detention will not be excused to participate in other after school activities.

Teachers may also assign and supervise their own detentions for problems within their area of responsibility. Parents will be notified by the teacher if their child receives a teacher assigned detention.

Suspension
Suspension may be given as a result of disciplinary action. Suspension is defined as the prohibiting by a school principal (or assistant principal) of a student from attending classes or school for any time period short of expulsion. Out of school suspensions are not to exceed 10 (continuous) days for one incident without a formal hearing. Suspensions may be in or out of school. Students are expected to make up all work missed during their suspension. Make up policy is the same as for an excused absence.

Expulsion
Expulsion is the removal of a pupil from school for the remainder of a semester or school year for disciplinary reasons.

Dorm students who are expelled from the dorm are automatically expelled from the school. Dormitory students who are expelled from school will also be expelled from the dormitory for the same period of time.

Electronic/Internet Resource Use Actions: Computer Access and Internet Policy DoDEA AI 6600.01

POLICY: It is DoDEA policy that:
  a. The use of DoDEA IT resources shall be permitted for official and authorized purposes including communication, research, and educational or professional development in support of the DoDEA
mission.

b. Internet use for educational, administrative, and research purposes will be encouraged and supported in agreement with the terms and conditions contained in the DoDEA Technology user agreement policy.

c. All use of DoDEA IT resources will be accomplished through individual user accounts, except as specifically authorized by the Designated Approving Authority (DAA).

If a student violates the DoDEA Technology user agreement policy, the following actions will be imposed.

<table>
<thead>
<tr>
<th>Category I: Minor Infractions</th>
<th>Referral</th>
<th>Possible sanctions may include, but are not limited to, one or more of the actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Misuse of email</td>
<td>1st</td>
<td>Warning, Parent contact, and/or Detention,</td>
</tr>
<tr>
<td>• Using inappropriate language</td>
<td>2nd</td>
<td>Suspension of email for 10 Days</td>
</tr>
<tr>
<td>• Being abusive or impolite</td>
<td>3rd</td>
<td>Termination of email for SY and Administrative Action</td>
</tr>
<tr>
<td>• SPAMMING</td>
<td>4th</td>
<td>**Administrative Action</td>
</tr>
<tr>
<td>• Contacting inappropriate persons</td>
<td></td>
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<tr>
<td>• Using e-mail at inappropriate times</td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Category II: Serious Infraction</th>
<th>Referral</th>
<th>Possible sanctions for Category II infraction may include, but are not limited to, one or more of the following actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sending or receiving offensive materials</td>
<td>1st</td>
<td>**Administrative Action</td>
</tr>
<tr>
<td>• Violating copyright</td>
<td>2nd</td>
<td>Suspension of LAN and email for 2 weeks</td>
</tr>
<tr>
<td>• Using computer resources without permission</td>
<td>3rd</td>
<td>Termination of LAN &amp; email accounts RESTRICTION of computer usage</td>
</tr>
<tr>
<td>•</td>
<td>4th</td>
<td>**Administrative Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category III: Severe Infraction</th>
<th>Referral</th>
<th>Possible sanctions for Category III infraction may include, but are not limited to, one or more of the following actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Damaging Hardware, Software, or network</td>
<td>1st</td>
<td>Suspension of LAN and email for 2 weeks</td>
</tr>
<tr>
<td>• Changing configurations</td>
<td>2nd</td>
<td>Termination of LAN &amp; email accounts RESTRICTION of computer usage</td>
</tr>
</tbody>
</table>
- Using another user’s account or allowing him/her to use yours
- Attempting to get around safety and security measures (i.e. web filters, virus scan, etc.)
- Sexually Offensive behavior
- Insubordination with disrespect and profanity

| 3rd | Termination of ALL Computer privileges |
| 4th | **Administrative Action** |

**Category IV: Extreme Infractions**

- Using electronic means to threatening, bullying, harassment and/or abuse others
- Accessing restricted private data

**Possible sanctions for Category IV infraction may include, but are not limited to, one or more of the following actions:**

- Immediate termination of all computer privileges and suspension from school

**Administrative Action may include, but is not limited to the following:** Warning and Counseling Session, Detention, Parent Notification, Suspension or School Work Detail

1. Restriction of computer usage means stand-alone computer workstations with no access to the internet or network resources OR a special log-in.
2. Termination of computer privileges necessitates removal from computer courses for the semester or year.

**ALL actions should be resolved at the classroom (Teacher/Parent/Student) level when possible.**

_in all cases, the administration reserves the right to determine the severity of consequences based on education impact on student._

### School Bus Behavior


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, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 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.

The safe transportation of students is our greatest concern. DoDDS contracts for bus transportation from responsible firms with mechanically sound vehicles and properly qualified drivers. Safety also depends on proper conduct by the students that ride buses. We highly encourage parents to go over the rules with their students to ensure that they understand and follow these rules. School bus rules will be strictly enforced. School bus
transportation is a privilege, not a right. Students not complying with school bus rules may have their bus riding privileges revoked.

Bus registration is done in the transportation office located in the admin wing. Please bring all the needed information to complete the School Bus Transportation Form.

When changing location, please allow ample time for the bus office to locate your new home, determine the suitable bus stop and instruct the bus driver. A minimum of three school days is required to ensure the bus can pick up at your new location.

