

# BAHRAIN

## Middle High School



**Student & Parent Handbook**

**2020 – 2021**



**Excellence in Education for  
Every Student, Every Day,**

**Everywhere**

**+973.1772.7828**



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



### **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.

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### **Bahrain Middle High School**

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 video production, web design, coding, business enterprise, computer applications and AP Computer Science. 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 Education Activity (DoDEA). 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 DoDEA. 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 DoDEA 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 DoDEA 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 DoDEA 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 DoDEA 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 DoDEA 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.

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

FPO ADDRESS	INTERNATIONAL ADDRESS	PHYSICAL ADDRESS
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 540 Road 4225 Area 342, Juffair

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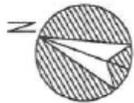
Principal:	Shana Seawright	<a href="mailto:shana.seawright@dodea.edu">shana.seawright@dodea.edu</a>
Assistant Principal:	Angelo Barcinas	<a href="mailto:angelo.barcinas@dodea.edu">angelo.barcinas@dodea.edu</a>
Attendance Clerk:	Yuossie Diaz	<a href="mailto:yuossie.diaz@dodea.edu">yuossie.diaz@dodea.edu</a>
Receptionist:	Khulood Sabah	<a href="mailto:khulood.sabah@dodea.edu">khulood.sabah@dodea.edu</a>
Registrar:	Anna Seixas	<a href="mailto:anna.seixas@dodea.edu">anna.seixas@dodea.edu</a>
Nurse:	Nicole O'Driscoll	<a href="mailto:nicole.o'driscoll@dodea.edu">nicole.o'driscoll@dodea.edu</a>
Transportation Officer:	Travis Freddie	<a href="mailto:travis.freddie@dodea.edu">travis.freddie@dodea.edu</a>
International Baccalaureate (IB) Coordinator:	Connie McAninch	<a href="mailto:constance.mcaninch@dodea.edu">constance.mcaninch@dodea.edu</a>
Guidance Counselor (Grades 6-9):	Regina Zilinski	<a href="mailto:regina.zilinski@dodea.edu">regina.zilinski@dodea.edu</a>
Guidance Counselor (Grades 10- 12):	Carla O'Hanrahan	<a href="mailto:cj.o'hanrahan@dodea.edu">cj.o'hanrahan@dodea.edu</a>
School Psychologist:	Terry Carpenter	<a href="mailto:teresa.carpenter@dodea.edu">teresa.carpenter@dodea.edu</a>
Parent, Teacher, Student, Organization (PTSO) President:	Sharrah Jones	<a href="mailto:bahrainschoolptso8@gmail.com">bahrainschoolptso8@gmail.com</a>
School Advisory Committee (SAC)President:		
School Liaison Officer (SLO):		

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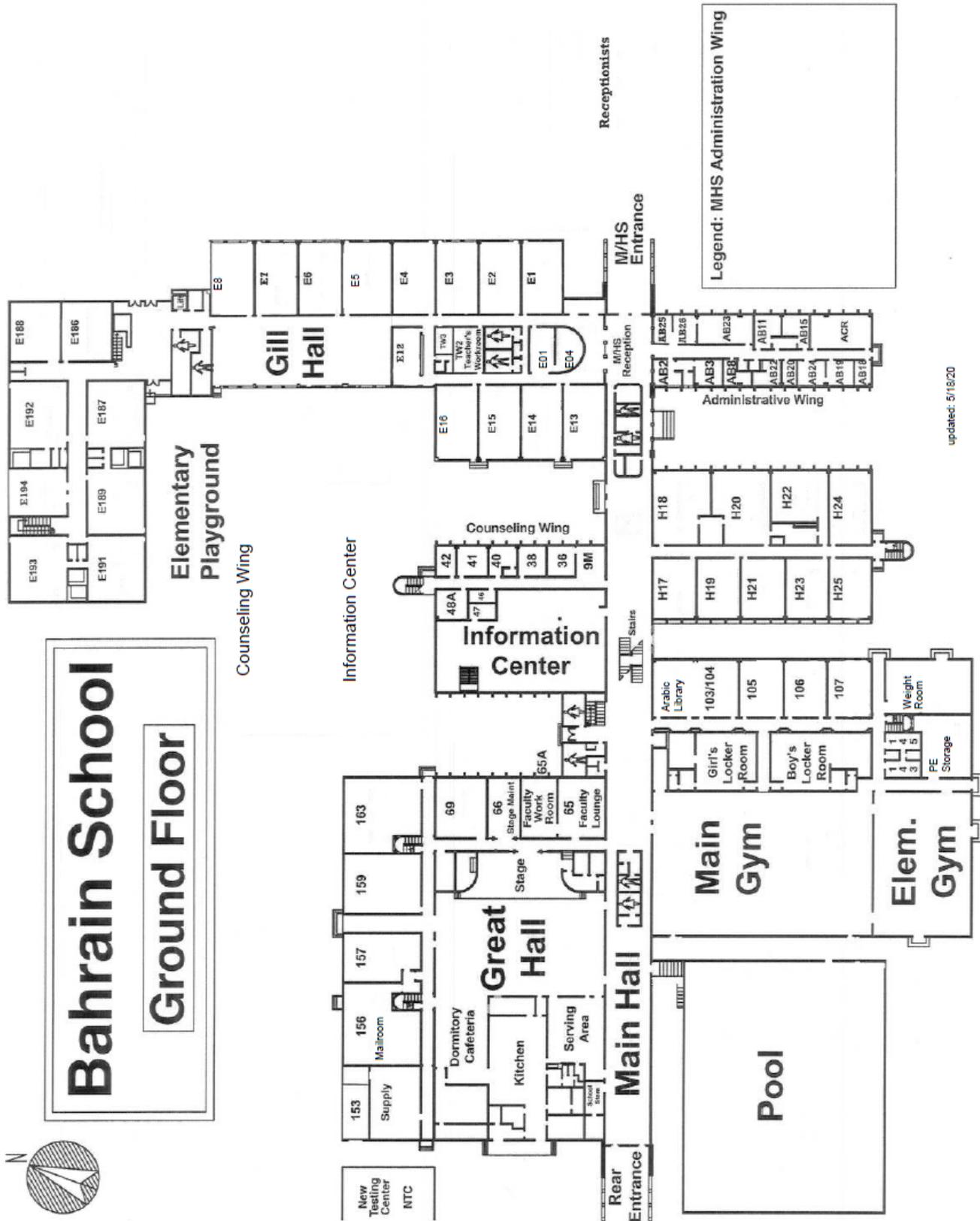
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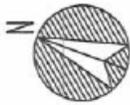
# Bahrain School

