

**Robert D. Edgren North
Middle/High School**

Home of the SOARING EAGLES

Misawa Air Base, Japan



Principal: Dr. Ronald Knight
Assistant Principal: Dr. Rebecca Villagomez

Official School Website: <https://www.dodea.edu/EdgrenHS/>
For all Edgren events, please view the online calendar on the website.

This Eagle Handbook/Planner Belongs to:

Student Name: _____

Grade: _____

If found, please return to Edgren Middle/High School's main office.

Student Handbook/Planner Overview

In this student handbook/planner, we have attempted to compile as much information as possible that we believe will be of value to parents and students. Both students and parents are responsible for knowledge of its contents; hence, parents are also expected to read this handbook. There will always be some questions that are not answered, and we encourage anyone with a question or concern to contact the appropriate school official. Students should expect to complete the student handbook quiz during school-orientation week to ensure there is a clear understanding of expectations, to provide feedback to additional questions, and to clarify areas that need to be examined on the contents of this booklet.

Hall Pass

The official hall-pass section is located in the back of this handbook. Students who fail to produce their planner as their hall pass are considered to be truant and will be referred to the office for possible after-school detention notice.

Handbook/Planner

The school provides every student with a free student handbook/planner during enrollment/beginning of the year. The intent is that each student will have ready access to the school rules, policies, and student expectations. The planner should be used to help record important dates and assignments. Every student is expected to have his or her planner during the school day. Replacement planners are available for purchase in the main office for a minimal fee.

Message to Parents/Students



Dear Edgren North Middle/High School Students and Parents,

Welcome back to school for the 2020-2021 school year! The Student-Parent Handbook/Planner is an excellent resource that contains information relative to curricular and extracurricular activities, policies and procedures, administrative guidelines, and a host of other information. Another purpose of the handbook is to bring clarity and consistency to how discipline issues are approached and resolved. It outlines the behavioral expectations for students and provides general guidelines used by the school administrative team to address violations of the Student Code of Conduct. **Parents are requested to sign an acknowledgment of receipt of this handbook and return the acknowledgment back to the school.**

Dr. Villagomez and I have worked with teachers and parents to communicate the goals and direction of our school. Our Continuous School Improvement (CSI) Plan can be viewed on our school website, and it outlines the strategies we are currently doing and plan to initiate to improve student achievement. This school year, we will continue to focus on our district-wide goals of student achievement in English Language Arts (ELA) and math and 21st century teaching and learning. The teachers utilize the Tuesday (early release) Focused Collaboration time to plan and implement the aforementioned district goals. We will continue to improve in our communication to the Edgren families and continue to give our students our best each and every day.

Soaring with the Eagles,

Dr. Ronald J. Knight Jr., Principal

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School Contacts

Principal	PrincipalEDHS@dodea.edu
Assistant Principal	EDHSAsstPrincipal@dodea.edu
Main Office	Front.Office@dodea.edu
Attendance	PAC_EdgrenMSHS_Attendance@dodea.edu
Registrar	PAC_EdgrenMSHS_Registrar@dodea.edu
Secretary	PAC_EdgrenMSHS_Secretary@dodea.edu
Middle/High School Counselor	Counselor.EdgrenMHS@pac.dodea.edu
Student Transportation Office	Misawa.STO@pac.dodea.edu
School Liaison	35FSS.FSYC.MisawaSchoolLiaison@us.af.mil
Teachers	Using your GradeSpeed parent account, you can email a teacher by clicking on his/her name when viewing your child's grades. Please do not use the "NOTE" option as the notes do not go directly to the teacher. Alternatively, if you know the first and last name of your child's teacher, you can use the following format to email him/her: first.lastname@dodea.edu .

School Accreditation

All schools in DoDEA Pacific, including Edgren M/HS are accredited by AdvancED (<http://www.advance-ed.org>), the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

School Mailing Address (Edgren North)

Robert D. Edgren High School
Unit 5040 APO AP 96319-5040

Japanese Mailing Address (Edgren North)

EDGREN HIGH SCHOOL
BLDG 1958, MISAWA AIR BASE
HIRAHATA, MISAWA-SHI
033-0012 AOMORI-KEN, JAPAN

Hours of Operation

Administration	7:00 a.m. - 4:00 p.m.
Main Office Staff	7:00 a.m. - 4:00 p.m.
Counseling Center	7:45 a.m. - 3:00 p.m.
Nurse's Office	7:45 a.m. - 3:00 p.m.

SCHOOL COLORS

Green and Gold

SCHOOL MASCOT

EAGLE

School Website: <https://www.dodea.edu/EdgrenHS/>

DoDEA Website: <http://www.dodea.edu>



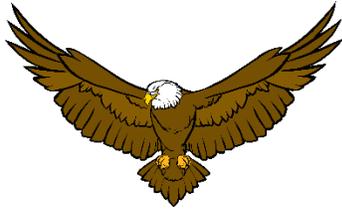
Mission and Vision Statement

DoDEA MISSION

Educate, engage, and empower military-connected students to succeed in a dynamic world.

DoDEA VISION

Excellence in Education for Every Student, Every Day, Everywhere



EDGREN MOTTO

The Quest for Excellence



EDGREN PURPOSE STATEMENT

We are committed to helping students develop academically, socially, physically, and emotionally in a global community.

Intrinsic to our purpose is the need to:

- promote a positive learning environment,
- affirm diversity and celebrate cultural differences,
- develop well-rounded, responsible citizens, and
- foster students' vision to adapt and succeed in a changing world.

Eagle Honor Code and Guiding Principles

Edgren High School students are persons of integrity.

We stand for that which is right.

We commit ourselves to uphold the ideals of honor and loyalty by refusing to betray the trust bestowed on us by our parents, friends and teachers.

We tell the truth and ensure that the full truth is known.

We do not lie, deceive, or evade the truth.

We embrace fairness in all our actions.

We ensure that work submitted as our own, is our own.

We do not cheat or plagiarize.

We respect the property of others.

We do not steal.

Edgren Bell Schedules

Special schedules will be designed and publicized as needed.

Please check Edgren's online calendar on the school website for important schedule details.

	REGULAR A/B BLOCK	REGULAR A/B TUESDAY EARLY RELEASE BLOCK	2 HOUR DELAY A/B BLOCK
Entrance	7:23	7:23	9:23
First Bell	7:25	7:25	9:25
A1/B1	7:30-8:55	7:30 - 8:45	9:30 - 10:25
A2/B2	9:00-10:25	8:50 - 10:00	10:30 - 11:25
A3/B3 HS	10:30 - 11:55	10:05 - 11:15	11:30 - 12:25
LUNCH MS	10:25 - 11:05	10:05 - 10:35	11:25 - 12:05
A3/B3 MS	11:10 - 12:35	10:40 - 11:50	12:10 - 13:05
LUNCH HS	11:55 - 12:35	11:20 - 11:50	12:30 - 13:10
A4/B4	12:40 - 14:05	11:55 - 13:05	13:10 - 14:05
Buses Depart	14:12	13:12	14:12

7 PERIOD SCHEDULE A+B BLOCK		8 PERIOD SCHEDULE A+B BLOCK	
Entrance	7:23	Entrance	7:23
First Bell	7:25	First Bell	7:25
A1	7:30 - 8:17	B4 Seminar	7:30 - 8:15
A2	8:22 - 9:09	A1	8:20 - 9:00
A3	9:14 - 10:01	A2	9:05 - 9:45
A4	10:06 - 10:53	A3	9:50 - 10:35
B1 HS	10:58 - 11:45	A4 HS	10:40 - 11:20
MS LUNCH	10:53 - 11:29	MS LUNCH	10:35 - 11:05
B1 MS	11:34 - 12:21	HS LUNCH	11:20 - 11:50
HS LUNCH	11:45 - 12:21	A4 MS	11:10 - 11:55
B2	12:26 - 13:13	B1	12:00 - 12:35
B3	13:18 - 14:05	B2	12:40 - 13:20
		B3	13:20 - 14:05
Buses Depart	14:12	Buses Depart	14:12

10:45 EARLY RELEASE A DAY		10:35 EARLY RELEASE B DAY	
Entrance	7:23	Entrance	7:23
First Bell	7:25	First Bell	7:25
A1	7:30 - 8:15	B1	7:30 - 8:30
A2	8:20 - 9:05	B2	8:35 - 9:30
A3	9:10 - 9:55	B3	9:35 - 10:35
A4	10:00 - 10:45	B4	*No Seminar
Buses Depart	10:52	Buses Depart	10:42
No lunch service			

Daily Schedule

Classes begin at 7:30 a.m. and ends to 2:05 p.m. Monday through Friday, except on Tuesdays. Students may not enter the annex building (science & culinary areas) before the first morning bell unless prior arrangements are made with a teacher. Students are allowed in the cafeteria and Information Center (library) prior to first bell, but they should enter at the main entrance and remain in those areas until the first bell rings. Students are dismissed at the end of the day at 2:05 p.m. Unless actively engaged in a school activity under the direct supervision of an adult, students are dismissed and are expected to leave school grounds at that time.

School Calendar SY 2020-2021

For the most updated events, please view the calendar on the Edgren website:
<https://www.dodea.edu/EdgrenHS/>.

Continuous School Improvement (CSI) Plan

CSI Plan Overview

The purpose of Edgren Middle/High School's CSI Plan is to document the strategic actions to meet the school-wide SMART goals. The CSI Plan is a working document to ensure that students' academic achievement is tracked and measured, which serves as the school's commitment to promote continued student success and provide **school-wide clarity**. Everything at Edgren has a purpose, and all activities connect to the CSI Plan to support the overall success of the school.

CSI Plan Process Overview

The CSI team met to revisit and revise the school-wide goals to SMART (Specific, Measurable, Achievable, Relevant, and Time Bound) goals. Based on the school's data, the CSI team created school-wide goals to promote **shared accountability** at Edgren. The school's data include the Preliminary Scholastic Aptitude Test (PSAT) 8/9, PSAT/National Merit Scholarship Qualifying Test (NMSQT) 10/11, the Advanced Placement (AP) tests, and the College and Career Ready Standards Assessments (CCRSA), which are all part of DoDEA's Comprehensive Assessment System. The CSI Plan is aligned to Pacific East's district goals and DoDEA's Blueprint for Continuous Improvement.

For more information, please view Edgren's CSI Plan on the school website.



Communication Plan

How to Effectively Communicate with Edgren-MHS Officials

In an effort to maintain positive, effective communication and to avoid unnecessary frustration associated with miscommunications and misunderstandings, parents should become familiar with the "**Communication Process Flowchart.**" The flowchart describes the process and helps identify where to begin the communication process regarding problems or concerns.

Most parent and community questions can be completely answered by communicating directly with the staff member closest to the situation. As you move further along the flowchart, the staff is less directly involved and usually needs additional time to research the situation before they provide an appropriate answer. If you do not hear back from the person you have contacted within **48 hours**, it is appropriate to reach out to him or her a second time before moving along to the next level of the flowchart. We do not expect your questions or concerns to go unanswered for an extended period of time. Each situation should be addressed at the 1st level initially, with appeals moving to the next level as identified on the "Communication Process Flowchart." The easiest way to communicate is via e-mail; however, a phone call is also an acceptable method of correspondence.

Parent/Student/Teacher Communication

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

Edgren Middle/High School Stakeholder Communication Process Flowchart					
Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
Instruction/Curriculum	Teacher	Counselor	Administrators	Community Superintendent	Superintendent
Clubs/Extra Curricular	School Secretary	Club Sponsor	Administrators	Community Superintendent	Superintendent
Special Education	Teacher	Counselor	Administrators	Community Superintendent	Superintendent
Student Concerns/ Guidance/Health- Related Concerns	Teacher School Nurse	Counselor	Administrators	Community Superintendent	Superintendent
Classroom Discipline	Teacher	Counselor	Administrators	Community Superintendent	Superintendent
Non-Classroom School Discipline	Teacher	Counselor	Administrators	Community Superintendent	Superintendent
Classroom Concerns	Teacher	Counselor	Administrators	Community Superintendent	Superintendent
Scheduling Concerns/Changes* (See Below)	Teacher and Counselor*	Assistant Principal	Principal	Community Superintendent	Superintendent
Facilities	School Administrative Assistant	Administrative Officer	Facilities Manager	Administrators	Community Superintendent
Transportation	Bus Manager	Transportation Supervisor (Yokota)	Administrators	Community Superintendent	Superintendent

Scheduling Concerns/Changes – To request a class change, parents must first have met with the teacher and put a plan in place to best support the student. If after several weeks the student is still struggling, it is appropriate to move to the second level of communication.

