

2020-
2021

PATCH MIDDLE SCHOOL

Department of Defense School

Parent Student Handbook

Table of Contents

PRINCIPALS' MESSAGE	5
<u>PATCH MIDDLE SCHOOL GUIDING PRINCIPLES</u>	<u>6</u>
THE MIDDLE SCHOOL PHILOSOPHY	6
CHARACTER DEVELOPMENT	6
PACK PRIDE	6
<u>PROTOCOLS</u>	<u>7</u>
COMMUNICATION	7
GRADESPEED	7
HONOR ROLL	8
LOST AND FOUND	8
LUNCH	8
SCHOOL CANCELLATION AND UNSCHEDULED DISMISSALS	9
SCHOOL DAY	9
TELEPHONE MESSAGES	9
TRANSPORTATION	9
<u>PROCEDURES</u>	<u>9</u>
ADVISORY	9
BOOK BAGS	9
LOCKER USE	10
PLANNER/AGENDA	10
SCHOOL SUPPLIES	10
<u>POLICIES</u>	<u>11</u>
ANTI-BULLYING POLICY	11
ATTENDANCE POLICY	12
STUDENT ILLNESS	13
PRE-ARRANGED ABSENCE	13
STUDENT ARRIVAL TIME	13
TARDINESS	13
MAKE-UP WORK	13
HOMEWORK	13
PASSES TO LEAVE THE CLASSROOM	13
PASSES TO THE NURSE OR COUNSELORS	14
VISITORS AND VOLUNTEERS	14
GUEST VISITORS	14
AFTER SCHOOL ACTIVITIES	14
CLOSED CAMPUS	14

THEFT	14
STANDARD OPERATING PROCEDURE FOR RESPONDING TO THREATS OF SUICIDE AND/OR VIOLENCE	15
SUICIDE RISK	15
THREATS TOWARDS OTHERS	15
STUDENT RIGHTS AND RESPONSIBILITIES	16
DISCIPLINE GUIDELINES	16
CONSEQUENCES	17
SCHOOL-WIDE DISCIPLINE MATRIX	17
TOOLS USED TO ASSIST WITH ADHD	19
INTERNET USE	19
OFF-LIMITS AREAS	19
PROHIBITED ITEMS AND ACTIVITIES	19
DRESS CODE	20
BUS TRANSPORTATION – “AN UNRULY BUS IS AN UNSAFE BUS!”	20
SCHOOL BUS SAFETY	21
BUS BEHAVIOR MATRIX	22
<u>OTHER DODEA SCHOOL RULES, REGULATIONS AND PROCEDURES</u>	<u>23</u>
HIGH SCHOOL GRADUATION REQUIREMENTS	23
TRANSFERRING COURSE CREDITS TO A DODEA SCHOOL	24
HOME-SCHOOL STUDENTS	24
STUDENT GRADE-LEVEL PLACEMENT	24
GRADING AND GRADING SYSTEM	25
TRANSCRIPTS/RECORDS POLICY/ACCESS TO STUDENT RECORDS	26
SYSTEM-WIDE ASSESSMENT PROGRAM	26
SCHOLASTIC INTEGRITY	26
ACCELERATED WITHDRAWAL	27
INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN	27
FREEDOM OF RELIGIOUS EXPRESSION	27
INTERSCHOLASTIC ATHLETICS	27
SPECIAL EDUCATION SERVICES	28
DISABILITY SERVICES	28
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/LANGUAGE SERVICES	29
COUNSELING	29
SCHOOL PSYCHOLOGY	30
SCHOOL HEALTH SERVICES	30
STUDENT ENROLLMENT	31
IMMUNIZATION EXEMPTIONS	32
ACCESS TO SCHOOL FACILITIES	32
COMPUTER ACCESS/INTERNET POLICY/ELECTRONIC DEVICES	33
ROLE OF SOCIAL MEDIA	33
CHILD ABUSE AND NEGLECT	33
PROHIBITED SEXUAL, SEX-BASED AND OTHER RELATED ABUSIVE MISCONDUCT	33
PARENT/STUDENT/TEACHER COMMUNICATION	34
DISCRIMINATION-FREE EDUCATION PROGRAMS AND ACTIVITIES	34
STUDENT HEALTH — ALLERGIES AND CHRONIC-ACUTE CONDITIONS	35
MEDICATION AT SCHOOL	35
FIRST AID AND EMERGENCY CARE	36