## Ground Floor



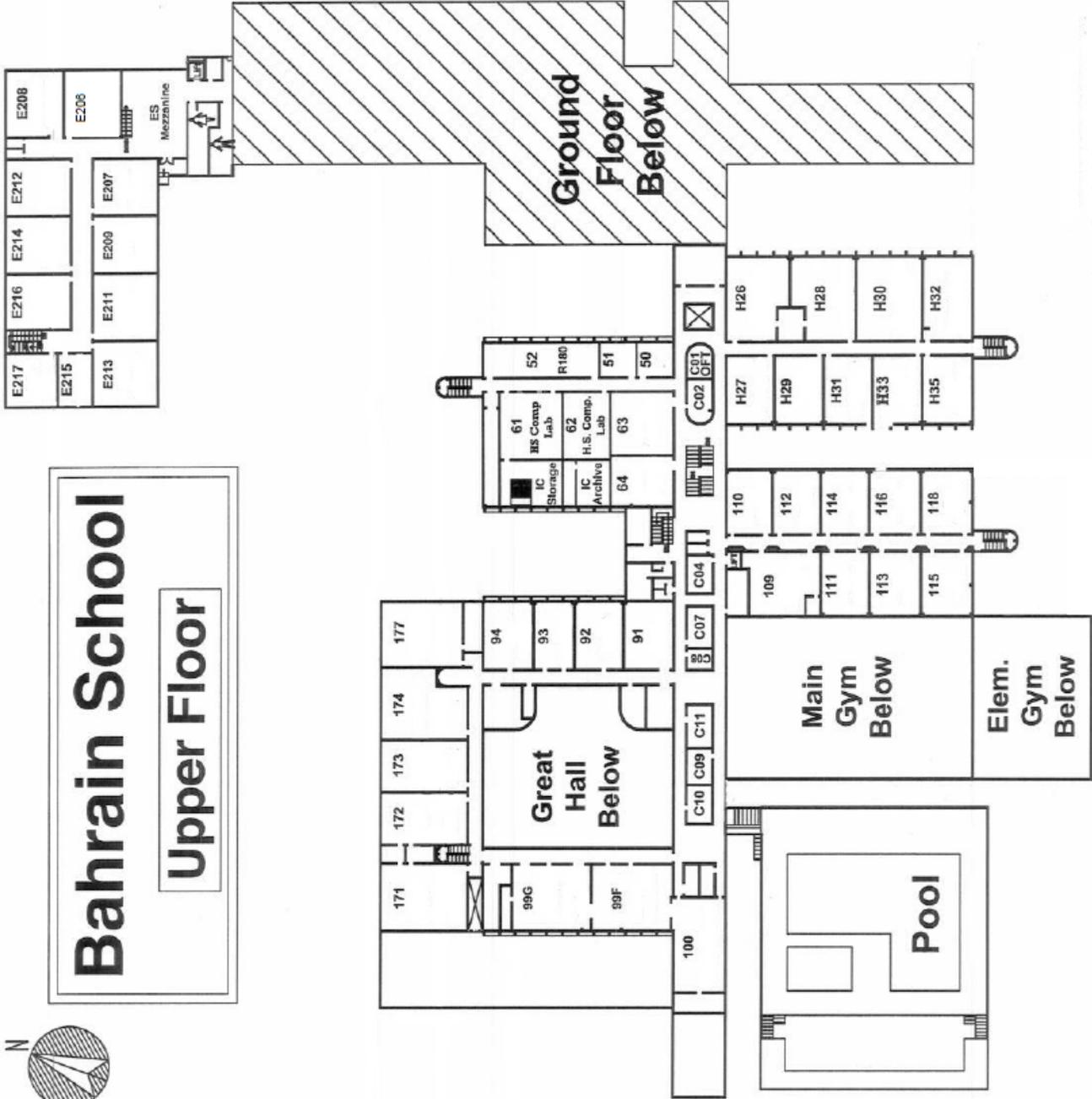
Legend: MHS Administration Wing

updated: 5/18/20



# Bahrain School

## Upper Floor



updated: 5/18/20

## DoDEA School Rules, Regulations and Procedures

This section of the handbook provides information that applies throughout DoDEA. It notifies parents, students and stakeholders of the 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 DoDEA policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

### General Information

#### Interstate Compact on Educational Opportunity for Military Children

*Policy Reference: DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017*

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 active duty military-connected families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides uniform policy for resolving the education transitional challenges experienced by military-connected children as they transition between schools.

