



# Department of Defense Education Activity REGULATION

NUMBER 2000.03  
DATE MAR - 2 2010

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EDUCATION DIRECTORATE

SUBJECT: Student Grade Level Placement

- References:
- (a) DS Regulation 2000.3, "Student Placement," March 26, 2004 (hereby canceled)
  - (b) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," April 11, 2005
  - (c) DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-age Dependents in Overseas Areas," September 20, 2006, as amended
  - (d) DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools," March 4, 1997

1. PURPOSE. This Regulation reissues Reference (a) to update policy and responsibilities for grade level placement of Department of Defense Dependents Education Activity (DoDEA) students.

2. APPLICABILITY. This Regulation applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam), (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA Area and District Superintendents, School Principals, Teachers, and Support Staff.

### 3. DEFINITIONS

Carnegie Course Unit. The Carnegie Unit (also called a Credit Hour) is strictly a time-based reference for measuring educational attainment used by American universities and colleges. Per its original definition, the Carnegie Unit is 120 hours of class or contact time with an instructor over the course of a year at the secondary (American high school) level.

Individualized Education Plan. A written document defining specially designed instruction for a student with a disability, ages 3 through 21, inclusive.

High School Graduation Plan. A product developed for counselors, students, administrators, teachers, parents, etc., to use to help a student plan for graduation from high school. This plan is developed at the conclusion of the 6<sup>th</sup> grade year or when a student enters a DoDEA school. Courses listed include core courses and electives. The purpose of the plan is to organize the students' educational coursework in order to facilitate transition for the student and a successful completion of secondary school.

Post-Secondary Plan. The counselor develops this plan with the high school seniors in an effort to help students have a productive first year transition from high school.

Non-Routine Placements. Any placement of a student in a grade level other than regular matriculation from a lower grade to the next higher grade. Examples of non-routine placements include retention in the same grade, program modification, double promotion or early graduation.

4. POLICY. It is DoDEA policy that:

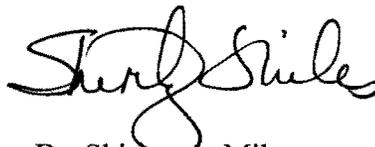
a. Each student will be provided an appropriate program of studies designed to foster academic and personal success.

b. Appropriate grade level placement of students will be considered on an individual basis. Decisions will reflect the best interests of the student.

c. When applicable, the provisions of DoD Instruction 1342.12 (Reference (b)), DoDEA Regulation 1342.13 (Reference (c)), and DoD Instruction 1342.26 (Reference (d)), will apply for the grade level placement of students with disabilities.

5. RESPONSIBILITIES. See Enclosure 1.

6. EFFECTIVE DATE. This Regulation is effective immediately.



Dr. Shirley A. Miles  
Director

Enclosures

1. Responsibilities
2. Grade Level or Class Placement

ENCLOSURE 1

RESPONSIBILITIES

1. DODEA SCHOOL PRINCIPALS. The DoDEA School Principals, under the authority, direction, and control of the DoDEA District Superintendents shall:

(a) Explain the intent and procedures of this Regulation to the school staff and community at the beginning of each school year.

(b) Form a grade level placement committee to make recommendations for students referred for non-routine placements.

(c) Review all committee recommendations and be the final approving/disapproving agent for all cases.

(d) Provide written notification to the parents and students of any plan to recommend a non-routine placement.

(e) Provide the district superintendent with a list of non-routine placement actions (i.e., retention, program modification, double promotion, or early graduation) of all students whose placements were affected by this Regulation. The list shall include the names and actions of all students who have had grade level placement modifications and shall be submitted at the close of each marking period.

(f) Maintain copies of the minutes of the grade level placement committee for each student whose grade level placement was affected by this Regulation, which shall include follow-up actions conducted by the committee to ensure that the placement is appropriate.

(g) Review the student's progress after a minimum of three grading periods and determine if the student is progressing successfully or, if not, convene the grade level placement committee to determine further intervention. Annotate all recommendations and determinations in committee minutes.

(h) Ensure that all students have a High School Graduation Plan (i.e., 4-Year Plan, 6-Year Plan based on student's entrance date into a DoDEA school).

(i) Ensure that all seniors have a Post-Secondary Plan.

2. GRADE LEVEL PLACEMENT COMMITTEE. The grade level placement committee shall:

(a) Collect all data available to provide a clear understanding of the referred student's educational development. These data may include, but are not limited to, educational and cognitive testing, functional behavioral analysis, portfolios, and progress reports.

- (b) Consult with the student and the student's sponsor.
- (c) Consult with other support personnel (e.g., special subject teachers, counselors, psychologists, social workers) regarding the referred student.
- (d) Develop a record of action taken to date to assist the referred student.
- (e) Review each student's case with the referring person a minimum of one time during each grading period.
- (f) Recommend to the school principal, in writing, an appropriate plan of action designed to meet the overall needs of the student.

ENCLOSURE 2

GRADE LEVEL OR CLASS PLACEMENT

1. ROUTINE GRADE OR CLASS PLACEMENT

a. Kindergarten and grade 1 placements are determined by minimum age requirements as stated in this Regulation.