STUDENT ILLNESS	36
MEDICAL CARE FOR OVERSEAS NON-DOD DEPENDENTS	37
INCIDENT REPORTING/ACCIDENT-INJURY	37
SAFETY AND SECURITY	37
SEARCH AND SEIZURE	38
PARENT-TEACHER CONFERENCES	38
SCHOOL ADVISORY COMMITTEES	38
STUDENT TRANSPORTATION SERVICES	39
NONCUSTODIAL PARENT RIGHTS	39

Principals' Message

Dear Students, Families and Community Members,

On behalf of the faculty and staff at Patch Middle School, it is my pleasure to welcome you to the SY 2020-2021. Patch Middle School is committed to providing a caring and nurturing environment that is tailored to the specific learning and social needs of our middle school students. We will continue the tradition of high expectations the Stuttgart community has established in its long history.

Patch Middle School is committed to providing instructional opportunities that will hold student interest and keep them engaged. In addition to the core subjects of Math, Science, Language Arts and Social Studies, we will offer many classes in art, music and technology to students in all three grade levels. Students will have the opportunity to take advanced classes in Foreign Language and receive support in core development areas if necessary. This challenging and engaging curriculum will ensure that the students of Patch Middle School are on the path to be college and career ready.

The staff of Patch Middle School is excited to offer a strong advisory program which will provide each student with an adult advocate. These advocates will work to give guidance, supplemental support and promote communication between home and school. The advisories will also offer a peer group for students and a more intimate connection to the school environment.

Our experience has shown us that it takes a team to help students reach their full potential. One goal we have for the school year is to help build and support the strongest possible partnership with parents and community members to ensure the highest quality of education for the students of Patch Middle School. We encourage you to join the PTSA, make contact with your child's teachers, frequently check your student's progress through GradeSpeed and talk to your child about their school day. Additionally, know that our doors are always open and that you are more than welcome to come to the school to discuss successes and challenges.

Parent Back to School Night is **September 9, 2020**. Please join us and the entire faculty for this important and informational evening. You will have an opportunity to experience your student's daily schedule and meet the teachers and staff.

Welcome to Patch Middle School!

Sincerely,

Shawn Knudsen and Evelyn Norwood

Patch Middle School Guiding Principles

The Middle School Philosophy

Life is always changing, we are constantly learning about ourselves and the world around us. For this reason, Patch Middle School is designed to provide students with an opportunity to become more independent and responsible. As a result, learners will develop the confidence to take the appropriate action when called on to make important life decisions.

It is the goal of Patch Middle School to provide a smooth transition from elementary school to middle school. Grades 6, 7 and 8 are organized into teams that enable students and teachers to get to know each other while learning new concepts and academic content in the areas of Social Studies, Science, Math and Language Arts. Our instructional day will also include special areas or elective classes such as World Language, Physical Education, Health, Art, Computer, Video, and Music classes, and other subjects where instructors will help students explore their interests.

Teachers meet frequently as a group to:

- Discuss programs and progress
- Coordinate homework assignments and projects
- Schedule team/grade level activities and tests
- Plan related lessons, thematic units and special activities
- Handle classroom/team disciplinary procedures
- Meet with administration, parents, and other special area teachers as needed

Student success at Patch Middle School is directly related to the effort they put forth in helping themselves, fellow students and supporting the efforts of teachers, parents, and community. Everyone who comes into contact with our students will focus on rigorous academic requirements paired with creating and maintaining a caring and meaningful learning environment.

Character Development

Administration and staff recognize the need for students to maintain positive self-directed behavior, and we will work with all stakeholders to gather data and input for developing and maintaining Patch Middle School's Guiding Principles of Behavior. It is an expectation of Patch Middle School that students accept responsibility for their behavior, and aspire to learn from mistakes to grow into responsible community members.