It is estimated that the average military family moves nearly every two years during their active duty Service member's career. These frequent moves can cause children to miss out on curricular and extracurricular activities as well as face challenges with educational continuity, including meeting graduation requirements. The Compact ensures that 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, unique learning needs, assessments and other administrative policies.

#### Access to School Facilities

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

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 of such 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/policy.

## Bell Schedules

### Regular Schedules (Sunday – Wednesday)

<b>Middle School</b>		
0800 – 0925	Period 1/Period 5	85 minutes
0935 – 1100	Period 2/Period 6	85 minutes
1100 – 1140	Lunch	40 minutes
1145 – 1310	Period 3/Period 7	85 minutes
1315 – 1440	Period 4/Period 8	85 minutes
<b>High School</b>		
0800 – 0925	Period 1/Period 5	85 minutes
0935 – 1100	Period 2/Period 6	85 minutes
1105 – 1230	Period 3/Period 7	85 minutes
1230 – 1310	Lunch	40 minutes
1315 – 1440	Period 4/Period 8	85 minutes

### Thursday Schedules (Shortened Day)

<b>Middle School</b>		
0800 – 0910	Period 1/Period 5	70 minutes
0920 – 1030	Period 2/Period 6	70 minutes
1030 – 1110	Lunch	40 minutes
1115 – 1225	Period 3/Period 7	70 minutes
1230 – 1340	Period 4/Period 8	70 minutes
<b>High School</b>		
0800 – 0910	Period 1/Period 5	70 minutes
0920 – 1030	Period 2/Period 6	70 minutes
1035 – 1145	Period 3/Period 7	70 minutes
1145 – 1225	Lunch	40 minutes
1230 – 1340	Period 4/Period 8	70 minutes

### Half Day Schedule (School Day 0800 – 1100)

<b>Middle/High School</b>		
0800 – 0840	Period 1/Period 5	40 minutes
0850 – 0930	Period 2/Period 6	40 minutes
0935 – 1015	Period 3/Period 7	40 minutes
1020 – 1100	Period 4/Period 8	40 minutes

\* Buses depart at 1110. No lunch is served.

## Exam Schedule (Middle & High School)

<b>First Semester</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Combined MHS lunch.</b>
0800 – 0845	Review				45 minutes
0845 – 0855	Break				10 minutes
0900 – 1100	Exam				120 minutes
1100 – 1140	Lunch				40 minutes
1145 – 1230	Review				45 minutes
1230 – 1235	Break				5 minutes
1240 – 1440	Exam				120 minutes
<b>Second Semester</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Combined MHS lunch.</b>
0800 – 0845	Review				45 minutes
0845 – 0855	Break				10 minutes
0900 – 1100	Exam				120 minutes
1100 – 1140	Lunch				40 minutes
1230 – 1235	Break				5 minutes
1240 – 1440	Exam				120 minutes

### School Closures

Islamic holidays may shift due to following the lunar calendar. These holidays may be adjusted by administration.



## **Chain of Command**

The Department of Defense Education Activity (DoDEA), Arlington, Virginia maintains authority for the overseas schools (DoDEA). Bahrain Middle High School is, therefore, 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) Classroom Teacher
- 2) Assistant Principal – Bahrain School – Mr. Angelo Barcinas
- 3) Principal – Bahrain School – Ms. Shana Seawright
- 4) Community Superintendent- Europe South – Mr. Carl Albrecht
- 5) District Superintendent – Europe South – Dr. Michelle Howard-Brahaney
- 6) Director – Department of Defense Dependent Schools Europe – Dr. Dell McMullen
- 7) Director – Department of Defense Education Activity – Mr. Tom Brady

## **Falcon Facts & Bahrain Community Schools Facebook Page**

Current information is communicated to all concerned through the official Falcon Facts newsletter published weekly at <https://sites.google.com/student.dodea.edu/bahrainelementary/home?authuser=0>.

Another outlet announcements are published is on the Bahrain Community Schools Facebook page found at <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.

## **Spanish National Honor Society**

Spanish National Honor Society is an academic honor society focused on Spanish language excellence in secondary education and promotes a continuity of interest in Spanish studies. Its motto is "¡Todos a una!"

## **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 & 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 (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas)**

*Policy Reference: DoD Instruction 1342.15, "Educational Advisory Committees and Councils," December 7, 2012*

*DoDEA Administrative Instruction 1358.01, "School Boards, Advisory Committees, and Dependents Education Council, March 31, 2020.*

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) locally. This is a system-wide way for parents to get involved in their child's local school. Consult your child's school to learn more about school advisory committees (DoDEA-Europe and DoDEA-Pacific) or school boards (DoDEA-Americas). *This policy has been recently updated.*

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 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 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 Principal 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 2020-2021 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](mailto: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's front office immediately upon entering the school.** A visitor/volunteer is someone who is not a school employee or enrolled 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, visitors/volunteers 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 the visitor/volunteer can access a different location within the school. Upon finishing their visit, visitors/volunteers 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. Approval by school personnel is required for this type of visitation.

## **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 maximize facilities (as budget allows).
- To question 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 and academic honesty; 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, or 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.