(1) An otherwise DoDEA eligible student as stated in References (c) and (d) who will reach his or her 5<sup>th</sup> birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten.

(2) An otherwise DoDEA eligible student as stated in References (c) and (d) who will reach his or her 6<sup>th</sup> birthday on or before September 1 of the school year is eligible to enroll in grade 1.

(3) Kindergarten is not a prerequisite to grade 1 entry.

b. Placement in grades 2 through 8 is predicated upon the successful completion of the preceding year.

c. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through grade 8.

2. OTHER THAN ROUTINE GRADE OR CLASS PLACEMENT

a. At each school, the principal will establish a school grade level placement committee to recommend grade level placement of students being considered for other than routine grade level or class placement. The committee will normally be composed of school staff members directly concerned with the placement of each individual student. Sponsors and students will be represented, as appropriate. This committee will make recommendations to the principal on placements which require retention, double promotion, and any "other than routine grade or class placement" or any plan of action which is designed to promote student success. This committee is not the Case Study Committee (CSC) established for the education of students with disabilities but often works with the CSC in determining proper grade level placement for students with disabilities.

b. Recommendations to consider a student's grade level placement or course adjustment may be made to the principal, or designee, by the classroom teacher, counselor, or other concerned person including the student and the sponsor.

c. In addition to designing a plan of action to promote student success, the committee recommendations to the principal should consider the student's emotional state. The recommendation should encourage the development and maintenance of a positive self-image. The recommendation will be given to the principal in writing. The principal will provide written notification to the student and sponsor in sufficient time to permit them to react to the plan for suggested placement and to understand the conditions of the placement.

d. The progress of each student who has been placed as a result of this committee's recommendation shall be reviewed a minimum of one time during each grading period.

**3. SECONDARY SCHOOL CLASS OR GRADE-LEVEL STATUS (9, 10, 11, AND 12) WILL BE DETERMINED BY THE NUMBER OF CARNEGIE COURSE UNITS EARNED BY THE STUDENT.** All DoDEA students including students with disabilities, English Language Learners (ELL), and students with accommodation plans, should be afforded the opportunity to participate in the standard DoDEA secondary curriculum. Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, as follows:

(a) Freshman Class (Grade 9). Student must have successfully completed grade 8 and/or have been previously enrolled in grade 9 and earned less than 6 units. If a student has earned more than 6 units of credit the decision to place the student in the appropriate grade level will be made by the principal and the school's grade level placement committee. For students with disabilities, course substitutions from the DoDEA authorized course substitution list may be approved by the principal based upon the identified individual student's needs. Course substitutions must be listed in the CSC minutes with justification for each substitution.

(b) Sophomore Class (Grade 10). Student must have successfully completed grade 9 and earned at least 6 units of credit. If a student has earned 12 or more units of credit the decision to place the student in the appropriate grade level will be made by the principal and the school's Grade Level Placement Committee. For students with disabilities, course substitutions from the DoDEA authorized course substitution list may be approved by the principal based upon the identified individual student's needs. Course substitutions must be listed in the CSC minutes with justification for each substitution.

(c) Junior Class (Grade 11). The student must have successfully completed grade 10 and earned a minimum of 12 credits. If a student has earned 19 or more units of credit the decision to place the student in the appropriate grade level will be made by the principal and the school's grade level placement committee. The criterion that the student must be able to meet all graduation requirements with normal scheduling for his or her junior and senior year is mandatory. The students and parents should be aware that the junior year is the usual year for academic scholarship competition qualification through the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Students completing high school in 3 years or less must be in the last or next-to-last year of high school when they take the test. For students with disabilities, course substitutions from the DoDEA authorized course substitution list may be approved by the principal based upon the identified individual student's needs. Course substitutions must be listed in the CSC minutes with justification for each substitution.

(d) Senior Class (Grade 12). Student must have successfully completed at least 19 units of credit. However, in rare circumstances exceptions to the unit requirement may be made by the principal and district superintendent ONLY IF through no fault of the student it is not possible for the student to meet all graduation requirements by the conclusion of the senior school year. The principal, in coordination with the district superintendent, will make graduation waiver decisions and provide DoDEA HQ with the DoDEA Waiver Request form and supporting data. The DoDEA HQ Office of Pupil Personnel Services (PPS) coordinator will review all approved waivers and will be available to assist in the decision making process if requested. For students with disabilities, course substitutions from the DoDEA authorized course substitution list may be approved by the principal based upon the identified individual student's needs. Course substitutions must be listed in the Case Study Committee (CSC) minutes with justification for each substitution. A graduation waiver request is not required if the course substitutions are documented in the case study minutes. Substitute courses must be listed on the student's High School Graduation Plan.

(1) Seniors will attend school on a full-time, school-day basis. Students who have met the requirements for graduation shall enroll in elective courses that will provide additional rigor and experience to their secondary education plans and improve their preparation for post-secondary education.

(2) The principal may approve exceptions on the basis of family, personal, and/or financial obligations. The Individualized Educational Program (IEP) of a student with a disability governs the length of his or her school day.