Pack Pride

Participate Respectfully
Accept Responsibility
Treat each other Kindly
Come Prepared
Help each other

Protocols

Patch Middle School Bell Schedule 2020-2021

Class Period	Scheduled Time		
Periods 1/5	0800-0925		
Periods 2/6	0930-1050		
Periods 3/7	A Lunch 1055-1140		1145-1305
	1055-1135	B Lunch 1140-1220	
	1055-1215		C Lunch 1220-1305
Periods 4/8	1310-1430		
Early Release Thursday Schedule			
Class Period	Scheduled Time		
Periods 1/5	0800-0910		
Periods 2/6	0915-1025		
Periods 3/7	A Lunch 1030-1100		1105-1215
	1030-1100	B Lunch 1105-1135	
	1030-1140		C Lunch 1145-1215
Periods 4/8	1220-1330		

Students will enter school at 0750 and dismiss at 1430. There is a 5 minute travel time between classes and lunches.

Communication

Good communication is essential to a positive and productive school year. Patch Middle School communicates with parents and sponsors through newsletters, the school website and e-mail notifications. The administrative team works with community leaders to ensure a level of transparency between organizations to support student success.

GradeSpeed

Up to date grade information can be found via “GradeSpeed” – the school’s online grading portal. All students are given an individual Student Connection account for GradeSpeed so they can monitor their grades at any time from any computer. Parents should sign up for a Parent Connection account as well to assist their students in maintaining their grades. Parents can request a GradeSpeed account by following the link on the Patch MS homepage.

Honor Roll

Students meeting the criteria for the School Honor Roll will be recognized for their hard work academically. Students will receive a certificate commending them for their achievements. Each team develops a plan and schedule for honoring students. Students will be awarded A/B honor roll for all full time students with all A's and B's. Students who receive all A's will qualify for Principal's Honor Roll. Students earning a C, D or F in any subject will not be eligible for the honor roll.

Lost and Found

Books, keys, coats, and other personal items that are found in the building or on the campus should be turned in to the attendance office. Lost and found is located in the Forum (lunch room.) Items of value will be kept in the main office. Unclaimed items will be given to charity organizations during winter, spring, and summer recesses.

Lunch

Students may bring a sack lunch to school, purchase lunch in the lunch room with cash or with a lunch account that parents can set up through the customer service desk at the PX. The lunch menu is available at <http://odin.aafes.com/nutrition/>.

Pack Pride should be followed at all times, especially in the cafeteria. Keeping the cafeteria clean is everyone's individual responsibility. It is an expectation of the school that student's clean up their eating area before leaving the cafeteria. Being responsible and respectful applies to each student. Your good behavior and manners reflect highly upon you, your family, our community and all of Patch MS.

Cafeteria Expectations:

1. No running, shoving or horseplay
2. Stay seated while eating
3. Eat your own food
4. Clean up your mess
5. Use inside voices

Recess Expectations:

1. Follow directions the first time they are given
2. No shoving or horseplay
3. Use equipment properly
4. No fighting, name calling, teasing or cursing
5. Stay within the playground boundaries
6. Stop playing and head back to the gathering area when the whistle blows

School Cancellation and Unscheduled Dismissals

On occasion it may be necessary to cancel school because of inclement weather. Fog, snow, and ice may make it impossible for school buses to make their normal runs. Road conditions may be so hazardous that even the safety of the students who normally walk to school could be endangered. At such times, school will be canceled for the entire day, including for "walkers." **The decision to delay or cancel bus transportation is made by the USAG Commander.** Late opening or cancellation is typically announced on AFN (FM 102.3) before 0600, at least twice between 0600 – 0700, and after the 0700 news.

Information concerning weather/ road conditions and school closures is available on the Garrison web-site at www.stuttgart.army.mil. Information can also be obtained by calling 475-ROAD (475-7623). There should be no need to call the school for this information. If there is no announcement on AFN, school will begin and will be dismissed as usual. If you do not receive AFN, plan with a friend or someone in your unit to call you and inform you of any changes in the school day.