Please note: Classroom questions concerning your child should be addressed with your child’s teacher before contacting school administration. While every attempt will be made to respond promptly, please allow up **48 hours for a response**. If no response is received from a teacher during that time, send a second email or phone call to that teacher. If no response is received after the second communication attempt, it is appropriate to move to the next level of communication.

Please note that compliments or acknowledgements of positive events can be directed to everyone along the chain. All of us appreciate hearing that there is something good that has happened. We all look forward to a wonderful school year with few complaints!

UPDATE YOUR CONTACT INFORMATION

It is important that the school has current phone numbers and addresses on file in our school data system. It is imperative that you notify the school if you move or change your phone number to update your emergency contact information. Please visit the school office to update a form.

CONTACTING TEACHERS OR STAFF: Best mode: email/phone

Parents wanting to meet with or contact a teacher should email or call the teacher. If email is not possible, parents can call 226-4377 or visit the main office to request a meeting. Phone messages are checked every day.

Please allow for up to 48 hours for a response. If no response is received from a teacher during that time, send a second email or phone call to the teacher before moving to the next level on the flowchart.

CONTACTING SCHOOL ADMINISTRATION: Best mode: email/phone

Parents should email or call the principal to request a meeting or discuss a concern. If email is not possible, parents can call 226-4377 or visit the main office to request a meeting. Parents not following the “**Communication Process Flowchart**” **will be directed to the appropriate level based on the circumstances**. Phone messages are checked regularly.

Please allow for up to 48 hours for a response. If no response is received from an administrator within that time, send a second email or phone call before moving to the next level on the flowchart.

Guidelines for Parent Communication to Teachers and Staff

The purpose of this document is to serve as a general guide for ensuring effective communication from parents to teachers, staff, and administrators. Communication refers to both the sending and receiving of information, such as email and notes, and verbal communications such as telephone conversations and face-to-face meetings. In order to ensure a successful exchange of information, it is important that all parties follow a few key principles.

Maintain Respectful and Open Communication

- Always use a respectful and polite tone.
- Request, don't demand.
- Be ready to not only provide information, but to listen to teacher/staff observations and perspectives.
- Enter the exchange with an open mind and assume a shared best interest for your child.
- Be prepared to work collaboratively to solve problems.
- Threats and/or inappropriate language will not be tolerated toward staff members.
- Ask for clarification if you do not understand something.

Confidentiality

- Recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students' behaviors.

Response Time for Communications

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses.
- Teachers and staff may need some time to collect needed information before responding.

-

Whom to Contact

- Most communications of classroom concerns should be directed to your child's teacher first.
- If you have an issue with a particular staff member, directly address those concerns with that staff member first.
- If you have discussed the issue with your child's teacher and the issue has not been resolved satisfactorily, move to the next level.
- Edgren MHS strives to operate with openness, collaboration, and the shared best interest of every student.

Roles of Faculty/Staff Members

Robert D. Edgren Middle/High School	
Name	Role
Knight, Ronald	Principal
Villagomez, Rebecca	Assistant Principal
Faculty	
Ackermann, Karl	Engineering/ Design
Atkinson, Michael	JROTC
Atkinson, Henry	School Psychologist
Belnap, Steven	Science
Brown, Thomas	ELA
Edmonds, Justin	Art
Fly, Christina	Elementary/Middle Counselor
Goodwin, Jason	Social Studies
Green, Jennifer	School Nurse
Green, Mitchell	ELA
Herrera, Christopher	PE/Health/Social Studies
Hovenkotter, Dale	Information Specialist
Keitt, Micheal	High School Counselor
Kever, Laurie	Math
Kever, Michael	Social Studies
Lehner, Brett	Science
Manz, Elizabeth	Speech Language Pathologist
McCarthy, Paul	Social Studies/PE/Health
McDonald, Rob	Culinary Arts
McNeal, Marcitia	Science
Peterson, Dawn	Math
Rhoad, Paris	ESL/Reading
Richardson, Sarah	PE
Riddle, Hugh (Robbie)	Music
Robbins, Jason	Special Education
Roggenkamp, Daniel	ELA/Graphics
Rose, Linda	Speech Language Pathologist
Schuster, Fredrick	JROTC
Schwehr, Timothy	Special Education

Shaver, Joanne	Japanese
Shaver, Scott	Math
Sledge, Leah	Career
Stinvil, Elizabeth	Video/Communication/Graphics
Sweeney, Amy	Yearbook/ Spanish
Thibert, André	Educational Technologist
Tucker, Pamela	ELA
Van Zweden, Mark	Math/Science
Walker, Nicole	Spanish/Social Studies

Support Staff	
Name	Role
Autman, David	School Support Assistant
Bierbach, Colleen	Educational Aide
Crossman, Kathryn	Virtual School Admin Clerk
Fukuoka, Masako	School Secretary
Futatsumori, Masaki	Supply Technician
Nakai, Yasuko	Registrar
Rick, Holly	Educational Aide
Sakaki, Mitsuo	Facilities: Maintenance & Storage
Sanders, Jeremy	Site Technician
TBA	Administrative Officer
TBA	Educational Aide

Parent Involvement/School Rules

Boosters Club

The purpose of the Booster Association is to promote amicable relations and mutual understanding between parents and teachers and to cooperate with school leadership in order to advance educational, artistic/athletic interest, social development, and well-being of the students. Membership is open to parents, faculty, staff, and interested community members. The Booster Club has monthly meetings, fundraising activities, and social/educational programs throughout the year. The Edgren High School Booster Club has financially supported the school through donations and Far East Registration fees for many years.

Eagle Check

The Eagle Check is a monthly meeting for all stakeholders. The principal and/or assistant principal will share strategic efforts to increase student achievement and also provide an opportunity for others to voice their thoughts on ways to improve the school. Eagle Check meetings will be announced in school newsletters and posted on the school website's online calendar.

Parent-Teacher Relationships

Parents are partners with educators and serve as an integral component of the educational process. These partnerships provide invaluable benefits to our school and our students. Educators value parental participation in the education of children and wish to have gratifying and mutually beneficial relationships and interactions. Occasionally, there are parent-teacher interactions that leave both parties feeling frustrated and lead to strained relationships. If a parent or teacher is no longer having constructive communication and relationships are beginning to fray, please refer to the Communication Plan so that efforts may be made to restore communication and positive relationships.

School Trips

There are many volunteer opportunities for interested community members and/or parents to get involved with their students' education.

All volunteers for appropriated fund activities shall sign the appropriate part DD Form 2793, "Volunteer Agreement for Appropriated Activities Fund Instrumentalities." The acceptance of volunteer services shall be acknowledged on this document before an individual is allowed to provide volunteer services. A copy of the signed volunteer agreement should be given to the volunteer prior to commencing volunteer services.

There are two types of volunteers: specified and non-specified.

Specified volunteer is an individual in a position involving extensive, frequent, or recurring unsupervised interaction with a student or students under the age of 18 (e.g., coach, long-term instructors, overnight activities with children or youth, etc.) and designated by the DoD Component head.

Non-specified volunteer is an individual who provides services that are shorter in duration (e.g., one-day class trip, class party) and shall be under line of sight supervision by a staff member with a favorable completed background check, not to be left alone with children at any time, and must be clearly identified.

Please visit the front office for more information.

Town Halls

A Town Hall meeting is an event for DoDEA leaders to share information with community members. In addition, this is an opportunity for them to address questions and/or concerns.

School-Sponsored Activities

For all Edgren events, please stay updated on Edgren's online calendar, which can be found on the school website.

Sign-In/Sign-Out Procedures

In order to properly supervise students, no student can leave school or be released from school without parental permission. Students who leave the building at any time during school hours (except for students who meet criteria for off-campus lunch) are required to be signed out by a parent/guardian in the main office. Students cannot be released to other adults unless the parent authorizes a third party release retained on file in the main office. Students who are 18 may sign themselves out with parent permission. Additionally, high school students (9th-12th) may sign themselves in/out at the main office during lunch time only. Any student who leaves school without being signed out is considered truant and is subject to disciplinary measures, even if the parent excuses them the following day.

Parent Visitation

Parents are welcomed and encouraged to visit classes. Much insight can be gained through classroom visits, both as to how classes operate and how a student relates to the teacher and other students in the classroom. Please contact teachers to make an appointment for classroom visitations. Parents desiring to visit a classroom must sign in at the main office and receive a visitor's badge prior to going to the classroom.

Telephones

Students needing to make a phone call during the school day to a parent must have hall pass signed by the classroom teacher and report to the main office. Students can then use the phone in the main office or their cell phone to place their call. Calls are limited to 2 minutes. Students who abuse this privilege should be referred to the guidance counselor for assistance.

Electronic Devices/Cellular Phones

Parents may have their child carry a cellular telephone for safety and security reasons, but because of their potential for disruption, students may not use cell phones or personal electronics at any time during class time unless the teacher specifically gives permission for academic purposes. The use of cell phones in the school building during their personal time, before or after school, in between class times, or lunch time are allowed; however it is important to note that they still must follow the signed technology agreement, more specifically to be respectful and polite with the use of electronics. If in the event a faculty or staff member notices that the electronic use goes against the guidelines in the technology agreement, the electronic device will be confiscated and turned into the main office. Additionally, further consequences may apply according to Edgren's discipline matrix. Confiscated phones and/or other electronic devices **need to be picked up by parent/sponsor.**

School personnel are not expected to search for items that students have lost after they elect to bring them to school and personnel will not be responsible for the value of a phone or other device in the event of an unintentional damage, loss or theft of the phone or device. Parents should consider this carefully when sending devices to school with their students.

If parents need to leave a message for a student, parents are encouraged to call the main office before 1300 if possible, with emergencies being the exception. The office staff will ensure that the message is delivered. Students should not receive phone calls/texts on their cell phones from parents or family members during school hours to prevent distractions in the classroom. If you have an emergency, please call the front office or the guidance department for assistance.

Noncustodial Parent Rights

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

Student Meals

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

Emergency/Medical Information

Building Security

Morning bell rings at 7:23 a.m., and students are permitted to enter the building for their morning class. If students enter prior to 7:23 a.m., they are only allowed in the library or cafeteria while waiting for the morning bell to ring. During lunch, students may remain in the cafeteria or in the library. The rest of the buildings are off limits unless an appointment is made with a faculty or staff member with a pass from the teacher. At the end of the day, students who remain at school and involved in an activity must be under the supervision of a teacher at all times, and when that activity ends, they are to immediately leave the building. Students on school grounds and not with a faculty member after school are the responsibility of parents; the school is not responsible for their safety or supervision.

Emergency Contact Information

Parents/sponsors are reminded of the need to keep emergency contact information current and to notify school administration of absences/deployments. When a parent/sponsor is absent, please provide contact information of the adult in charge of student during the absence. This follows the base supervision policy. We request two emergency points of contact in addition to the parent or sponsor.

Emergency Closure Procedures

There are times when weather situations could result in school being closed. The closing of school can occur only by direction of the school principal. If there is a school closure, parent notifications will be made through ad hoc notifications and e-mail, with information reiterated on Facebook, the school website, radio station, etc. When notified of an emergency closure during the school day, parent notifications will be made, and students will be released to go home. Teachers will remain on duty with their class until all students have departed school or have been released by administration.

Fire and Emergency Evacuation Procedures

An emergency evacuation is required any time the fire alarm bell rings. Classroom teachers are responsible for the conduct of students during any emergency evacuation. Teachers will give their class instruction on emergency evacuations and the seriousness and value of periodic evacuation drills. During an emergency evacuation, classes will evacuate classrooms in an orderly manner, turn off lights, and close windows. Teachers will ensure that all students are out of the classroom and then lead the class to a designated assembly area and report status of all assigned students. Students should join the nearest class or leave by the nearest exit if not in their classroom when the evacuation alarm sounds and report to a teacher in the closest assembly area.

Students must conduct themselves in a manner to ensure their safety and the safety of those around them and follow the directions of teachers or emergency response personnel at all times. When emergency response personnel have determined that the building is safe to enter, the all clear signal will be given and classes may return to the building.

Emergency evacuation drills are scheduled once per month and they take precedence over any other activity in progress. Students should exit quickly and quietly so as to hear any emergency announcements. Fire and emergency equipment is placed throughout the school building for the protection and safety of students and staff. Any student tampering with any fire and emergency equipment will face disciplinary measures.

IN ALL CASES OF **EMERGENCIES**, parents are encouraged to call the school at 226-4377. To dial from off base, this number is 0176-77-4377. Information may also be obtained from AFN radio and TV channels (**Commander's Channel #16**).

Emergency Notification Procedures

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

- The ambulance is requested;*
- The parent is notified that the student is en route to the nearest medical facility; and
- The school administrator is notified.