### Student Registration Process

*Policy Reference: DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended*

*Policy Reference: DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997*

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

- Proof of age;
- Medical records, including information on medical conditions, medications, and all dates and types of immunizations;
- Official documents to support eligibility (e.g., letter of employment, contract, permanent change of station [PCS] orders, etc.); and
- Proof of on-base residence (applies to students enrolling in DoD domestic schools).

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

### Student Immunization Requirements

*Policy Reference: DoDEA Regulation 2942.01, "School Health Services," September 2, 2016*

*Policy Reference: Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110\_IP, CG COMDTINST M6230.4G, "Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases," 7 October 2013*

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 required 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 DISENROLLED UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED.

### **Immunization Exemptions**

*Policy Reference: Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110\_IP, CG COMDTINST M6230.4G, "Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases," 7 October 2013.*

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The applicable DoD Command 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 immunization waiver 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), a student 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 student 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**

*Policy Reference: DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010*

*Policy Reference: DoDI 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017*

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, "Student Grade Level Placement," March 2, 2010. A student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten in DoDEA. In addition, a student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1 in DoDEA. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA school (kindergarten through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages, assuming yearly progression from grades 1–8.

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 school system 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 local educational agency. For kindergarten, the student must have been enrolled in and attended kindergarten class in order to assure continued attendance in kindergarten in a DoDEA school. Students who have satisfactorily completed the prerequisite grade level in the sending school system 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. Parents/sponsors of current and prospective elementary/middle/high school students should contact the school's registrar directly for assistance. For further information, please visit the DoDEA Student Records Center web site located at <https://www.dodea.edu/StudentServices/transcripts.cfm>. You may also consult with the counseling department at your child's school for issues regarding student records.

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

*Policy Reference: DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007*

An English language learner (ELL) is a student whose first language is not English and is in the process of acquiring English as an additional language. In accordance with DoDEA Regulation 2440.1, DoDEA's English Speakers of Other Languages (ESOL) Program is designed to teach ELLs to acquire English language and literacy proficiency through content. The ESOL Program builds students' social, cultural, and academic skills so that identified ELLs succeed in an English language academic environment that provides equitable access to college- and career-ready opportunities as their English-speaking peers.

The ESOL Program involves teaching listening, speaking, reading, writing, and study skills at the appropriate developmental and English language proficiency levels. This is accomplished by teaching language through a standards-based, high-quality academic content that pursues the student's orientation within the United States culture. The ESOL Program's instruction can be delivered in a variety of settings and program configurations. The scope and amount of ESOL instruction provided is determined by the student's age, grade level, academic needs, and an English language proficiency evaluation. DoDEA's ELLs may receive instruction both through the ESOL Program and within the main classroom setting.

### Accelerated Withdrawal

*Policy Reference: DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]*

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 Section 3.1.d, of DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]. Accelerated withdrawal will only be considered if the parent/sponsor presents 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. Note: Family trips will not be approved for accelerated withdrawal.

Failure to complete the below acceleration process within the given time frames will result in not receiving a report card/transcript in the Withdrawal Packet, which will have to be sent at a later date.

- At least 30 days prior to withdrawal: Accelerating students are to pick up and return the completed Acceleration Application from the Registrar, including PCS orders. Students returning to Bahrain School the following semester will not be considered for acceleration.
- At least 3 weeks prior to withdrawal: If the Acceleration Application is approved by Administration, the student will need to pick up the Acceleration Study Program Contract from the Attendance Clerk and meet with each teacher to determine all coursework required for each class to include reading, homework assignments, quizzes, tests, projects and exams on the Acceleration Study Program Contract.
- To allow time for teachers to finalize grades, students must complete all contracted coursework as required by each teacher three days prior to withdrawal. Each incomplete class will result in no credit earned on transcript.

- Two days prior to the student's last day, the student must return the completed Acceleration Study Program Contract (with teacher signatures and final grades) to the Registrar for finalization of the accelerating student's Withdrawal Packet.
- Withdrawal Packets can be picked up from the Registrar at the end of the student's last day.

Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades. In this case, the sponsor/parent should notify the school two weeks prior to the date of withdrawal.

## 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

*Policy Reference: DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]*

At Bahrain School, students may choose between earning a DoDEA diploma or an IB diploma.

#### DoDEA Diploma

A standard diploma is awarded from DoDEA upon completion of the following requirements, as stated in Sections 3.3, of DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]:

- Minimum 2.0 GPA;
- Completion of 26.0 units of credit; and
- Completion of specific course requirements.

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

- Completion of all requirements for a standard diploma and 0.5 credit in economic history;
- Minimum 3.8 GPA at the end of the second semester of the graduating year; and
- Earning a passing grade and taking the requisite exams in a minimum of four Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced-level courses.