School Day

The school day is defined as the moment students arrive at the school bus stop to the time they return to the bus stop. During this time, all school protocols, procedures and policies are in effect. Please note, the electronics policy only applies from 0750 to 1440.

Telephone Messages

Because students are not permitted to carry or access their cell phones or other electronic devices during the school day, all messages from parents to students will be conducted through the attendance office. Though it will be challenging to relay last minute messages we will do our best to ensure your student is notified as soon as possible. ***No messages will be delivered after 1400.***

Transportation

Requests for changes in transportation cannot be accepted over the phone. Students are required to submit a note signed by the parent, and including a contact phone number requesting permission to ride an alternate bus 24 hours in advance to the Transportation Office. The Transportation Office approves or rejects these requests.

Procedures

Advisory

Advisory meets each B-Day for a total of 80 minutes. Students are to use this time daily to work on class assignments, visit other teachers in the buildings for assistance in making up work, completing assignments, and seeking out help as necessary. Students must request from their receiving teacher(s) permission **prior** to attending another Advisory other than the regularly assigned Advisory teacher. Students are to report first to their assigned Advisory teacher, follow all instructions, and provide the Advisory teacher with their class planner as evidence of **prior** scheduled appointments with others to include other teachers, nurse, administration, counselor, etc.

Book Bags

Book bags must be carefully stored and safely secured in a locked locker prior to the beginning of first period. Book bags are not allowed in the classrooms, hallways, study-areas or cafeteria at any time. Book bags must not be left unattended at any time. Do not bring unnecessary or valuable items to school that can be lost, stolen, or damaged. No book bags or large bag of any kind are allowed in classrooms.

Locker Use

Each student will be assigned a locker. Students are permitted to open their lockers before and after school and during passing periods. Students are also allowed to access their lockers with permission from their teachers during class. *Sharing lockers is a violation of school policy.*

Each student is responsible for maintaining his/her locker. Students are responsible for the locker assigned to them. Responsibility includes:

- Keeping their lockers clean and free of debris and graffiti
- Reporting needed repairs to the Attendance Office
- Preventing and reporting vandalism to a locker
- Keeping combinations confidential.

Planner/Agenda

Every student is expected to maintain a school binder and planner/agenda to record and organize all their assignments. Parents are encouraged to check the agenda and binder on a regular basis, as they contain standards being taught, expectations, classroom assignments, homework, and hall passes to include use of Advisory time. Planners will be issued by the school.

School Supplies

Textbooks, workbooks, and other instructional supplies are provided by DoDEA on loan. The proper care and use of these items should be stressed to help students develop and maintain a feeling of personal responsibility for books or supplies furnished for their use. It is recommended that parents replace textbooks and library books that are lost or damaged beyond normal wear and tear. Other supplies such as pens, pencils, rulers, crayons, writing paper, etc., are to be purchased by parents. The student's teacher and subject requirements will determine the types of specific supplies.

To ensure clarity in communication with parents, the basic guidelines regarding provision of school supplies are listed below.

Parents are expected to provide the following for their children *as needed*. *The local PX will have a more specific grade level list.*

Rubber eraser	Crayons/color pencils	Notebook - 3-ring binder
Colored pencils	Book bag or backpack	Paints (watercolor)
Glue (sticks, bottled)	Spiral notebooks	Colored markers
Pocket folders	Plastic supply box	Tissues (1 box, max.)
Highlighters	Notebook dividers	Paper - loose leaf
Pens and pencils	Gym shoes	Scissors
Composition Books		

Policies

Anti-Bullying Policy

Statement of Intent: We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to report and know that incidents will be dealt with promptly and effectively. We are a *REPORTING* school. This means that *anyone* who knows that bullying is happening is expected to report incidents to a teacher, their counselor, or administrator.