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

Overnight Trips/Sporting Events

Medications are defined as prescription and over-the-counter (OTC) medications, to include Tylenol, aspirin, lozenges, cough syrups, etc. Students on an overnight school trip might need to take medications that they usually only take at home. Students who require medication for overnight travel trips **MUST** have a "Hold Harmless" form completed by both the medical provider and parent OR the Permission for Student to Retain Control of Medication form that is completed by the medical provider, parent, and student.

What is the difference between the two forms?

Hold Harmless Form: If you have a properly completed a Hold Harmless Form, the coach or teacher who is responsible for the trip will keep the medication and administer the medication as prescribed during the travel trip. This may be a challenge as the coach is not with all players all the time. **Permission to Retain Control of Medication Form:** If you have a properly completed Permission for Student to Retain Control of Medication form, the student maintains

control of the medication and self-administers the medication as prescribed. See the school nurse for additional information.

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

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

Student Rights and Responsibilities/General School Information

Hall Conduct

Students are to conduct themselves in a respectful and orderly manner and refrain from yelling and screaming when passing between classes. Students out of class and in the hall for any reason while classes are in session must have their Edgren agendas/hall pass, signed by a teacher. Any adult in the building may make a request to have a student identify himself by name or produce a hall pass; refusal to comply will result in referral to the office. Students are expected to use the restroom while passing between classes. Teachers establish individual policies for allowing students to leave the classroom for restroom visits during class time.

Valuables at School

DoDEA personnel cannot search for personal items lost or misplaced while at school. While we will do our best to assist students, we cannot be responsible for the value of an item in the event of an unintentional damage, loss or theft while at school. Parents – please consider this carefully when sending items to school with your child / children.

Bicycles & Scooters

Bicycles may not be used on school grounds during the school day. Bicycles should be parked in the bike rack at the front of the school and secured with some type of chain and lock.

Skateboards and scooters are not allowed on campus.

Lockers

Students are furnished lockers to store textbooks, class materials, and coats. Gym lockers are also furnished to store physical-education clothing. Lockers should be locked at all times to prevent thefts of school or private property. Lockers are school property and may be searched at any time without the consent of students. Students are not to share their lockers with other students. Students may personalize the inside of their locker by taping pictures to inside surfaces that do not show when the locker is closed. They may not have obscene pictures or drawings and will be asked to remove anything in a locker that is not proper or in good taste. Students may not write, paint, mark, or place stickers on any part of their locker. Unlike the tape mentioned above, these materials or markings are difficult, if not impossible, to remove.

Cafeteria

Edgren High School has two lunch periods. Middle school lunch is scheduled from 10:25 a.m. to 11:05 a.m. All 7th and 8th grade students must remain on campus during lunch. High school lunch is scheduled from 11:55 a.m. to 12:35 p.m. All high school students may stay in the cafeteria, go to Anthony's Pizza, or go home during lunch (with parent permission). High school students are only allowed to go home if it is within walking distance, and they are only authorized to go to their home if they sign in/out at the main office. Student drivers are not allowed to drive off campus for lunch while we are in our temporary swing space at Edgren North. It is important to note that privileges may be revoked if necessary.

Our entire cafeteria program (to include the menus) is operated by AFFES. Students may pay cash in the cafeteria at the time they purchase lunch, or they may put money on their account with the cafeteria manager. Students are expected to display good manners during lunch. Lunch trays and trash must be disposed of properly, and students are expected to comply with instructions from lunchroom monitors or cafeteria workers.

Personal Property

Students are responsible for the personal property they bring to school. While the faculty and staff strive to provide a safe, secure environment, a guarantee cannot be extended for the security of every item of personal property at all times of the day. Teachers will provide specific instructions for what students may bring to their rooms. Backpacks are allowed at school but not always in the classrooms. Large sums of money or valuable items should not be brought to school and most certainly should not be left in unattended backpacks or unlocked lockers. The school cannot be held liable for valuable personal property that is brought to school and lost or

stolen, nor can the school assign staff members to investigate thefts of personal property left unattended.

Anti-Discrimination

Edgren High School will extend to all students equal opportunities to participate in educational and extracurricular activities regardless of race, religion, gender, national origin, disability, or intellectual ability. Students, faculty, and staff have a responsibility to foster mutual respect and courteous behavior in their interactions with each other.

Religion

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

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

Edgren High School maintains a strict policy of neutrality concerning religion; the school will neither advance nor retard any religious beliefs or practices. Students must respect the rights and choices of other students to engage in the non-disruptive religious activities described below and neither ridicule nor belittle another student for religious beliefs or expression.

Students may be taught about religion as part of the curriculum when, for example, the material may include content about the history of religion, the Bible or scripture as literature, the role of religion in the history of the United States, or how religion affects current world affairs. However, instruction on how to practice or not practice any particular religion, indoctrination in or against particular religious beliefs, and advocacy for or against any particular religious practice or set of beliefs is not permissible. Although the school may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of the holiday, the school may not observe religious holidays and religious events or promote such observance by students.

Students may express their religious beliefs in their written assignments, oral presentations, or artwork free from discrimination by faculty or other students. Teachers will judge and grade such work by ordinary academic standards of substance and relevance.

Students may engage in private prayer at any time in a non-disruptive manner in the same manner in which they are able to engage in other speech. The school will not encourage or discourage prayer, nor offer time for or organize prayer as part of daily school activities. Students may read their

Bibles or other scriptures, say grace before meals, and pray before tests to the same extent that they may engage in comparable non-disruptive activities.

Students are free to speak or express their religious beliefs, but such actions are subject to the same rules applicable to any other form of speech or expression. Students enjoy the privilege of engaging, on their own, in discussions of religious ideas, views, or beliefs. The freedom to engage in religious speech or expression does not include the right to a “captive audience” or to compel other students to participate.

The principal will ensure that the school does not sponsor, endorse, promote, or discourage, student groups, clubs, or activities that are religious in nature. However, the principal may allow such groups to meet on school property as long as the school does not endorse the activity, discourage or encourage participation, or allow students to be coerced into participating.

School Records

The Privacy Act affords each student the right to expect that the school will maintain accurate official student records. These records contain official information pertinent to the student’s educational history.

Students and their parents have access to their school records in the registrar’s office; however, no records may be removed from the school. The guidance counselor is available to assist any student or parent to interpret the contents of school records. Privacy of students’ records is the responsibility of the school. Access to a student’s record is restricted to the student, the parents, and persons with a “need to know” for the execution of their professional duties. Student records may be released within the Department of Defense on a need-to-know basis under the terms of the DoDDS Privacy Act Systems Notice. Student records can also be released within the school (teachers, counselors, or the nurse) when the release is necessary for the general education of the student. Persons other than authorized school personnel may not have access to school records without permission of the student and parent. Student records may be released without the permission of the student or parent when requested by an authorized investigative agency. Official school records will be released to investigative agencies when the principal receives a written request from the senior investigative official supervising the investigation that outlines the purpose and scope of the investigation. Accurate accounting will be kept of all disclosures, and neither parents nor students have a right to be advised of disclosures to investigative agencies without the authorization of the investigative agency concerned.

Students and parents have the right to challenge any information contained in a school record that is considered to be of questionable validity and to enter into the school record a statement of their reasons for the challenge. Students and parents have the responsibility for periodically reviewing the student record to determine the accuracy, completeness, timeliness, and relevance of the contents and to request corrections.

School and Community Social Services/Medical/Family Advocacy

Students and parents have a responsibility for informing the school of specific medical problems affecting a student. School officials have a concurrent responsibility to identify students who may be in need of social or family services or medical interventions and report their observations and conclusions of needs to responsible military authorities. School officials will protect the confidentiality of students who request information about social, family, or medical services to the extent compatible with legal obligations to report certain types of behaviors (i.e., suspected child abuse/child neglect) or medical conditions that present a threat to the health or safety of other students or the community to military authorities.

Counselor and Nurse Confidentiality

Students are encouraged to discuss their personal concerns with the school counselor and school nurse. These professionals have a responsibility to assist students in resolving problems. Communications between a student and counselor or nurse are usually afforded the protection associated with sensitive, personal information. However, the counselor and the nurse have legal obligations to disclose certain information, such as suspected child abuse, to responsible military and civilian authorities, and conduct or behaviors that may threaten anyone's health or safety may also be grounds for disclosure.

Student Council

Edgren High School Student Council exists to provide all students a voice in school affairs through a representative system of student government. Student Council must represent the interests of students in a cooperative effort with the school administration by addressing school-related issues of mutual concern. Students are encouraged to utilize their student council to question, examine, or discuss any issues relating to the school environment or to the policies, practices, proposals, or authority of the school. School personnel will respond to responsible student council inquiries with a timely, direct, and reasonable response

Student Grievances

Students who believe that conditions of the school or decisions made by the faculty or staff are not in their best interests may present grievances to the faculty or the principal. The school faculty and principal shall be available or schedule appointments to meet with students to discuss grievances. If a student is not satisfied that a grievance previously presented to a member of the faculty or the principal has not been resolved satisfactorily, the student can request a meeting with the principal, which the parents may attend. The principal shall promptly inform the students and parents of the decision rendered.

WHAT TO DO IF YOU HAVE A PROBLEM?

MAKE AN APPOINTMENT TO TALK WITH YOUR COUNSELOR.

What you talk about with your counselor is confidential, except if the problem is about a physically abusive situation or suicide. Physically abusive situations and suicide threats must be reported. Your counselor is trained to help you with academic, personal and interpersonal problems. Your counselor also has information about community agencies and other sources of help.

What to do about a problem with another student?

1. Talk with the other student. Or,
2. Talk with your counselor.

What to do about a problem with a teacher?

1. Talk with your teacher.
2. Talk with your counselor. This discussion is confidential. You may ask your counselor to set up a meeting with you and the teacher (and a parent if you want).
3. If there is no resolution to the concern after steps one and two, contact the principal. Keep in mind that the principal should get involved only after attempts have been made at steps one and two.

What to do if you have a problem with a grade?

Every effort shall be made by our school staff to give you an opportunity to voice your concern.

1. Make an appointment to talk to your teacher at a time that is convenient for both of you. You may want to ask a parent to also attend this meeting. You should prepare for the meeting by organizing your thoughts and gathering any relevant documentation such as test grades, homework assignments, and major projects.
2. If needed, you, your parent, or both may make an appointment to talk with a counselor. This staff person will listen and offer comments. You should also prepare for this meeting and bring appropriate documentation.
3. If after talking with the school members listed above and you still have concerns, you may submit a written summary of these concerns to the principal. This summary should include information about the situation as well as references to prior meetings or actions.
4. At the principal's convenience, your concerns will be reviewed.

Family Advocacy Program

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

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

Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct

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

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

Sexual Harassment

[\(DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DMEO-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities\)](#)

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

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one's ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

Such misconduct can consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of behavior that may constitute sexual harassment include:

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

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

Student Drivers and Parking

Automobiles

Driving to school is a privilege and may be revoked. Students are expected to drive carefully and in accordance with base driving policy. Remember students must be 18 years or older to operate a vehicle off base (according to base policy). Students 16 and 17 years old may operate vehicles "On Base Only" and are only authorized to transport immediate family members in the vehicle while they are driving. Students who are careless or reckless may lose the right to drive to school and the Security Forces may be notified. No student may drive other students off campus during school hours without written permission from parents of both students.

Driving Off Campus for Lunch

In the interest of student safety – While we are in our temporary swing space at Edgren North Base students will not be allowed to drive “Off Campus” for lunch or back to the main base unless arrangements are made with administration. The short time allotted for lunch may create a sense of fretfulness or rushing and carelessness may prevail, especially during the winter months.

Student Parking

Students are allowed to park only in designated student parking. All students must have a school parking pass in their car window. Student parking pass applications can be obtained from the main office. If students park in any other area, they will be asked to move their vehicles immediately and could receive a parking ticket. Further infractions of student parking will result in the elimination of driving privileges at school. A 10 Km/h speed limit is imposed for school campus. Do not pass school buses, squeal tires, play loud music, or horseplay around vehicles. Violators are subject to revocation of their driving privileges and may face base consequences. Bicycles: Bicycles should be marked so they can be easily identified. Racks are provided for bicycle parking at the front of the building. Students must have a lock in order to secure their bicycle and wear bicycle helmet at all times.

School Bus Transportation

Transportation General Information

School Bus Transportation Service and Policies are IAW DoD Manual 4500.36 (2017) and DoDEA Regulation 2051.1 (2012)

The Misawa Student Transportation Office (STO) can be reached at 226-9119 and is open from 0730-1600 year-round. The STO is located in building 740, the high school gym wing of Edgren (Main) High School. When coming to the school bus office, please enter via the door facing the football field. We will remain in this location throughout the MILCON.