Minimum Requirements			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>• 1.0 credit (ELA 9)</li> <li>• 1.0 credit (ELA 10)</li> <li>• 1.0 credit (ELA 11)</li> <li>• 1.0 credit (ELA 12)</li> </ul> * High school ELLs in ESOL for ELA courses (Levels I-V) may receive up to 2 ELA credits towards graduation requirements.	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>• 1.0 credit (World History 9 or 10; Honors Integrated World History 9 or 10; or AP World History-Modern)</li> <li>• 1.0 credit (U.S. History)</li> <li>• 0.5 credit (U.S. Government)</li> <li>• 0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> <li>• 1.0 credit (Algebra I)</li> <li>• 1.0 (Geometry)</li> <li>• 1.0 credit (Algebra II)</li> <li>• 1.0 credit (Math course code 400 or above)</li> </ul>	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> <li>• 1.0 credit (Biology)</li> <li>• 1.0 credit (Chemistry)</li> <li>• 1.0 credit (Physics)</li> </ul>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> <li>• 2.0 credits (World Language [WL] course)</li> </ul> Note: Sequential courses in the same language.	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> <li>• 1.5 credits (CTE course offering)</li> <li>• 0.5 credit (Computer Technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Lifetime Sports)</li> <li>• 0.5 credit (Personal Fitness)</li> <li>• 0.5 credit (Activity &amp; Nutrition or equivalent PE)</li> </ul> Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Health Education course offering)</li> </ul>	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> <li>• 0.5 credit in Economic Literacy in CTE, Social Studies, Science &amp; Mathematics</li> </ul>	–	0.5 credit
<i>Economic Literacy: Courses that meet this requirement</i>	Business and Personal Finances, Management Foundations, Marketing Entrepreneurship, Financial Literacy, Financial Algebra, Business and Personal Finances, Management and International Business, Environmental Science (including AP), AP Human Geography, Economics (including AP), IB Economics, AP Macroeconomics and Microeconomics, AP Comparative Government and Politics		
Summary			
Minimum Total Credits		26.0 credits	26.0 credits
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.			

### International Baccalaureate (IB) Diploma

The International Baccalaureate Diploma Program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

An IB Diploma is awarded from the International Baccalaureate Organization upon completion of the following requirements during the final two years of high school:

- Completion of three Standard Level courses;
- Completion of three Higher Level courses;
- Completion of the three core elements; and
- Minimum of 24 points (12 of which must be earned at Higher Level).

Note: The IB diploma does not satisfy the requirements for the DoDEA diploma. Therefore, students who are unable to successfully meet the IB diploma requirements must meet all requirements for the standard diploma in order to receive a DoDEA diploma (see information above).

Courses	<p>Students choose to take the Standard Level (SL) or the Higher Level (HL) course for each of six subjects.</p> <p>Group 1: Studies in language and literature Group 2: Language acquisition Group 3: Individuals and societies Group 4: Sciences Group 5: Mathematics Group 6: The Arts</p> <p>Higher Level and Standard Level courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at the Higher Level.</p> <p>IB students must select three Standard Level courses (150 hours of instruction) and three Higher Level courses (240 hours of instruction). There are internal and external exams given scored on a scale from 1 to 7, where at least 9 points must be earned at Standard Level and 12 points must be earned at Higher Level.</p>
Core Elements	<ul style="list-style-type: none"><li>• Theory of Knowledge (TOK) oral presentation and 1,600-word essay</li><li>• 4,000-word independent research Extended Essay (EE)</li><li>• Community, Activity, Service (CAS) projects and reflections</li></ul> <p>Note: Up to 3 points may be earned for TOK and EE</p>

### **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.

### **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 and must be approved by parent, current teacher, future teacher, and administration. 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.

### **Transferring Course Credits to a DoDEA School**

*Policy Reference: DoDEA Administrative Instruction 1367.01, "High School Graduation Requirements and Policy," [TBD]*

*Policy Reference: DoDI 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017*

*Policy Reference: DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children," February 4, 2016*

DoDEA accepts 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 an accredited non-DoD system (public or private), correspondence, online, and/or home-school program. The accreditation for the sending school or school system must be from 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 Section 4.7, of DoDEA Administrative Instruction 1367.01. Please contact your child’s school for questions regarding course credit transfer process and approval.

## 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.

Grade	Numerical Range	Description
A	90 – 100	Excellent: Outstanding level of performance
B	80 – 89	Good: High level of performance
C	70 – 79	Average: Acceptable level of performance
D	60 – 69	Poor: Minimal level of performance
F	0 – 59	Failing (No credit awarded)

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

Unweighted Standard Scale	Weighted Advanced Placement (with AP exam)/Weighted IB Standard Level or Higher Level (with IB exam)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

### 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

Achievement codes will be given at the end of the second, third and fourth marking periods for students in grades K–1. Grades will be given at the end of each of the four marking periods for students in grades 2–12. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. For students in grades K–12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem.

### **Parent-Teacher Conferences**

All DoDEA schools should encourage parents to meet with their child’s teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child’s classes or progress in school. Parent-teacher conferences are also a great way to discuss how parents and teachers can work together to help students perform at their best in school. Parents/sponsors who plan to attend a parent-teacher conference scheduled by the teacher or school should inquire on the amount of time allowed before attending. If more time is required or the parent/sponsor wants to meet with the teacher again, the parent/sponsor should notify the teacher at the end of the conference. Please contact your child’s school for details regarding scheduling of parent-teacher conferences. 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 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 = full-day absence

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; and
- A 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 30 minutes after the start of the school day. Too many unexcused absences may trigger the Student Support Team 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 Monday 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.

On the fourth tardy, when the student will not have their tardy card to present to their teacher, the Assistant Principal will be notified to 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) to 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*

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System (DoDEA-CAS), 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. All assessments selected for use within DoDEA shall:

- Align to clearly defined standards and objectives within the content domain being tested;
- Be valid and reliable and controlled for bias; and
- 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-CAS for major decisions concerning a student's future learning activities within the classroom setting.

For more information about the DoDEA-CAS, including the testing administration matrix, test descriptions, and testing calendar, please refer to: <https://www.dodea.edu/assessments/index.cfm>.