Bullying Defined: Bullying is a conscious, willful, deliberate activity intended to harm where the perpetrator(s) get pleasure from the targeted child's pain or misery. It can be verbal, physical, or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyberbullying. It can be and often is continuous and repeated over time. Examples of bullying include but are not limited to:

- Taunting.
- Using put-downs, such as insulting or making fun of someone's race, religion, physical ability or disability, mental ability or disability, gender and/or perceived or actual sexual orientation.
- Threatening or ganging up on someone.
- Stealing or damaging another person's things; stealing or damaging can also be considered a criminal offense.
- Spreading rumors about someone.
- Physically hurting a targeted child, including, but not limited to hitting, kicking, tripping, pushing, and shoving.
- Unwanted touching, patting, grabbing, hugging, kissing, cornering, blocking passage, and/or bumping.
- Shunning or purposefully excluding a targeted student, or trying to get other students not to play/interact with targeted child.
- Using a cell phone, gaming device, the Internet, or other social media to threaten, stalk, ridicule, humiliate, taunt, spread rumors, lock out of a game, or hack into a targeted child's account.
- Hazing, or any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization.

Bullying can be:

- Emotional (*being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures*)
- Physical (*pushing, kicking, hitting, punching or any use of violence*)
- Racist (*racial taunts, graffiti, gestures*)
- Sexual (*unwanted physical contact or sexually abusive comments*)
- Homophobic (*because of, or focusing on the issue of sexuality*)
- Verbal (*name-calling, sarcasm, spreading rumors, teasing*)
- Internet (*all areas of internet, such as email & internet chat room misuse mobile threats by text messaging & calls misuse of associated technology, i.e. camera & video facilities*)

Attendance Policy

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

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

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

All absences (excused and unexcused) require a parent's phone call, email or a signed note to be handed in to the Attendance Office. The parents of students who have not been phoned/ emailed in as absent, will be contacted by the attendance office. **Students are not allowed to sign themselves out of school.** The contact information for the Attendance Office is listed below:

PatchMS.Attendance@eu.dodea.edu
0711-680-7191 or 430-7191 ext 4004

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

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

Unexcused Absences can include:

- Babysitting younger sibling
- Traveling for pleasure
- Oversleeping
- Missed the school bus

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.

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. More guidance on student illness can be found on page 36.

Pre-Arranged Absence

Pre-arranged absence forms need to be completed for absences that will last for three or more days. Your student will have the responsibility to take this form to their teachers to collect assignments and the teachers' signature. After the form is completed, please return it to the Attendance office. Please be advised that *A completed Pre-Arranged Absence form does not mean the absence is Excused.*

Student Arrival Time

Parents are advised that no student should arrive on school grounds before 7:45. Supervision of students does not begin until 7:45; therefore no student should be on campus before this time. Parents will be notified if their student continues to arrive on campus prior to 7:45. Your cooperation in this matter will greatly enhance the safety and security of all our students.

Tardiness

- Students must be seated when the tardy bell sounds or as directed by the teacher.
- If student receives four (4) unexcused tardies during a quarter they must serve one (1) hour of after school detention.
- Students who arrive late to school must go to the attendance office to collect a pass.
- Students who arrive late to class (*between instructional periods*) will be subject to teacher consequences.

Make-up Work

For an excused absence, the student is responsible for obtaining and completing make-up work. Students will be given time to make up assignments based on the length of their absence. Students are expected to complete all missed assignments in a timely manner upon return to school.

Homework

DoDEA strongly supports the philosophy that homework is a necessary adjunct to school life, which serves different purposes according to the student's grade level. ***On average students in Grade 6 will receive 5-6 hours per week; Grades 7-8 will receive 7-9 hours per week.***

It is Patch Middle School policy to assign homework as appropriate, as it is reinforcement for classroom curricular areas and is designed to support student learning. Homework will be designed to meet the needs and abilities of each individual student and considerations for time commitment will be made when assignments are given. As appropriate, homework will be evaluated and returned by the teacher.

Passes to Leave the Classroom

Students must obtain a pass from their teacher to be excused from a classroom. This includes during classes, during lunchtime, and during advisory. It is the responsibility of the student to obtain the pass.