Eligibility for bus transportation is based on where a student's home is located. Please see below for a detailed description of the school-bus commuting zone. Bus Passes: Any student riding the bus must have a current school year bus pass in his or her possession. New Students: Bus passes can generally be processed in about 10 minutes. Please obtain a "DODEA School Bus Registration" form from the registrar and complete it before coming to the STO. Please call for an appointment to bring the student for a photo. Returning Students: Please complete re-registration procedures by one of the following methods prior to the end of school in June. A current-year bus pass will be mailed in August.

- During the Misawa Complex Spring Re-Registration in April
- Email to Misawa.STO@pac.dodea.edu
- Mail to: Unit 5038 PSC 76 APO AP 96319
- Telephonically to 226-9119
- In-person at the Student Transportation Office

In your correspondence, please update parent's home/work contact numbers, rank & DEROS, and especially the individual(s) designated as your emergency contacts. Changes: In most cases parents may update important information telephonically by calling the STO at 226-9119. Parents may also email the STO at "Misawa.STO@pac.dodea.edu".

Please turn-in bus passes no longer needed

Eligibility: Eligibility is based on the location of a student's home. Bus stops are centrally located and a student may be expected to walk up to 1.5 miles (2.4 km) to a bus stop.

During the period of MILCON Renovation to Edgren-Main, school-bus service will be provided to Edgren North from off base and main base. The North Housing Area will be a walking zone. Check with the school bus office for bus stop locations.

The bus commuting area for off base is as described below:

1. School-bus transportation is provided within a limited area in close proximity to Misawa Air Base. IF YOU SELECT HOUSING OUTSIDE OF THIS COMMUTING AREA, THEN YOU ARE RESPONSIBLE TO TRANSPORT YOUR STUDENT TO AN EXISTING BUS STOP.
2. School-bus routes will not be altered to accommodate sponsors moving outside of the commuting area, or outside the walking distance of an existing bus stop. You are urged to verify the proximity of an existing school bus stop BEFORE entering into any lease.
3. The commuting area is that area which is:
 - a. South of the base.
 - b. East of the railroad tracks
 - c. West of the "Tobu Kamikita Koiki Nodo" road.
 - d. North of the hwy 10 and toll road interchange and Kibi Shrine.

A large scale map of the commuting area is available in the Housing Management Office at the Torii Building and Student Transportation Office at Edgren High School.

Students without Bus Passes

Parents are responsible for ensuring that student family members have a bus pass. Students are responsible for presenting their bus passes each time that they board a bus, and for reporting loss or damage to their bus passes to their parents, bus office staff, and/or the school office.

Students who have forgotten or lost their bus passes may sign onto their buses. However, this should not become a habit. Students who habitually do not have their bus passes in their possession will be reported to the principal for possible disciplinary action.

Lost Bus Passes: If parents cannot locate their child's bus pass after a reasonable search, the parent may call or email the STO (226-9119 / Misawa.STO@pac.dodea.edu) and request a clearly-marked duplicate pass. In most cases; we will then send the pass out with the bus. We do not issue a duplicate pass without contact from a parent.

Students may not ride a different bus than their assigned bus. Daily changes are not authorized. *However; parents/guardians, and holders of a Power of Attorney may contact the STO to arrange for temporary bus passes in certain situations such as deployments, TDY or emergency leave.*

School Bus Behavior

[\(DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended\)](#)

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

Note: Please see Edgren's Discipline Matrix for consequences.

Safety

The Misawa Student Transportation Manager would like to highlight these points:

- Arrive at your bus stop at least five minutes before the departure time printed on your bus pass.
- Wait for the bus well back from the curb; do not approach the bus until it is stopped and the door is opened. Never run towards your bus as the bus arrives.
- Never, ever, go or reach under the bus for any reason. Tell the driver if you drop something. If the bus is already moving, stay back and let the bus run over your dropped item.
- Use cell phones only in a manner which does not disturb other bus occupants.
- Contain large items such as musical instruments, skateboards, etc. in a protective case or bag.
- Use headphones when listening to electronic devices, etc.
- Refrain from horseplay, standing or changing seats while the bus is in motion.
- Don't discharge any aerosol such as hair spray, perfume or deodorant.
- Don't ride an unauthorized bus or loan your bus pass to another person.
- Don't talk to friends or pass items through the windows, nor run after or chase the bus.
- Unfortunately, pens and pencils may cause injury if the bus hits a bump, and so are not allowed to be used on the buses.
- The buses have seat belts. Please use them properly.
- Tell the driver or attendant if you are afraid to get off the bus for any reason. (Any student of any age may stay on the bus and be returned safely to school.)
- When exiting the bus, remain more than an arm's length away from the bus as you depart the area. Never walk down the sides of the bus where you may be struck as the bus departs.

DoDEA Behavior Standards for School Bus Students (DoDEA Reg. 2051.1 E8.A2)

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply with all school rules (and) with (these) “Behavior Standards for School Bus Students”
2. Board and exit the bus in an orderly, safe manner.
3. Present bus pass when boarding the bus, and upon demand.
4. Remain seated while on the bus.
5. Talk with other passengers in a normal voice.
6. Keep all parts of the body inside the bus windows.
7. Keep aisles, steps, and empty seats free from obstruction.
8. Remain fully and properly clothed.
9. Treat the driver and fellow students with respect.
10. Promptly comply with the bus driver’s or monitor’s instructions.
11. Treat the bus and other private property with care.

ON OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

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

Misawa Pedestrian Safety

- Sidewalks and roadways are icy and snow packed during the winter. Children playing on snow piled next to roadways are in danger of slipping into the roadway.
- Cross the street ONLY at crosswalks (Parents, too, please).
- Look both ways before entering the crosswalk and raise your arm to request drivers to stop.
- Check that vehicles have stopped before crossing, even if the light is green for you.

- Walk on sidewalks - stay off of the roads.
- Parents must know and comply with Misawa AB Community Standards regarding children outside.
- Wear and outfit your children with reflective gear.
- Do not talk or get into cars with strangers.

Bicycle & Skateboard Safety

- The helmet does no good if it is not buckled.
- The ground is harder than your head.
- Use bike lights and reflective gear. Not so you can see; but so that drivers can see YOU.

Academics

Academic Philosophy

The faculty and staff of Edgren Middle/High School are dedicated to providing students an education that develops inquiring, informed minds and thoughtful hearts. School's standards and expectations must reflect the best of our community and nation. To that end, education of the intellect is obvious, but education of character is inescapable. Our school must be a safe, trusting, and inviting place for students and faculty. Participation in extracurricular activities (sports and academic) requires students to maintain academic eligibility.

Plagiarism/Cheating

Edgren High School has a no-tolerance policy regarding cheating and/or plagiarism. Students involved in cheating will receive a zero ("0") grade for the assignment and the parents will be notified by the classroom teacher. A pattern of cheating/plagiarism may be referred to the office (at the discretion of teacher). Common behaviors associated with these behaviors are:

PLAGIARISM is

- Using writings, passages, images or ideas of others and passing them off as your own, including but not limited to transmittal using any technology.
- Using an outside source – any work, published or unpublished, by a person other than you – without proper acknowledgement.
- Submitting or using falsified data or records.

Cheating is

- Deliberate deception in order to secure unfair or unlawful gain including theft or trickery to obtain an unethical advantage over other students.
- Assisting, encouraging, inciting, threatening, helping or participating in misrepresenting someone's work as your own.
- Allowing your eyes to stray to another person's work on quizzes or tests. Talking during a test, copying someone's answers.
- Using unauthorized material including but not limited to textbooks, notes, calculators, electronic devices or computer programs during an exam or other assignment.
- Using signals or gestures during tests/quizzes/exams to obtain or give information.

Forgery/Stealing is:

- Using unauthorized access to an exam or answers to an exam.
- Using an alternate, stand-in or proxy during an exam.
- Altering test records or assignment records, electronic or paper records, to gain an academic advantage.
- Forging signatures.
- Sabotaging or destroying the work of others.

GradeSpeed

Parents and students can access grades on a daily basis through Grade Speed. Access can be obtained by parents and students by establishing an account in Grade Speed.

(<https://dodea.gradespeed.net/pc/Default.aspx>).

GradeSpeed: Missing Grades

Clarification of Missing Grades on GradeSpeed	
Description	Grade
The student has an unexcused absence and/or did not meet the deadline expectations according to the course syllabus. The assignment can't be made up.	0
The student has been present but does not turn in the assignment on the due date. The student is given the opportunity to meet the deadline expectations according to the course syllabus. Note: The "M" grade is considered a 0 on GradeSpeed, which will significantly decrease the student's overall grade. It is important NOT to give the student an "M" grade for having an excused absence, such as a medical reason or participation in an approved sporting/academic event, to prevent issues with the eligibility for sports and Far-East activities.	M
The student has an excused absence, such as medical reasons or participation in an approved sporting/academic event. Note: The "ABS" grade is not a 0 on GradeSpeed,, and the "ABS" grade will have no effect on the student's overall grade. It is important to give students with excused absences the "ABS" grade to prevent issues with the eligibility for sports/academics. However, once the student returns to school to receive the missed work, the "M" and "0" grade may be used when the student returns to his/her next scheduled class. Please note that for every excused absence, a student gets a day to complete the assignment.	ABS
The student has an excused absence, and the teacher is willing to excuse the student from completing the work. *For example, if the teacher had a participation grade, the absent student would not be able to complete that assignment. EXC has no effect on the grade (just as the ABS).	EXC

Honor Roll

Students who excel in academics and earn a grade point average of 3.90 or better are recognized by inclusion on the Principal's Honor Roll. The Eagle Honor Scholar Award requires a grade-point average equal to or greater than 3.70. The Eagle Scholar Award requires a GPA equal to or greater from 3.50 and less than 3.70.

Any grade of "F" or "D" for the quarter disqualifies a student for the honor roll.

National Honor Society

Membership in the National Honor Society and the National Junior Honor Society recognizes students for academic excellence and is an honor and responsibility. A faculty committee selects students for membership based on scholarship, character, leadership, and service. Those selected have a responsibility to continue to demonstrate these qualities while a member. To be eligible for membership in the National Junior Honor Society, a student must be in the seventh, eighth, or ninth grade; to be eligible for membership in the National Honor Society, a student must be in the tenth, eleventh, or twelfth grade. Candidates for membership must have a cumulative grade-point average of 3.5 or better and must have been enrolled at Edgren High School for at least one

semester. Candidates meeting those criteria are evaluated and selected by a majority vote of the faculty committee.

Academic Lettering Policy

Students who excel in academics deserve special recognition for the effort and dedication that is required to maintain an exceptionally high grade-point average throughout the academic year. Students who meet the following criteria will be awarded an academic letter:

- 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.

Course Load

All students should take full advantage of as many educational opportunities as are available at Edgren High School. All students, to include seniors, must enroll in eight courses each year and have a full schedule (seven academic courses and one seminar). Students who plan on attending college must recognize that the accrual of additional credits will provide them with distinct advantages in terms of college admissions and academic preparation for undergraduate study. Students who have met the mathematics graduation requirements prior to their senior year are nevertheless encouraged to enroll in a mathematics class their senior year.

Virtual School Courses

Virtual School (VS) courses may be substituted for courses that are not available at Edgren High School. A maximum of four distance-learning credits may be earned to satisfy graduation requirements, and under special circumstances for those with exceptional needs, which must be approved by the principal. Students enrolled in virtual school courses will meet in the assigned classroom for that entire class period.

Transfer Courses

Edgren High School will accept courses and their grades as indicated on official transcripts from students who transfer from accredited public or private schools or home-school programs. Courses interrupted by transfer may be continued to completion. The principal may exercise

judgment in scheduling a transfer student into a course by considering any loss of time and its negative effects on the student's chances for successful completion.

Students who transfer from stateside schools that award weighted grades for honors courses will have their GPA recalculated since DoDEA does not give weighted grades for honors classes. DoDEA will not change any letter grade on a student's transcript from a stateside school. Advanced Placement (AP) and second year higher-level International Baccalaureate (IB) courses retain their weighted grades when computed for GPA.

Credit by Examination

Credit earned through examinations may be used to satisfy graduation requirements if approved by the principal. Course credit earned through examination will not be used in computing cumulative grade point average- a grade of "P" will be given. This exam is administered by DoDEA HQ.

Course Add/Drop

Any student wishing to drop a course and add another course must request permission from the guidance counselor, and the request must be submitted before the end of the second week of the semester. The counselor will confer with the student, parents, and teachers before a change is recommended in writing for administrative approval. Class size, availability of class materials, and student preparedness will be considered before any request is approved.

High School Credit for 7th and 8th Grades

Students in grades eight may enroll in high school mathematics and (seven and eight) foreign language courses, and will earn the Carnegie units and G.P.A credits for successful course completion.