## 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*

*Policy Reference: Department of Defense Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015*

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). Special education is specially designed instruction, support and services provided to students with an identified disability who require an instructional program that meets their unique learning needs. The purpose of special education is to enable these students to successfully develop to their fullest potential by providing a free and appropriate public education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA), as implemented by DoD Manual (DoDM) 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015.

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 FAPE in accordance with an 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 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 with 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 FAPE 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 Family and Advocacy Program (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 shall be communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA school administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For additional assistance in this process, please contact the district school psychology instructional systems specialist.

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 FAP office 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>.

### **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 student behaviors to the local law enforcement entity:

- A threat that involves stalking of any person on a school bus, on school property or at a school-sponsored activity;
- Threats to bomb, burn, kill, or harm school personnel; and
- 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*

*Policy Reference: DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006*

DoDEA school counselors provide comprehensive counseling programs to all students in grades K–12, in accordance with DoDEA Regulation 2946.1, "School Counseling Services," 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.

Elementary school counseling programs are crucial in supporting students' attitudes and personal views toward school, self, peers, and social groups. In elementary grades, school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners.

Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/social skills, and foster effective learning/study skills.

High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All 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*

*Policy Reference: DoDEA Manual 2946.4, "School Psychological Services," June 2004*

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 and learning/behavior, and they 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**

*Policy Reference: DoDEA Regulation 2942.01, "School Health Services," September 2, 2016*

DoDEA School Health Services aims 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 address 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 students' 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, and 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, including the development of health care 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 in order to ensure their safety and 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 health care 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 at 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 at 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, and 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 to be not infectious by a 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 a 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°F;
- Vomiting or diarrhea; and
- Wounds that may require stitches.

### **Allergies and Chronic-Acute Conditions**

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

*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 school administration and staff. In an attempt to raise awareness and limit unnecessary exposure during school hours, the following steps have been implemented to address food allergies:

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

### **Medication at School**

When medication must be administered during the school day, it must be delivered to the school nurse in the original container and 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 also 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 the medication 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 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 the 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, which is 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.

## **Academic Honesty**

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.

## **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.

Honor Roll Requirements:

High School	
Principal's Award	4.00+
High Honors	3.50 – 3.99
Honors	3.20 – 3.49
Middle School	
A Honor Roll	
A/B Honor Roll	

Academic Letters (Grades 9-12):

Criteria

- Students in grades 9 – 12 are eligible to earn an Academic Letter.
- A student must be enrolled in at least four (4) classes each quarter during the period being considered for the award.
- The award is based on the average of any three (3) quarters during the school year.
- The average GPA of the three (3) quarters used for the award must be no less than 3.7.
- The GPA for any one of the quarters used to determine the award cannot be less than a 3.5.
- If the student elects to use the fourth quarter GPA as one of the quarter GPA's for this award he/she must petition the school for consideration of an Academic Award in writing no later than one week after the fourth quarter report cards are distributed.

## 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 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 and disinfect 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**

Students may possess and use cell phones responsibly 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 powered off and 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 academic dishonesty.

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**

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

Students are expected to dress in a manner that complies with the school's dress code policy as directed in DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," April 17, 2012.

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 2 inches above the knee.
- 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 one 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 2<sup>nd</sup> 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, as 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 to 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.

## **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.

## **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, and 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 provides time for students to access their teachers for help.

The first 20 minutes of seminar are designated for Sustained Silent Reading (SSR). 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. Students may visit multiple classrooms by securing signatures of multiple teachers.
- When transiting hallways during seminar, students will move quietly and promptly to the requested teacher. They may not congregate in hallways or restrooms.
- After SSR, the student will sign-out by getting their seminar teacher to initial the departure time on the seminar card.
- When they arrive at the destination, the student will sign-in by getting the visited teacher to check transit time and initial the arrival time on the seminar card.
- If visiting multiple teachers, the student will sign-out by getting the visited teacher to initial departure time to the next teacher on the seminar card.
- When they return to seminar, the student will sign-out by getting the visited teacher to initial return time on the seminar card.
- When they arrive back at seminar, the student will check-in by getting the seminar teacher to check transit time and initial the arrival time on the seminar card.
- This process is the same for all classrooms the student visits.
- Students need to return to their original seminar 5 minutes prior to the end of the class period unless prior agreement is made between teachers.

Note: In the event of excused absence, the office admit slip is presented as permission to see teachers during seminar to collect missed assignments, the student may write in the visited teacher's name and the seminar teacher may sign off.

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 on time, excessive in-transit time, refusing to work, being in the wrong place at the wrong time, and behaving in other unwanted actions or inactions. Teachers 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.

## **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.

### **Unprepared for Class**

Students who are without the materials necessary to learn and participate in class are considered unprepared for class. These materials include completed homework.