Passes to the Nurse or Counselors

Student's must report to their classes **before** being referred to the Nurse or Counselors and secure a pass from the teacher. Student's may not report to the counselor or nurse during the passing time unless in the case of emergency.

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; prior arrangements with the school and teachers are required.

Guest Visitors

Students must plan ahead if they desire to bring a guest to school. A visitor's guest pass form must be picked up at the attendance office prior to the guest's appearance at school. No DODEA student is permitted to visit our school while his/her DODEA school is in session. This guest pass form must be signed by the student's teachers and then presented to the attendance office for approval by an **administrator** no later than one day prior to the guest visit. There should be a valid educational purpose for the visit, such as a visit by a German school. Siblings will not be brought to school as guest visitors.

After School Activities

A variety of after school clubs and activities may be offered dependent upon volunteers and student interest. Some typical middle school activities may include: chess, math counts, book clubs, drama, art, newspaper, and robotics. Participation may be limited. Some special-activity clubs may require a fee. The after-school activity information sheet must be completed before any student may remain after-hours. The club or activity sponsor may provide a copy of this information sheet to students. It is the student's and parent's responsibility to complete this information sheet and return it to the sponsor or main office.

Closed Campus

In the interest of safety, school administration has established a "Closed Campus Policy". **Students are not permitted to leave the school grounds on their own during the school day.** The school cannot be responsible for students who violate school rules and leave school grounds. Only in special cases, *and with approval from parents and administration*, are students allowed to leave school grounds during the school day. ***In ALL cases, sponsors or their delegated representative must sign out students leaving school with a valid ID. A student's school day begins at 0800 and ends at 1430.***

Theft

Each student is responsible for protection of his/her property. Students are advised not to carry large amounts of money or valuables. Students are encouraged to immediately report acts of theft and/or missing items. *The school will not be held responsible for lost, stolen, or damaged personal property i.e. cell phones, IPods, all electronic devices, collectible cards, etc.*

Standard Operating Procedure for Responding to Threats of Suicide and/or Violence

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:

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

Student Rights and Responsibilities

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

In accordance with Enclosure 2 of the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

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

Discipline Guidelines

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.

Patch Middle School utilizes a restorative discipline approach which is a proactive strategy used to create a culture of connectivity and care where all members of the school community thrive. The process of restorative justice offers a more sustainable, equitable, and respectful alternative to dealing with misbehavior.

Restorative practices help make schools safer and more caring places, creating pathways to opportunity and success by focusing on the following areas we hope to make Patch Middle School a campus where compassion and understanding are central to all decisions and practices. In order to ensure that these practices continue to grow on our campus, we would like to share with parents and students some key points of the process:

Immediate/ Direct Reporting: It is essential that any and all incidents are reported immediately. This provides the school with an opportunity to begin addressing the issue and helps to quicken the restorative process. Incidents can be reported to any adult staff member and will be directed to administration for the implementation of next steps.

Empowerment and support: Students who have been wronged work with the grade level counselor or school psychologist to clearly articulate their feelings, establishing boundaries and developing a plan for addressing any future situations where they feel that their rights and or personal space is not being respected.

Behavior/Action Ownership: Students who have been identified as having stepped outside of the school's behavioral expectations will provide a statement of their understanding of the events and will work through the process of accepting personal responsibility for their actions, developing an understanding that poor choices do not define us, only provide an opportunity for growth.

Mediation: Peer mediation is a process that helps students work towards positive resolutions for both students in order to avoid further trouble. This conflict resolution process helps students develop the skills to advocate for themselves and establish clear boundaries for what they feel are appropriate ways to interact. Because this process is new to most middle school students, sessions are facilitated by an impartial adult. This person ensures that students respond to one another appropriately and that all parties have a stake in the resolution and development of a process for moving forward.

Consequences

Though Patch Middle School is committed to using restorative alternatives for disciplinary infractions, we fundamentally believe that all actions must be addressed. Part of the process is accepting the consequences for individual actions. The following disciplinary/consequence range from administrative counseling to long term suspension depending on the severity and circumstances surrounding the infraction. The following chart is a referenced matrix for disciplinary action that may be applied. Please remember that all consequences are at the discretion of administration.