Credits earned by 7th or 8th graders fulfill DoDEA high school-graduation requirements but are not factored into the high school cumulative grade-point average or class ranking; credits earned by 7th or 8th graders in DoDEA high schools may not be accepted in stateside school districts with different graduation requirement policies.

Homework

The development of independent study skills is an integral part of the educational process; therefore, homework is a necessary adjunct to high school. Homework assignments are to be done outside the classroom to reinforce and extend classroom instruction, increase understanding and retention, prepare students for class discussions and provide curriculum enrichment opportunities. Homework is a planned component of every teacher's instructional objectives and methods and the following guidelines are provided for a better understanding of its significance:

- Homework will vary according to the complexity and difficulty of the course.

- Teachers will provide in the course syllabus clear and concise directions for the completion of homework assignments and an explanation of how much homework assignments will count as part of the final grade for the course.

Edgren High School offers an after-school tutorial program two afternoons each week to assist students in the completion of their homework assignments. After-school tutorials are normally scheduled Tuesdays and Thursdays from 1500-1600 in the Information Center (library).

Make-up/Incomplete Work

If a student misses school and the absence is excused, it is the student’s responsibility to complete all missed assignments, quizzes, or examinations within the time prescribed in the course syllabus (one day for each day absent).

Edgren Middle/High School Seminar

Seminar is a reserved time in every student’s schedule, designed to provide all students with increased access to their teachers in order to provide additional academic support. Seminar is a scheduled class with many purposes: to engage teachers as advocates for students; to work on homework or school tasks with teacher assistance or in small student groups; to study for quizzes or examinations; and to complete missed assignments, quizzes, or examinations.

Seminar is also a time for the school to schedule assemblies and other activities that are necessary in order not to take instructional time away from academic classes. These activities will only be allowed to meet during regular school days with three seminar periods. Although assemblies and other activities are scheduled at the beginning of the year, seminar can be suddenly changed on short notice for unexpected but necessary events; therefore, students should plan ahead and be prepared for changes if they occur. Any exceptions must be approved by administration in advance. A list of those days will be published separately.

Seminar Schedule: “B” Days Only	
Regular Bell Schedule	Early Release Wednesday
<ul style="list-style-type: none"> • Session 1: 12:40 - 13:05 (25 min.) Passing (5 min.) • Session 2: 13:10 - 13:35 (25 min.) Passing (5 min) • Session 3: 13:40 - 14:05 (25 min.) 	<ul style="list-style-type: none"> • Session 1: 11:55 - 12:25 (30 min.) Passing (5 min.) • Session 2: 12:30 - 13:05 (35 min.)

Seminar Rules and Procedures

- No sleeping or socializing. This is not a free period.
- Come prepared with work and materials for 85 minutes of seminar.

- No departure from seminar without the student planner and seminar request from a teacher.
- Students must report to the teacher requesting them.
- Loitering or talking in the halls is not allowed while moving between classrooms.

Accountability

- All students must report to their seminar teacher at the start of the period, and the seminar teacher will take attendance for accountability purposes. Students late for seminar will be marked tardy. The seminar instructor will **release only students having a teacher seminar request** through eSeminar on SharePoint.
- **Students must stay in their seminar session until the end of that session** and are not allowed to go to another class without a teacher formally requesting them through the eSeminar on SharePoint. The only exception to this rule is if a student asks to see a teacher (to turn in a paper or ask a question). That student would be signed out in his/her handbook by the releasing teacher and signed in by the receiving teacher. The receiving teacher would then sign out the student releasing him/her back to his/her seminar class. This would be the same process for someone requesting a student from seminar to the front office or nurse. **Students in the halls during seminar without a pass will be reported to the office for possible administrative detention.**
- Teachers requesting students for seminar will take attendance on eSeminar. The attendance would then be downloaded at the end of the day and the office staff would check for absences, early dismissals, and students in nurse's office. A list of the remaining students would be given to administrators to investigate further. If teachers know for sure that a student has skipped their seminar request, a discipline referral can be automatically sent on SharePoint, or they can notify the main office.
- Students found in the hallway between periods must have their agenda HALL PASS LOG filled out with their teacher's signature. Failure to have the HALL PASS will result in a referral to the office for possible administrative detention.
- Teachers and/or other Edgren staff members will turn in a discipline referral on SharePoint for students who are not following the seminar rules. Repeat offenders of seminar rules will face disciplinary consequences.
- **No class is to be left unsupervised, even during seminar.**
- Teacher requests for SY18-19 will remain on a first come, first served basis; however, teachers need to be mindful of requests of students on the D/F list.

DoDEA Dual Enrollment

DoDEA high school students in 11th and 12th grades are now eligible to apply for college courses and may simultaneously earn both college credit and DoDEA high-school credit upon successful completion of an approved course. This is a perfect opportunity to foster a college-and-career-going culture within our school and meet the unique academic needs of individual students. Application requests must be **received and approved** by the high school principal **before** any course work begins. No exceptions.

To find out more about this opportunity students should see the guidance counselor at the school. There are strict enrollment guidelines and all college courses must be eligible for substitution as a DoDEA course and be aligned to DoDEA content and curriculum.

School Attendance

Attendance at school is a significant predictor of learning and academic success. DoDEA Regulation 2095.01 is the attendance policy that the school must comply with. This policy is based on the foundational principle that regular student attendance promotes higher levels of student achievement and readiness for life beyond school. This new policy mandates school attendance, requires 180 instructional days per academic year, but recognizes the reality of unavoidable absences such as illness and emergency situations. This policy also aligns with the Interstate Compact on Educational Opportunity for Military Children standard that requires school systems to respect the unique needs of military families when considering requests for excused absences.

Key components of the attendance policy include:

- A requirement for students to complete an educational plan consistent with regularly planned school work during absences.
- Increased communication with parents about the effect of absences on academic performance.
- Extended absences for family vacations. A Notification of Absence Form must be completed and submitted to the main office five school days in advance of the absence. If approved, the student will require an educational monitoring plan that provides a comparable experience to what they would receive in class in content, rigor, and expectations. This would require a great deal of effort on the part of the teacher, student, and parent to plan before leaving and complete while absent.
- Possible referral of students with 5 days of absences to the Student Support Team and with 10 days of absences per semester (excused or unexcused) to the Misawa AFB Command for appropriate intervention and support.
- Loss of academic credit is possible if a student accumulates 7 cumulative absences; this may impact grade-level placement as well.
- Daily record-keeping, review, and analysis.

When a student is absent for a full school day or a partial school day, parents must provide a note to the main office excusing the absence to the following email:

PAC_EdgrenMSHS_Attendance@dodea.edu. The note or email is mandatory; if an absence is unexcused by a parent, students will face disciplinary action for truancy and will not be allowed to make up missed work. The note or email for absences must include the following information:

- Student name
- Date and time of absence.

- Reason for absence.
- Parent/guardian signature.
- Parent/guardian phone number.

A record of absences is maintained in the main office. Parents may call the office to obtain an attendance/tardy report on their child.

Attendance: School Disciplinary Actions

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

Unexcused absences fit several categories. The first are brief absences resulting from late arrival to any class during the school day. This type of absence is considered a "tardy." Students are considered tardy even when the following occurs, for example:

- Missing a bus, or a ride, or arriving late due to the fault of the sponsor.
- Returning from lunch late because of slow service at any on-base food establishment.

Students are allowed two unexcused tardies per academic quarter before disciplinary consequences occur.

The second and more serious unexcused absence is missing a day or days of school, or a failure to come to school on time or improperly leave the school without being signed out by a parent. The following are some examples considered unexcused absences (this is not a comprehensive list):

- Personal money-making ventures.
- Seeing friends or relatives off at the air terminal.
- Family trips and vacations not coordinated with the school
- Babysitting
- Oversleeping.

If a note is not brought or an email is not sent, the following consequences will occur:

No Excuse Note or Email	
Number Of Classes	Consequence
2	60-minute detention
3	120-minute detention
4	120 minute detention
5+	In-school suspension

Tardiness

Students have five minutes to change classes and are expected to be in the classroom when the tardy bell rings. The following consequences for unexcused tardies will occur:

Unexcused Tardy Consequences	
Number	Consequences
3	60 minute detention
4	120 minute detention
5	120 minute detention
6+	1 day suspension for each tardy

*Tardies are cumulative for the quarter. At the beginning of each quarter, students will start with a clean slate.

Athletics and Extracurricular Activities

General

Athletics complement the school's mission in that they contribute to the academic and social development of students and provide an environment within the school to encourage success both in and out of the classroom. For a number of reasons, students are encouraged to participate in one or more extracurricular activity while in middle/high school. For one, students who are involved are more connected to their school. For another, extracurricular competitions allow students to represent their school and earn recognition for their achievements. Extracurricular activities offer students a chance to learn something new or learn more about something that interests them, to develop a talent, or perform with their peers. Extracurricular activities also give students an opportunity to develop and demonstrate leadership. Athletic and extracurricular participation could be a valuable educational experience that directly complements academic performance and prepares students for continuous learning and productive citizenship.

Interscholastic Athletics

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color,

national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Participation

The governing body for all competitive interscholastic teams in DoDEA Pacific is the Pacific Area Interscholastic Athletics Manual (PAIAP). The Pacific Area Interscholastic Athletic Program is designed to promote and encourage participation of students in grades 9-12 in supervised activities to enhance students' social, physical, and emotional development. The PAIAP sets the following guidelines:

Eligibility

Age - A student turning 19 years of age on or after 1 August of the current school year is eligible to participate on interscholastic athletic teams.

8-Semester Rule - A student is eligible to compete 8 consecutive semesters after starting grade 9.

Undergraduates - Only students enrolled in grades 9-12 will compete against other high-school teams. A student is eligible to participate if enrolled in at least four classes.

Homeschooling - Homeschooled students are authorized participation on interscholastic athletic athletics, as long as they meet all eligibility requirements for those enrolled in school. After each quarter the parent will prepare a statement indicating the student-athlete has satisfactorily passed all courses and is progressing toward graduation.

Academic Eligibility

Students must maintain academic eligibility to participate in athletics and extracurricular activities. Academic eligibility is determined by grade-point average (GPA) or number of failing courses. Students must maintain a 2.0 grade point average and have no more than one F during the eligibility period to be eligible. Academic eligibility is determined on a weekly basis; grade checks are completed each Tuesday, and if an athlete is ineligible, the period of ineligibility lasts from Wednesday through Tuesday of the next week. Three instances of academic ineligibility will result in the loss of the athletic letter and may result in dismissal from the team. The Athletic-Lettering Policy must be signed by students and parents as acknowledgement of the consequences of academic ineligibility. A student declared ineligible is allowed to practice but cannot dress in uniform for home games until regaining eligibility.

Coaches and parents should monitor the academic progress of players on a weekly basis. Coaches may make special arrangements or arrange academic interventions with other faculty to

assist students in improving academic progress and earning better grades; however, it is the responsibility of parents and students to maintain academic eligibility.

Every Tuesday, grades should be ready to be used for eligibility checks. To ensure eligibility checks are successful, the table below describes the criteria on GradeSpeed for missing grades.

Physical Examinations

Before participating in tryouts or practice, students must have a physical examination completed by a physician, physician's assistant, or certified nurse practitioner. Physical examinations are valid for one year from the date of the exam. The physical form must remain on file at the school. Camps, conditioning programs, weight training, and other programs, which are either sponsored or endorsed by the school, require students to have a current physical on file. All participants, including team managers, must have a valid/current physical on file at school. DoDEA Pacific assumes no financial responsibility for the physical exam, medical insurance, or medical expenses incurred resulting from participation in interscholastic activities.

Sports Seasons

The starting date for each sports season will be announced by the Athletics Coordinator. Ten days of practice will occur before athletic contests will be held. Students transferring from another school may begin participating in contests immediately if they have met the 10-day practice requirement at a previous school. This applies, but is not limited to, all players, managers, cheerleaders, and mascots.

Sportsmanship

Sportsmanship must be a priority among those representing DoDEA Pacific high-school athletics. This includes coaches, players, managers, cheerleaders, and fans. Although teams are most visible during games, sportsmanship begins at the first team practice and lasts through the entire season. Coaches are expected to be the model for sportsmanship for players, parents, fans, and opponents. Coaches, sponsors, and volunteers will sign and abide by the National Federation of High Schools Code of Ethics. Incidents of unethical behavior by coaches or team members must be reported no later than the next school day to the school principal and the Pacific Athletics Coordinator for appropriate action.