## 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:

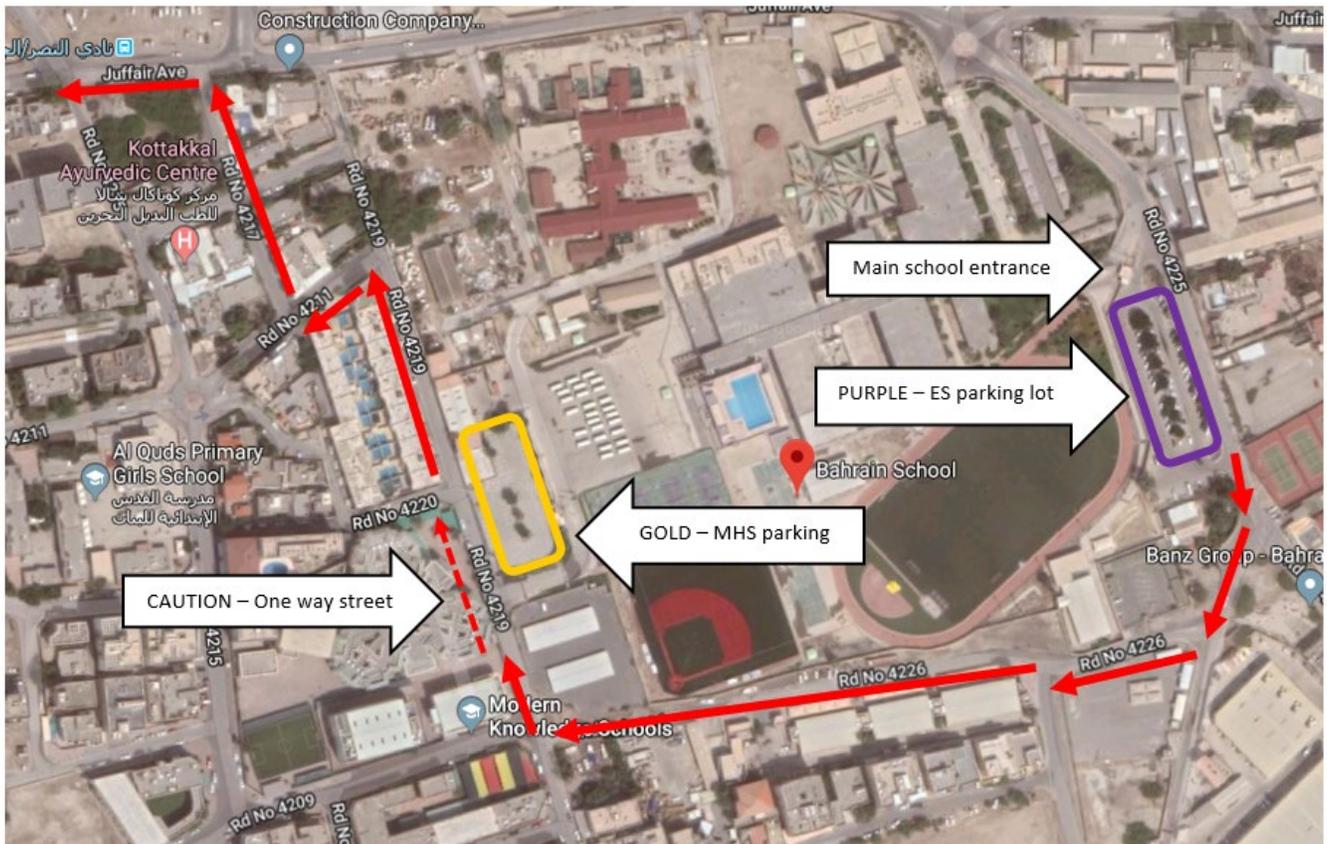
Elementary School students – PURPLE Parking Lot (front of school)

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.



## Standard Response Protocols

*Policy Reference: DoDEA Administrative Instruction 5205.02, Volume 6, "DoDEA Force Protection Program: Standard Response Protocols," July 24, 2018*

DoDEA has implemented action-based standard response protocols (i.e., lockout, lockdown, evacuate, and shelter) that can be performed during any emergency incident.



*Lockout* is directed when there is a threat or hazard outside of the school. Use the mass notification system or public address system, stating: "Lockout! Secure the perimeter." Who actually conducts this task will vary based upon the school and incident taking place.



*Lockdown* is called when there is a threat or hazard inside the school building. Use the mass notification system or public address system, stating: "Lockdown! Locks, Lights, Out of Sight!" Who actually conducts this task will vary based upon the school and incident taking place; however, all school staff shall have the ability to call for a lockdown. Contact local emergency services, or 911, as appropriate.

- 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, turn off all lights, and report missing students to the Principal.
- During this time, rooms are expected to be quiet.



An *Evacuation* is called when there is a need to move students from one facility to another. The action will vary based upon the type of evacuation. Other directions may be invoked during an evacuation, and student and staff should be prepared to follow specific instructions given by staff or first responders.



*Shelter* is called when the need for personal protection is necessary. Hazards that could generate the need to Shelter include tornado, earthquake, tsunami, and a hazardous materials incident. Use the mass notification system or public address system, stating: "Shelter [identifying the hazard]!" This command is typically called by the DoDEA designated official but may be called by students, teachers or first responders.

The Standard Response Protocols are incorporated into the school's Force Protection Plan. For more information on the Standard Response Protocols and how they apply within DoDEA, refer to DoDEA Administrative Instruction 5205.02, Volume 6, "DoDEA Force Protection Program: Standard Response Protocols," July 24, 2018.

## Student Conduct & Discipline

### Discipline

*Policy Reference: DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended*

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

Management of student behavior is a responsibility shared by students, sponsors/parents/ guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 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. School 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.

<b>Category I: Minor Infractions</b>	<b>Referral</b>	<b>Possible sanctions may include, but are not limited to, one or more of the actions:</b>
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	1st	Warning and/or contact with the parent/ guardian
	2nd–4th	Warning, parent contact, and/or detention, Saturday School; 1 day In-School Suspension
	5th and each additional referral.	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.