All changes concerning the buses must come through the School Bus Office. Drivers, other school offices, or the teachers cannot make changes or make arrangements for a student when it concerns busing.

The bus pass, which is issued to every student, has a great deal of information. Please check this pass for: student’s name and grade, sponsor’s duty phone, bus route number, pick up and drop off points as well as approximate times. The back of the pass has the phone numbers to reach the bus transportation office or school security.

Students must display their bus pass when entering the bus. The designated pick up and drop off points on a student’s individual pass are the only locations that the student may enter or disembark the bus. Riding a bus other than the bus that is assigned is also prohibited.

All students riding school buses will:

- Conduct themselves properly.
- Board and depart the bus in an orderly, safe manner.
- Remain properly seated while the bus is in motion.
- Remain reasonably quiet.
- Keep all parts of the body inside the bus windows. Keep windows closed.
- Keep isles, doors, windows, and empty seats free from obstruction.
- Remain fully and properly clothed.
- Respect all contractors’ property and other private property.
- Promptly comply with the bus driver’s instructions.

All students riding buses will not:

- Disrespect, distract, or interfere with driver.
- Fight, push, or shove.
- Eat, drink, or litter on the bus.
- Interfere with other riders while they are entering, exiting, or seated on the bus.
- Spit.
- Be involved in horseplay.
- Throw or shoot objects in, on, to, or from the bus.
- Use tobacco/vaping products or have in their possession matches or lighters.
- Tamper with bus controls or emergency equipment, except in an emergency.
• Use profane or abusive language or make obscene gestures.
• Convey any prohibited or unacceptable item (e.g., weapons of any kind, drugs, explosives, alcohol, animals, bulky items, other disruptive items, etc.)
• Engage in any behavior, act, harassment, or incident determined by the principal as interfering with order, safety, or the authority of any adult.

Consequences.
1) Warning letter.
2) Bus riding privileges suspended for 1-5 days
3) Bus riding privileges suspended for 10 days.
4) Bus riding privileges suspended for 20 days.
5) Bus riding privileges suspended for the remainder of the year.
6) Please note that serious infractions may warrant more severe consequences than outlined above.

After School Bus Departure Schedule:
2:40 – Students are Dismissed
2:45 – Warning Whistle
2:47 – Final Whistle/Bus Check
2:50 – Buses Depart
* Students cannot enter the Bus Zone to load a bus once the buses begin moving!

Students: If you miss your bus at 2:50, please return to the receptionist desk to call your parents to come and pick you up from school.

Space Available Bus Transportation.
We are fortunate to be able to provide daily commute buses to our students at this time; however it is imperative that everyone understands the limitations of space available bus service.

Tuition paid to DoDDS is strictly for education and does not include daily commuting transportation. Buses are contracted by the Department of Defense to provide transportation for the dependents of their personnel. Seats being offered to the tuition paying students at Bahrain Middle High School are on a space available basis. Space available means that bus service is provided only if:
• You are near a bus stop serviced by the bus.
• You are willing to transport your children to a bus stop.
• There are seats available on the bus.

This service may be terminated at any time and without notice. Parents of space available riders will be required to fill out and sign the Space Available Transportation Form when picking up the bus pass.

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct
Policy Reference: DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019
DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019 (DoDEA AI 1443.02, and for cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

The right to be free from other related abusive misconduct includes physical and/or emotional misconduct that does not qualify as sexual assault or sexual harassment, but that is still intended to make a student feel pressured, uncomfortable, physically threatened, in pain, embarrassed, or offended. It also includes the right to be free from an adult, or another student, trying to exploit their position of authority or influence over a student to force or manipulate them into an inappropriate personal and/or sexual relationship, even if the student does not think it is harmful. DoDEA does not recognize sexual or romantic interactions between any student and a DoDEA employee or volunteer to ever be consensual, even if the student is of the lawful age of consent.

Students who are experiencing sexual assault, sexual harassment, PSB-CY, or other related abusive misconduct should report it in accordance with Sections 4 and 5 of DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019.

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to someone they know, a student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA’s “Sexual Harassment Awareness and Prevention” webpage to learn more at www.dodea.edu/sexualHarassment.
Computer Access/Internet Policy/Electronic Devices


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

- Students shall use DoDEA 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.

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

Transportation

Student Transportation Services

Policy Reference: DoDEA Administrative Instruction 4500.02, “Student Transportation Services,” August 13, 2018

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and below should not exceed one mile from the student’s primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural
boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student’s IEP and/or required by Section 504 guidelines. “Curb-to-curb” only applies to students with disabilities who require such service as documented in the student’s IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.
Acknowledgement and Understanding of Student Handbook 2019-2020

The Bahrain Middle High School Student Handbook is a valuable resource for parents and students. Information includes attendance policies, behavior expectations, grading policies, dress code, etc. Please read the Handbook and then sign below to acknowledge your receipt and understanding of the information it contains and return this portion to the school. Students are to return this signed portion to their Seminar or Advisory period teacher NLT September 29, 2019.

_______________________  _______________________
Parent Name (Printed)     Student Name (Printed)

_______________________  _______________________
Parent Signature/Date     Student Signature/Date

*Signatures represent receipt of the student handbook and the parent and student awareness of school policies and procedures for School Year 2019-2020.