There is zero-tolerance for hazing in DoDEA Pacific schools. This applies to not only the individuals perpetrating the hazing but to those who willingly allow themselves to be hazed. Hazing is committing an act against another, or coercing a peer to commit an act, that creates a substantial risk of harm, in order for an individual or individuals to gain admittance to the team. Any act, or report, of hazing must be reported to the school administration and investigated thoroughly. Upon completion of the investigation, the administration will take appropriate action which may be, but not limited to, warning, suspension, or removal from the team. This may include players, coaches, managers, and others related directly or indirectly with the team. All

hazing incidents will be reported to the Pacific Director's Office via the Pacific Athletics Coordinator. All relevant information from the investigation should be included in the report.

The foundation of the Edgren High School athletic program is set on the principles of sportsmanship, teamwork, and loyalty. Students, parents, faculty, and coaches should value athletic competition because it promotes the development of character and seeks to instill in students the universal values of respect, responsibility, integrity, and fairness.

Participating in athletics at Edgren High School is a privilege that is extended presently to students in grades 9-12. Athletes assume responsibilities to their school and to their teammates when they choose to participate within interscholastic sports activities. The highest standards of sportsmanship, conduct, and decorum are expected of athletes. Athletes are selected for teams based on their athletic talent, physical skills, and emotional maturity. No player is guaranteed a specified or equal amount of playing time; the best players will play the most. However, athletes at Edgren High School must understand that winning and losing are a team effort- no single player is responsible for winning a game and no single player is responsible for losing a game. Every practice and every game is a team effort.

Edgren High School fields teams in football, baseball, softball, girls' volleyball, boys' and girls' soccer, boys' and girls' basketball, tennis, track, wrestling, cross country, and cheer. Students must be in grades 9-12 and be less than 19 years of age by 1 September to participate in athletics. Students may participate in sports for four consecutive years, grades 9-12 only.

Standards of Appearance

Students are ambassadors of the USA, the perspective military service, and the entire student body when they participate in athletics and travel throughout Asia. The manner in which athletes dress when they travel cast a large shadow; to ensure that our teams represent themselves, the school, and our country in a respectful manner, a dress code is mandatory. When traveling to competitions, all Edgren athletes will travel in attire selected by the coach to maintain uniformity and dignity. When our teams walk off the buses, we make a statement that we belong to Edgren, the best school in the Far East. We shine as a team!

Standards of Conduct

Students who have been selected to represent Edgren High School as members of athletic teams are expected to behave as responsible and sensible young adults. Conduct both at school and in the community should always be above reproach and certain standards of conduct must be adhered to. Students and parents must sign the Interscholastic Activities Code of Conduct and the Team Policy Letter acknowledging conduct expectations and prohibited behaviors. Students who violate standards of conduct may be removed from sports/academic teams and may suffer other disciplinary consequences. Some removals may be appealed to the Athletic Advisory Council for consideration.

The Athletic Advisory Council exists to adjudicate serious conduct infractions and to provide students or parents a means to contest dismissal from a team. Written appeals of dismissal must outline the extenuating circumstances and be submitted to the assistant principal within twenty-four hours of the action being taken. The council will consist of the athletic director, three coaches, one teacher, one parent, and one student, with the assistant principal as a non-voting observer; the student, parents, and any other advocates to speak on behalf of the student can be present during the meeting of the council. The council will review the situation, deliberate in private, and make a recommendation for disciplinary action to the principal, which may include dismissal or suspension from the team and loss of the privilege of participating in future school activities.

Athletic Philosophy

Robert D. Edgren athletics play a vital role in the life of the school and community. Athletic participation must reflect the values of sportsmanship, teamwork, and loyalty, and every effort must be made to achieve victory with honor.

- **Winning is Important:** Winning is important and trying to win is essential. Without the passionate pursuit of victory, much of the enjoyment, as well as the educational and spiritual value, of sports will be lost. Sports programs should not trivialize winning or the desire to win. To dismiss victory by saying, “It’s only a game” can be disrespectful to athletes and coaches who devote their time and energy to being the best they can be in the pursuit of individual and team victories, records, championships, and medals. The greatest value of sports is its ability to enhance and uplift the character of participants and spectators.
- **Ethical Principles are Essential to Winning:** The best strategy to improve sports is not to deemphasize winning but to more vigorously emphasize that adherence to ethical standards and sportsmanship in the honorable pursuit of victory is essential to winning in its true sense. It is one thing to be declared a winner; it is quite another to really win in the right way.
- **Victory Must Be Achieved With Honor:** Cheating and bad sportsmanship are not options. They rob victory of real meaning and subvert the integrity of athletics and sportsmanship. Victories attained in dishonorable ways are hollow and degrade the principles of teamwork, loyalty, and sportsmanship and reflect poorly on the character of the athletes and coach.

Parental Involvement

Parental support is a vital component to the athletic program at Edgren High School. Parents support coaches by ensuring that their children maintain athletic eligibility and attend practice, and they support their children by being a visible presence at games. If parents choose to punish students by permanently removing them from a team or temporarily from a weekend of competition, that action affects the entire team. While no one questions a parent’s right to

discipline their child, the commitment an athlete makes to his coach and teammates should be considered when making a judgment on consequences for poor behavior or academic performance. **In the event travel tickets have been purchased and parents decide for their child not to attend the athletic/academic event, parents will be expected to reimburse the school for the travel tickets.**

Parents are held to the same standards of conduct and sportsmanship as student athletes. The Player-Parent-Coach Contract clarifies expectations for parental behavior at athletic events.

A parents' meeting must be held by the team coach before the first weekend of scheduled competition to disseminate information on the policies and administrative procedures of athletic participation and to complete the required forms necessary for team membership.

Students may not compete as a member of the team if a parent or legal guardian does not attend the parents' meeting or schedule a meeting with the coach.

Athletic Department Funding

The athletic program is funded through the school's general budget, with the principal determining the amount allocated to athletics. These funds are provided for athletic equipment, supplies, and uniforms. Teams do not receive a set portion of the budget; the funds are centrally managed, with the athletic director and coaches recommending funding priorities to the principal.

The level of funding that the athletic program receives is insufficient to adequately support athletic teams. Equipment that should be replaced on a yearly basis, such as balls, bats, scorebooks, and athletic letters and pins must be purchased every year. That leaves little, if any, money in the athletic budget to purchase more expensive items such as uniforms or major pieces of equipment; therefore, uniforms and team equipment may need to be purchased through fundraising efforts by the athletic director, coaches, and teams.

The accountability and care of athletic equipment and uniforms is extremely important to ensure that these expensive items last as long as possible. Students and parents are responsible for lost and damaged uniforms. They must be replaced.

Attendance Prior to Events

A student must attend the full school day immediately prior to the competition if the competition is on a weekend, holiday, or the last full school day prior to the team traveling.

Transportation

Transportation to away competitions against DoDEA schools, international schools, or Japanese schools is provided by DoDEA at no expense to the student. Transportation may take the form of bus, airplane, train, or ferry depending on the location of the away competition.

Students must be prompt for scheduled departures; they also need to have their dependent ID card for all travel and their passport if traveling to a foreign country.

Once a team arrives at another military base or school, transportation is not provided by the host school to the location of the athletic competition. Nearly all fields and courts are within reasonable walking distance; if the distance is unreasonable, the host school will arrange local transportation to the competition site. Athletes must be prepared to walk to exchanges and food courts, and they should be prepared to walk in inclement weather by bringing umbrellas, warm coats, and rain wear.

Billeting/Meals

Students may be billeted in school gyms if base billeting is unavailable. Students should be prepared to sleep on gym or classroom floors; although most schools provide gym mats, students should bring air mattresses, sleeping bags, and pillows.

If base billeting is available, students are responsible for their portion of the cost of their room and for the cost to repair vandalism or replace towels and sheets. The cost of all meals is also the responsibility of students.

Lettering Policy

The award of a varsity letter is an accomplishment that athletes earn through dedication and hard work, and it recognizes athletes who have kept their commitments to the team throughout the season.

The following requirements are established to earn a varsity letter:

- The athlete may not have more than two weeks of academic ineligibility.
- The athlete must finish the season in good standing as defined in the team policy letter.
- All uniforms and equipment must be returned or reimbursement made.
- All fees and ticket reimbursements must be paid.

School Activities

School activities are an integral part of the total educational program at Edgren High School. Each student is encouraged to benefit from the wide selection of activities available, as indicated in the list below. While this list is not inclusive, it does give an idea of possible opportunities for development of social, leadership and service skills.

High School Academics (Far East)	High School Sports	High School Clubs	Middle School Clubs
Journalism, Creative Expressions and Film, Honors Music Festival, Drama, STEMinars, Junior Science and Humanities Symposium, and Linguafest	Cross Country, Cheer, Football, JROTC Drill, JROTC Marksmanship, Tennis, Volleyball, Boys' Basketball, Girls' Basketball, Wrestling, Boys' Baseball, Boys' Soccer, Track and Field, Girls' Soccer, and Girls' Softball	Art, Culinary, Drama, Japanese, Japanese Anime, JROTC, Music/Choir, National Honor Society, PSAT/SAT, Robotics, Student Council, Student 2 Student (S2S), Swimming (External Club – Misawa Sharks), and Yearbook	Art, Japanese, Japanese Anime, Math Counts, Music/Choir, National Junior Honor Society (NJHS), Robotics, Social Empowerment and Acceptance Team (S.E.A.T.), Student Council, Student 2 Student (S2S), Swimming (External Club – Misawa Sharks), and Yearbook

School Dress Code and Guidelines

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

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

Appropriate dress in school should contribute to the overall learning environment and should not distract from it. Students will continue to follow the School Dress Codes and Guidelines. In the event that the student attire is questioned and is causing disruption to the learning environment, the principal or assistant principal will make the final determination of the clothing item(s) and take appropriate actions to solve the issue.

Exceptions may occur during special occasions such as spirit week, fundraisers, etc. Students are responsible for ensuring that their clothing and personal appearance is clean and appropriate. Neither clothing nor appearance may create a health, sanitation, safety hazard, violate any reasonable requirement for a specific course or activity, or cause disruption to the educational process or learning environment. Individual teachers or activity sponsors may set additional standards for reasons of safety for presenting a positive image on field trips or off-campus activity.

- It is not the intent of the school to dictate the quality or style of clothing worn, but rather an effort to encourage good habits and acceptable group behavior. A student shall not dress, groom, or wear or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school.
- It is prohibited for any student to wear clothing items which advertise alcoholic beverages, sex, tobacco, obscene, crude or suggestive messages or use of profanity.

These examples are not all inclusive; the principal or assistant principal will exercise subjective judgment in determining whether clothing, footwear, or personal appearance is acceptable and in good taste at school.

School is our business and students are expected to dress accordingly.

1st Infraction: If a student is found to be in violation of the dress code, student will be given the opportunity to change and/or call parents to bring a change of appropriate clothing before being sent home.

2nd and or more: The previous procedure will take place along with after- school detention for repeated dress-code violation. A pattern of violations will receive a more severe consequence.

Clothing Restrictions and Guidelines

- Tank tops/muscle shirts/shirts with sleeves removed/military issue green or white undershirts, or any shirt designed to be worn as an undergarment are prohibited. Straps on shirts need to be 3-fingers wide.
- Shirts that expose the midriff and cleavage are prohibited.
- Dresses and shirts with spaghetti straps must be 3-fingers in width.
- Any apparel of jewelry with profane, offensive, provocative, or negative pictures, images or references to drugs, alcohol, sex, tobacco, violence, slandering are prohibited.
- Shirts that express religious beliefs, nationality, and ethnicity cannot discriminate against another religion, nationality, or ethnicity.
- See-through clothing is prohibited.
- Pants/jeans/shorts must be worn at the natural waistline. No sagging!
- Pants/shorts with holes, rips, or tears are prohibited. Must be appropriate and in good taste. Stylish holes, rips, and tears must follow the same rule as fingertip rule for pants/dress length. Therefore, holes below the longest fingertip are acceptable.
- Shorts, skirts, or dresses need to meet the “Five inches above the knee” rule. The hem of shorts, skorts, skirts, or dresses should be no shorter than five inches above the top of the knee cap.
- Biking shorts, yoga pants, leggings, jeggings, and tights must be thick enough so skin and undergarments cannot be seen. These clothing items must be worn with shirt, sweater, shorts, or skirt item and must be below the buttocks (all the way around the body). See pictures of acceptable wear of leggings, etc.

- Pajamas, slippers, or any type of sleepwear, sunglasses, chains, including wallet chains are prohibited.
- Head-coverings (hats, hoods, bandanas, doo-rags, sunglasses, sweatbands, etc.) are not to be worn by members of either sex in the classrooms or in any areas inside the school buildings at any time, to include lunchtime and passing times (unless worn for religious or ethnicity customs).
- Body piercings that pose a safety risk are prohibited.
- Footwear will be worn at all times. Open-toed shoes in certain classes, including but not limited to science labs, culinary, or career practicum, as well as high-heeled shoes higher than 3 inches, and flip-flops/slides are prohibited for safety reasons.