**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.

<b>Category II: Serious Infractions</b>	<b>Referral</b>	<b>Possible sanctions may include, but are not limited to, one or more of the actions:</b>
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	1st	After School Detention
	2nd	2-5 Additional detentions or Saturday school or in school suspension
	3rd	1 day In or Out of School Suspension
	4th	2-3 Days of the combination of Saturday School, and/or In or Out of School Suspension

<p>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. (The Principal will determine the locale for keeping such devices during the school day.)</p> <p>Minor Vandalism (\$25 or less) (Restitution required)</p> <p>Minor Theft (\$25 or less) (Restitution required)</p> <p>Leaving school grounds without administrative permission (also includes failure to sign out)</p> <p>Falsifying, forging, cheating, or plagiarizing the work of others. (written or verbal)</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.)</p> <p>Any activity that endangers self or others while at school</p> <p>Violating attendance regulations or policies (i.e., truancy).</p>	<p>5th</p>	<p>3-5 Days of the combination of Saturday School, and/or In or Out of School Suspension.</p>
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**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.

<p><b>Category III: Severe/Extreme Infractions</b></p>	<p><b>Referral</b></p>	<p><b>Possible sanctions may include, but are not limited</b></p>
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		to, one or more of the actions:
<p><i>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:</i></p>		
<p>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)).</p> <p>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.</p> <p>Possessing, using, distributing, or the attempted possession; use; or distribution of alcoholic beverages.</p> <p>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.</p> <p>Offering, arranging, using, or negotiating to sell drug paraphernalia, or the unlawful possession of drug paraphernalia.</p> <p>Robbing or extorting, or attempting robbery or extortion.</p> <p>Damaging or vandalizing school, U.S. Government, contractor, or private property.</p> <p>Stealing, wrongfully appropriating, or attempting to steal or wrongfully appropriate; or knowingly receiving stolen school, Government, contractor, or private property.</p> <p>Gambling in any form.</p> <p>Fighting or otherwise engaging in conduct that endangers the well-being of a student or others.</p> <p>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).</p> <p>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.).</p> <p>Possessing or using fireworks or other explosive devices.</p> <p>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.</p> <p>Violating any law, rule, regulation, or policy of the military installation or the school.</p> <p>Failing to report or otherwise be complicit in the above-described acts.</p>		

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 the 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***

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.

Category I: Minor Infractions	Referral	Possible sanctions may include, but are not limited to, one or more of the actions:
Misuse of email Using inappropriate language Being abusive or impolite SPAMMING Contacting inappropriate persons Using e-mail at inappropriate times	1st	Warning, Parent contact, and/or Detention,
	2nd	Suspension of email for 10 Days
	3rd	Termination of email for SY and Administrative Action
	4th	**Administrative Action
Category II: Serious Infraction	Referral	Possible sanctions for Category II infraction may include, but are not limited to, one or more of the following actions:
Sending or receiving offensive materials Violating copy right Using computer resources without permission	1st	**Administrative Action
	2nd	Suspension of LAN and email for 2 weeks
	3rd	Termination of LAN & email accounts RESTRICTION of computer usage
	4th	**Administrative Action
Category III: Severe Infraction	Referral	Possible sanctions for Category III infraction may include, but are not limited to, one or more of the following actions:
Damaging Hardware. Software, or network Changing configurations Accessing another users private Files (i.e. H:drive files) Modifying using , deleting or misusing public files (K: or common drive, teacher files) 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	1st	Suspension of LAN and email for 2 weeks
	2nd	Termination of LAN & email accounts RESTRICTION of computer usage
	3rd	Termination of ALL Computer privileges
	4th	**Administrative Action

Category IV: Extreme Infractions	Referral	Possible sanctions for Category IV infraction may include, but are not limited to, one or more of the following actions:
Using electronic means to threatening, bullying, harassment and/or abuse others Accessing restricted private data		<i>Immediate termination of all computer privileges and suspension from school</i>
<p>** Administrative Action may include, but is not limited to the following: Warning and Counseling Session, Detention, Parent Notification, Suspension or School Work Detail</p> <p>Restriction of computer usage means stand-alone computer workstations with no access to the internet or network resources OR a special log-in.</p> <p>Termination of computer privileges necessitates removal from computer courses for the semester or year.</p> <p><b>ALL actions should be resolved at the classroom (Teacher/Parent/Student) level when possible.</b></p> <p><i>In all cases, the administration reserves the right to determine the severity of consequences based on education impact on student.</i></p>		

## School Bus Behavior

*Policy Reference: DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended*

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. DoDEA 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 aisles, 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's 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 DoDEA 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*

*Policy Reference: DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012, as amended*

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 such is happening to a student personally, or to someone they know, the student should let an adult know about it right away. The student may tell someone he/she feels comfortable with and trusts, 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 DoDEA Administrative Instruction 1443.02, 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” Web page to learn more at <https://www.dodea.edu/sexualharassment/>.

## Technology

### Computer Access/Internet Policy/Electronic Devices

*Policy Reference: DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010*

Each student, together with the student’s parent or guardian (if applicable), shall acknowledge and sign Form 700, “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; and
- Students' accounts will be deactivated upon transition out of a DoDEA school.

The signed agreement (Form 700) 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, including 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 students in grade 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 stated in 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 2020-2021

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 30, 2020**.

\_\_\_\_\_  
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 2020-2021.