Student Behavior Expectations and Procedures

Authority of School Leadership

The principal is the designated leader of the school and, with the staff, is charged by the Superintendent with the safe and orderly operation of the school. In cases of disciplinary violations not covered by this brochure, the principal may impose corrective measures which he or she believes to be in the best interest of the student involved and the school.

General

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military and school communities; that consists of teaching and reinforcing positive student attitudes and behaviors. School discipline should protect and nurture the physical, social, mental and emotional growth of the students served by the school. Rules and regulations are designed to protect people, property, and to protect the right of every student to participate in every facet of the school programs. The school's discipline policies reflect an understanding of adolescent human maturation. Our school rules specifically limit the potential for any individual to interrupt another student's education or growth. As each student proceeds through the high-school years, greater levels of self-control and self-discipline are expected.

At Edgren Middle/High School, we believe that students can learn to manage their own behavior. With this belief in mind, the following three general rules for conduct are established to guide the behavior of students:

- Students will respect the rights and property of themselves and others.
- Students will behave in such a manner as to create and maintain a positive learning environment.
- Students will respect the health, safety and persons of others.

Management of student behavior is a responsibility shared by students, parents, the faculty, staff, and the community. Individual classroom teachers may develop more specific rules for students. The individual classroom rules must be consistent with the above-listed general rules. Teacher may assign after school detention and lunch time detention with a 24-hour notice to parents for classroom infractions.

To focus on academic and social growth, we use progressive steps in discipline matters when the learning environment or peaceful nature of the school environment is disrupted. Teacher-discipline strategies and parent contact generally precede discipline from administration (depending on the severity of the infraction). This is handled on a case-by-case basis with attention to each individual situation. Disciplinary consequences could range from warnings, guidance or teacher counseling, parent contact, after-school detention, work detail, in-and-out-of-school suspension, and ultimately to recommendation for expulsion.

NOTE: When out-of-school suspensions are assigned, the Wing commander is notified through the school liaison officer.

This discipline policy applies to students in attendance at school or engaged in a school activity at any time, including, but not limited to:

- While the student is on school property.
- While en route between school and home, regardless of the mode of transportation.
- During the lunch period, whether on or off campus.
- While going to or coming from school-sponsored activities such as field trips, sporting events (home or away), school assemblies, or after hours school-related activities.
- When the good order, safety, or welfare of the school, students, or staff is affected as a result of out-of-school actions.

Procedures for Imposing Disciplinary Consequences

Teacher Responsibilities: Teachers have the responsibility for disciplinary control over their classrooms. They are authorized to enforce disciplinary consequences through reprimands, conferences, extra work, detentions, or any other actions that are reasonable and not in violation of DoDEA directives.

Informal Conference

Prior to the exercise of any disciplinary measures, an informal conference with the student must be held. The teacher or principal will advise the student why disciplinary action is being taken against the student, summarize the information on which the teacher or principal is relying on to conclude that the accused student committed the infraction, and afford the student an opportunity to explain his or her behavior, especially when the consequence may be suspension, by presenting evidence that supports the student's explanation or establishes that the infraction was not committed.

Student and Parental Notification

When a student is assigned detention, the student will be given a letter that informs him or her of the date, time, and location of the consequence, and parents will receive an email with the detention letter included as an attachment. If the disciplinary infraction is serious enough to merit a suspension, parents will be called and asked to come to school for an immediate conference. Suspension letters will be provided to the parent, with a copy provided to the base Commander. If a student is absent from an assigned detention, more severe disciplinary consequences will ensue.

Disciplinary Committee

Edgren High School is required to have a disciplinary committee charged with investigating serious conduct infractions that may warrant suspensions for longer than ten day or expulsion. The committee must comprise at least three educators and three community members. When the principal decides that a student's misbehavior warrants a suspension of more than ten days or expulsion from school, the committee will make a determination as to the facts of the offense and make a recommendation, based on a majority vote, to the district superintendent as to an appropriate punishment.

Other Misconduct Constituting Grounds for Discipline

In addition to the specific grounds for imposing discipline that are described above, students, who have knowledge of or participate in the misconduct of others, may also be disciplined as appropriate. Students should promptly report knowledge of offenses that violate laws or regulations or that threaten the safety or personal security of any student or other person on school grounds or engaged in school activities. Failure to do so is grounds for discipline. The principal must notify the base commander of suspensions and expulsions by forwarding a copy of the expulsion or suspension letter to the school liaison officer.

Misconduct Examples

Verbal Assault, Physical Assault, Disrespectful Conduct of Students

- Verbal or physical assault against students, teachers, administrators, and other school personnel, such as teasing, name-calling, spreading rumors, social isolation, and manipulation, are not allowed. Fighting, horseplay, play fighting, or scuffling are prohibited and can result in suspension from school.
- Disrespectful conduct (including the use of vulgar or profane language) toward students, teachers, administrators, and other school personnel;

- Hazing to subject a student to an activity which endangers or is likely to endanger the physical health of a student is prohibited, regardless of the student's willingness to participate in such activity.
- Threats include (but are not limited to) threats to commit violence, threats to release dangerous instrumentalities or hazardous substances, and threats to cause harm that are likely to cause terror or evacuations (i.e. bomb threats, threats to bring weapons to school, threats to injure others by violent means, etc.). 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.

Alcohol, Narcotics, Stimulants, and Other Dangerous Drugs and Controlled Substances

- Students are prohibited from possessing, using, selling, swapping, stealing, transmitting, intending to transmit, distributing, intending to distribute, or ingesting, holding, carrying, or being under the influence of alcohol and/ or any other substances prohibited by this rule.
- Drugs including, but not limited to narcotic drugs, synthetic marijuana, amphetamines, barbiturates, marijuana, herbal marijuana, cocaine, stimulants, depressants, hallucinogens, inhalants, opiates, or any other controlled substance or intoxicant; Prescription and non-prescription medicine that has not been registered with the school nurse as prescribed in this handbook.

Weapons and Dangerous Instruments

- A student shall not possess, use, handle, transmit, or control any object which is or may reasonably be considered as a weapon or objects of no reasonable use to the student that can cause harm to others
- A “weapon,” while not meant to be all inclusive, examples of objects which may be carried, presented, or used in the presence of other persons with the intent of threatening or harming any individual. *Also included are items* that are capable of causing death or serious bodily injury *as defined at* section 1365(h)(3) of 18 U.S.C. (reference *(k)*). They include, but are not limited to: guns, ammunition, knives *of any blade length*, swords, razors, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars; any flailing instrument such as: a fighting chain, heavy studded or chain belt, or objects designed to project a missile; explosives, mace, pepper spray, or any other similar propellant; or any other object or instrument that is made or used in a manner to either inflict or threaten to inflict *bodily* injury or instill fear (e.g., replica/look-alike gun, baseball bat, laser pointer, letter opener, etc.).

- Possession of any of these items on the school campus will result in expulsion from school.
 - ❖ A student who wishes to bring an object which could be reasonably considered to be a weapon on school grounds as a part of or in conjunction with a class assignment or other school project must first receive permission from the office of the principal.

Bullying and Cyberbullying Behavior

- Edgren is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, it shall be the policy of this school to maintain an educational environment that is intolerant of bullying in any form. To ensure such an environment, Edgren strictly prohibits any conduct by any student or nonstudent that creates or is intended to create an intimidating, threatening, offensive or hostile learning environment that substantially interferes with a student's education. All students and adults have a responsibility to conduct themselves in a manner consistent with this policy, thereby avoiding conduct that constitutes bullying. It shall be a violation of this policy for any student or staff member to bully another while attending school or school-sponsored events, in school vehicles, using district equipment/technology, at a designated bus stop or traveling to or from school.
- Bullying behavior is any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate,
- Bullying and harassment can take several forms such as:

Physical (hitting, shoving, tripping, etc.), verbal and written (name-calling, insults), psychological (rumors, humiliation, social exclusion), cyber (using computers, cell phones, other electronic devices over social networks to send threatening messages, spread rumors or post embarrassing images, start hate campaigns or send messages supposedly from the victims.)
- **Bullying**, as defined in this policy, includes **cyberbullying**, which is behavior that occurs through the use of electronic communication. It is a violation to bully another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed,

national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to sexuality, or characteristics of another person or the associates of another person) maliciously intended for the purpose of threatening the safety or social intimidation of those specified, or substantially disrupting the orderly operation of the school; or has a high likelihood of succeeding in that purpose. For the purposes of this rule, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic, photo electronic or photo optical system.

- Bullying and cyberbullying episodes that take place outside of the school and somehow enter the school environment and cause disruptions of the teaching process and good order of the school are subject to bullying consequences.
- Any student who feels he or she has been bullied shall have the right to file a complaint of such bullying to school guidance, school administration or classroom teacher. All reports of bullying shall be promptly, thoroughly investigated, and corrective action may be taken as deemed appropriate, consistent with the discipline policy.

Retaliation Prohibited

- ❖ Retaliation or reprisal against any person who reports bullying incident(s) is strictly prohibited. **Retaliation** includes, but is not limited to, any form of intimidation, reprisal or harassment used against a person who reports, in good faith, incident(s) of bullying. Disciplinary action against any person who retaliates or engages in reprisal for reporting such behavior(s) may include sanctions up to and including expulsion/suspension/out-of-school suspension for students and termination for staff engaging in such prohibited conduct.

Sexual Harassment

- Students are responsible for behaving in a respectful manner with all members of the school community and with any issues of sexual orientation. Any student who believes that he or she has been sexually harassed should immediately report the facts of the incident to the principal, assistant principal, counselor, or any other faculty or staff member of the school.
- Sexual harassment can take many forms to include verbal, physical, visual, or psychological. Students must report any harassment that is intended to exchange sexual conduct for academic considerations to include:
 - ❖ Submission to conduct is explicitly or implicitly made a term or condition of a student's academic progress or status.
 - ❖ Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.

- ❖ The conduct has the purpose or effect of having a negative impact on the individual's academic performance or of creating an intimidating, hostile, or offensive educational environment.
- ❖ Submission to or rejection of the conduct by an individual is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available through the school.
- Students must avoid certain specific behaviors that create a hostile educational environment through sexual harassment. These behaviors include:
 - ❖ Unwelcome leering, sexual flirtations, or propositions.
 - ❖ Unwelcome sexual slurs, epithets, threats, verbal abuse, or derogatory or degrading sexual comments.
 - ❖ Graphic verbal comments about an individual's body or overly personal conversations.
 - ❖ Sexual jokes, stories, drawings, pictures, or gestures.
 - ❖ Spreading sexual rumors, even about one's self.
 - ❖ Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 - ❖ Touching an individual's body or clothes in a suggestive or sexual way.
 - ❖ Cornering or blocking an individual's normal movements.
 - ❖ Displaying sexually suggestive objects.

Sexual harassment in any form will not be tolerated at Edgren.

Sexual Misconduct or Inappropriate Public Display of Affection (PDA)

- Public displays of affection (except for hand-holding) are not allowed on campus.

Cheating/Plagiarism

- Any form of academic dishonesty (forging, cheating, or plagiarizing the work of others) will result in a grade of zero for the test, quiz, or assignment. Repeated offenses will result in more serious disciplinary measures.

Disruption and Interference with School

- No student shall occupy any school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use, or where the effect is to deprive others of its use; Block the entrance or exit of any school building or property or corridor or room thereof as to deprive others of access thereto; Prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus; Prevent students from attending a class or school activity; Refuse to identify himself/herself upon request of any teacher, principal, superintendent, school-bus driver, or other authorized school personnel.

Leaving School/Off Campus without Permission (truant, i.e. skipping)

- No student may leave school at any time during the school day without permission of the principal or designee. All others must be properly signed out at the main office.

Disregard of Directions or Commands

- A student shall not ignore or fail to comply with directions or commands of teachers, student teachers, substitute teachers, para-professionals, principals, assistant principals, school-bus drivers or other school personnel.

Bus Conduct

- All rules in this Code of Conduct apply to students while on the bus, at the bus stop, at any school activities or en route to or from school or any school activities or on any district-provided transportation. Students who fail to respond to the direction of the bus driver will be reported to the school principal, who is authorized to deny the student bus transportation.

Tobacco Products in the Schools (including e-cigars and e-cigarettes)

- Students enrolled at Edgren shall not possess, transmit, or use tobacco or any product containing tobacco or nicotine products in any form, including but not limited to cigarettes, cigars, miniature cigars, clove, smokeless tobacco, snuff, chew packets, and betel nut. An electronic cigarette (or e-cigarette), electronic-vaping device, personal vaporizer (PV), or electronic nicotine delivery system (ENDS) is a battery-powered device which simulates tobacco smoking. It generally uses a heating element that vaporizes a liquid solution. They are considered and sold as tobacco products and are prohibited.

Damage or Destruction or Theft of School or Private Property

- Vandalism or theft of school or personal property is strictly prohibited. Any damage done to any school property or reports of theft will be punished according to this policy and appropriate reports may be reported to security forces for command action and monetary restitution for damages.

Dress and Grooming

- It is not the intent of the school to dictate the quality or style of clothing worn, but rather an effort to encourage good habits and acceptable group behavior. A student shall not dress, groom, or wear or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school.

- It is prohibited for any student to wear clothing items which advertise alcoholic beverages, sex, tobacco, obscene, crude or suggestive messages or use of profanity. Please see additional dress code information in the next section (School Dress Codes and Guidelines).

Unexcused Absences

- A student shall not be absent from school or from any class or other required school function during required school hours, except for illness or other providential cause, except with written permission of the sponsor/parents.

Falsifying Reports of Alleged Inappropriate Behavior

- A student shall not falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior. Sponsor/parents of students who are identified as a chronic disciplinary problem student will be invited to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference with the Student Support Team (SST) to devise a disciplinary and behavioral correction plan.

Chronic Disciplinary Problem Students

- "Chronic disciplinary problem student" means a student who exhibits a pattern of behavioral characteristics which interfere with their own learning and learning process of other students around him or her and which are likely to recur. Sponsor/parents of students who are identified as a chronic disciplinary problem student will be invited to observe the student in a classroom situation, and a request for at least one parent to attend a conference with the Student Support Team (SST) to devise a disciplinary and behavioral-correction plan.

A student may be disciplined for acts of misconduct, not specifically cited herein, that are deemed to affect the health and safety of other students or when the good order, safety, or welfare of the school, students, or staff is affected as a result of this behavior.

*Please see the next page for Edgren's Discipline Matrix.

Robert D. Edgren Middle/High School Discipline Matrix

LEVEL 1 BEHAVIORS – DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> • Didn't obey instructions (E3.5.12) • Disruptive behavior (E3.4) • Dress code violation (E3.4) see school policy • Eat-unauthorized area (E3.4) 		<ul style="list-style-type: none"> • Engaged in horseplay (E3.4) • Excessive noise (E3.4) • Failure to comply with rules (E3.5.11, E3.5.12) • Hall pass violation (E3.5.12) 		<ul style="list-style-type: none"> • Internet violation (E3.5.21) see school policy • Offensive behavior (E3.5.11) • Public displays of affection (E3.5.11) • Tardies (E3.4) see school policy 	
LEVEL 1 BEHAVIOR CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
School	Admin Counsel	Admin Counsel Detention Parent Contact	Detention Parent Contact	Parent/Student Conference	1-3 Days Suspension
Bus	Warning	1-5 Days Suspension	1-10 Days Suspension	1-20 Days Suspension	1-30 Days Suspension
LEVEL 2 BEHAVIORS - DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> • Abusive acts/lang. (E3.5.11) • Aggressive behavior (E3.5.11) • Alarm violation/offense (E3.5.11) • Attendance violation (E3.5.20) • Changing grades (E3.5.18) • Cheating (E3.5.18) • Damage to property (E3.5.11) • Detention violation/no show (E3.5.11) • Disrespect to adult (E3.5.11) 		<ul style="list-style-type: none"> • Disrespect to student (E3.5.11) • Forgery of signature (E3.5.18) • Harassment all categories (E3.5.11) • Insubordination (E3.5.11) • Lying (E3.5.11) • Off limits violation (E3.5.11) • Plagiarism (E3.5.18) • Portable electronic device (E3.5.16) • Received stolen property (E3.5.11) 		<ul style="list-style-type: none"> • Safe rule violation (E3.5.11) • Scuffling (E3.5.11) • Stealing (E3.5.9, E3.5.11) • Tamper with equipment (E3.5.8, E3.5.11) • Threats of damage (E3.5.11) • Throw/Shoot objects (E3.5.11) • Truancy (E3.5.20) • Uncooperative with staff (E3.5.11) • Unsafe behavior (E3.5.11) • Verbal abuse/gesture (E3.5.11) 	
LEVEL 2 BEHAVIORS CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
School	Admin Counsel Detention	Detention Parent Contact	Parent/Student Conference Detention	1-5 Days Suspension	5-10 Days Suspension *Discipline Committee Hearing
Bus	Warning	1-10 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	30 Plus Days – Loss of Bus
LEVEL 3 BEHAVIORS - DODEA REGULATIONS: E3.5.1, E3.5.3, E3.5.4, E3.5.8, E3.5.10, E3.5.11, E3.5.12, E3.5.13, E3.5.14, E3.5.15, E3.5.21					
<ul style="list-style-type: none"> • Abusive behavior to peers (E3.5.1, E3.5.11) • Bullying (E3.5.11, E3.5.15) • Excessive detentions (E3.5.11) • Fighting (E3.5.11, E3.5.14) • Gambling (E3.5.11, E3.5.13) 		<ul style="list-style-type: none"> • Left campus without permission (E3.5.11, E3.5.12) • Sexual Harassment (E3.5.10, E3.5.11) • Sexual behavior (E3.5.10, E3.5.11) • Smoking Tobacco Products (possession) (E3.5.4, E3.5.11) • Threatening behavior (E3.5.1, E3.5.11) 		<ul style="list-style-type: none"> • Tobacco/Alcohol (possession) (E3.5.3, E3.5.11) • Unauthorized presence (E3.5.11, E3.5.12) • Vandalism (minor) (E3.5.8, E3.5.11, E3.5.17) • No Seat Belt on Bus (31-205 4.3.5) 	
LEVEL 3 CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	
School	1-3 Days Suspension	3-5 Days Suspension	5 or More Days Suspension *Discipline Committee Hearing	Expulsion *Discipline Committee Hearing	
Bus	1-10 Days Suspension	1-20 Days Suspension	1-30 Days Suspension	30 Plus Days – Loss of Bus	
LEVEL 4 BEHAVIORS - DODEA REGULATIONS: E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6, E3.5.7, E3.5.9, E3.5.11, E3.5.17, E3.5.19					
<ul style="list-style-type: none"> • Alcohol related (using) (E3.5.3) • Arson (E3.5.17) • Bomb Threats (E3.5.17) • Burglary (E3.5.7) • Damage/Vandalism/Theft – Major (E3.5.7, E3.5.8, E3.5.9, E3.5.17) 		<ul style="list-style-type: none"> • Drug Paraphernalia (E3.5.6) • Drug Related (E3.5.5) • Explosive Device* (E3.5.17, E3.5.19) • Fireworks (E3.5.19) • Full/Partial Nudity (E3.5.11) • Illegal Substances (E3.5.5) 		<ul style="list-style-type: none"> • Prohibited Item (E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6) • Robbery/extortion (E3.5.7) • Smoking Tobacco Products (using) (E3.5.4) • Substance Abuse (E3.5.5) • Weapon (E3.5.2) 	
LEVEL 4 CONSEQUENCE					
	1 st Offense		2 nd Offense		
School	5 or More Days Suspension Expulsion *Discipline Hearing Committee		Mandatory Expulsion Recommendation Required *Discipline Hearing Committee		
Bus	30 Plus Days – Loss of Bus		Loss of Bus Privilege		

*These are guidelines. The school administration reserves the right to determine consequences.

**Schools have a variety of detention and suspension options.

***Student reflection sheets may also be filled out by the students

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

DoDEA Student Handbook

SY 2020-2021



dodea
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DoDEA School Rules, Regulations and Procedures

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

General Information

Interstate Compact on Educational Opportunity for Military Children

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

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

Access to School Facilities

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 non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

Visitors and Volunteers

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school's front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor's badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school's programs for brief periods of time that do not interfere with instruction.

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](#)

Policy Reference: [DoD Instruction 1342.25, "School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\)," October 30, 1996](#)

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

Enrollment

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, PCS orders, etc.)
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence

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

Student Immunization Requirements

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 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 DoD Component must provide guidance on the waiver process.

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

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

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

DoDEA immunization requirements can be found at:
<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:
<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

Student Grade-Level Placement

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. An otherwise DoDEA-eligible 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 addition, an otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages, assuming yearly progression from grades 1–8.

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 state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

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

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student’s last date of attendance or graduation date. Please visit the DoDEA Student Records Center located at <https://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your child’s school.

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

Policy Reference: [DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007](#)

An English Language Learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007, DoDEA’s ESOL Program is an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

Accelerated Withdrawal

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

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

High School Graduation Information

Graduation Requirements

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

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

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

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

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

High School Graduation Course Requirements

Minimum Requirements			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) ● 1.0 credit (ELA 12) 	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10; or Honors ● World History 9 or 10, aka Global Studies) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> ● 1.0 credit (Algebra) ● 1.0 (Geometry) ● 1.0 credit (Math course code 400 or above) ● 1.0 credit (Algebra II or identified equivalent course) 	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry or Physics) ● 1.0 credit (Science elective) <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits

World Language	<ul style="list-style-type: none"> 2.0 credits (World Language [WL] course) Note: Credits must be in the same WL course.	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> 1.5 credits (CTE course offering) 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> 0.5 credit (Lifetime Sports) 0.5 credit (Personal Fitness) 0.5 credit (Activity & Nutrition or equivalent PE) 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"> 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	–	0.5 credit
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.			

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

Transferring Course Credits to a DoDEA School

Policy Reference: [DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014](#)

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 will accept the official courses, grades, and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in a non-DoD system (public or private), correspondence, online, and/or home-school program accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Enclosure 3, Section 10, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-school Students

Policy Reference: [DoDEA Administrative Instruction 1375.01, “Home-School Students,” October 15, 2018](#)

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

Report Card and 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 \(https://dodea.gradespeed.net/gs/Default.aspx\)](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 (failing)	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)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

For grades K–3, achievement codes rather than letter grades will be used.

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.

	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
Europe and Pacific Regions	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.
	P	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.
	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

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 period 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. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling. DoDEA encourages all communication to take place through official school email accounts.

Attendance

Student Attendance

Policy Reference: [DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended](#)

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

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

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

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

1. Personal illness
2. Medical, dental, or mental health appointment
3. Serious illness in the student's immediate family
4. A death in the student's immediate family or of a relative

5. Religious holiday
6. Emergency conditions such as fire, flood, or storm
7. Unique family circumstances warranting absence and coordinated with school administration
8. College visits that cannot be scheduled on non-school days
9. Pandemic event

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

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 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:

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

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

Special Education

Special Education Services

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

Policy Reference: [Department of Defense Manual 1342.12, “Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015](#)

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

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

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

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

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

Disability Accommodations and Nondiscrimination

Policy Reference: [DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended](#)

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

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended, students with disabilities shall

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

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

Policy Reference: [DoDEA Administrative Instruction 1356.01, "Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect," November 5, 2018](#)

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

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

If a parent or legal guardian disagrees with school recommendations for evaluation of a student's dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to

the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at <https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

Threats Towards Others

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

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

System Programs and 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 schools, self, peers, and social groups. In elementary grades, the 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, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services

Policy Reference: [DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and

implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse's responsibilities include:

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

Student Illness

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

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; and c) he/she has diarrhea and vomiting.
- Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-

- resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
- Ringworm lesions must be covered for school attendance.
 - Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
 - Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

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

Parent Notification

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

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

Allergies and Chronic-Acute Conditions

Policy Reference: [DoDEA 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 administration and staff. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

Medication at School

When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Consent Form. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

Students may not share medications (including non-prescription medications) at school or at school-sponsored events.

First Aid and Emergency Care

Policy Reference: [DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#)

School personnel will administer first aid as efficiently as possible to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First

Aid and Emergency Care,” September 8, 2003. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the health care provider(s) if the nature of the dependent student’s injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.

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

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

Student Rights and Responsibilities

Discrimination-Free Education Programs and Activities

Policy Reference: [DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019](#)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

Student Rights and Responsibilities

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

Students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

Scholastic Integrity

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

Freedom of Religious Expression

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

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

in religious expression in school does not include the right to compel other students to participate in religious practices or discussion.

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. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Student 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. Please refer to your school’s Web site or school handbook for specific dress code policy.

Search and Seizure

Policy Reference: [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

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

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student's personal belongings, including bags and the interior of student vehicles on school property; and in a student's desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item.

Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

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

Student Conduct and 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. 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.

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.

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

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

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.

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

Role of Social Media

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

Transportation

Student Transportation Services

Policy Reference: [DoDEA Administrative Instruction 4500.02, “Student Transportation Services,” August 13, 2018](#)

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

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