School-wide Discipline Matrix

Based on the previously mentioned policy we only use the rubric as a guide because we believe that each incident is specific to the situation. As a team our counselors, team deans and assistant principle work diligently to investigate every incident and ensure that students are supported but held accountable for their actions. This rubric should provide you with an idea of the disciplinary actions that may be taken based on the severity of the incident. The listed infractions are only a sample of the type of incidents that may occur in each category. Administration reserves the right to apply disciplinary consequences as they deem appropriate.

Patch Middle 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) <i>see school policy</i> 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) <i>see school policy</i> Offensive behavior (E3.5.11) Public displays of affection (E3.5.11) Tardies (E3.4) <i>see school policy</i> 		
LEVEL 1 BEHAVIOR - CONSEQUENCES				
<u>1st Offense</u> Admin Counsel	<u>2nd Offense</u> Admin Counsel Detention Parent Contact	<u>3rd Offense</u> Detention Parent Contact	<u>4th Offense</u> Parent/Student Conference Detention	<u>5th and Subsequent Offenses</u> 1-3 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 (E3.5.11) 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				
<u>1st Offense</u> Admin Counsel Detention Parent Contact	<u>2nd Offense</u> Detention Parent Contact	<u>3rd Offense</u> Parent/Student Conference Detention	<u>4th Offense</u> 1-5 days suspension	<u>5th Offense</u> 5-10 days suspension *Discipline Committee Hearing
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 off 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) (E3.5.11, E3.5.17) 		
LEVEL 3 CONSEQUENCES				
<u>1st Offense</u> 1-3 days suspension	<u>2nd Offense</u> 3-5 days suspension	<u>3rd Offense</u> 5 or more days suspension *Discipline Committee Hearing	<u>4th Offense</u> Expulsion *Discipline Committee Hearing	
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, E3.5.9, E3.5.17) Drug Paraphernalia (E3.5.6) 	<ul style="list-style-type: none"> 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 CONSEQUENCES				
<u>1st Offense</u> 5 or more days suspension Expulsion *Discipline Committee Hearing	<u>2nd Offense</u> Mandatory Expulsion Recommendation is required *Discipline Committee Hearing			

*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 students.

Electronic/ multimedia devices (e.g. cell phones, smart phones, tablets, gaming devices)

No electronic device (e.g. headphones, cell phones, handheld gaming devices, iPods, iPads, Kindles and cameras) will be seen, used or heard in the school buildings from 0750-1435 to include lunch. Teachers have discretion over the curricular use of such devices in their classroom but must obtain administrative approval for such items to be used during the school day. These items are to be turned off and put away before entering the building each morning. The school assumes no responsibility for electronic devices brought to school. Students are not permitted to send or receive text messages during the school day.

1st Offense: Warning: Student is instructed to store device appropriately

2nd Offense: Device is confiscated and can be retrieved from main office after school.

3rd Offense: Device is confiscated and student is given one (1) day after school detention. Parent must meet with administrator or designee to retrieve the device and discuss progressive consequences.

Tools Used to Assist with ADHD

Any tools, gadgets or devices which are meant to assist students with ADD/ADHD deal with fidgeting and concentration concerns need to be approved by administration prior to their use.

Internet Use

Patch MS has a great deal of technology available to students. Each student will have a computer account that will allow him or her to access the internet, school resources, online databases, virtual libraries, Google Apps, cloud storage, teacher e-mails, links to online textbooks, as well as a connection to up to date assignments and grades.

Students are encouraged to appropriately use the technology provided by the school. Inappropriate use or violations of the DoDEA Internet Agreement will result in consequences ranging from individual counseling to termination of all computer privileges as well as other disciplinary consequences. DoDEA form 6600.01 details the policies and responsibilities of appropriate computer and internet use.

Off-Limits Areas

Patch Middle School is a closed campus. Any student found in off-limits areas will be subject to suspension from school. The Sponsor and parent will be called for immediate pick-up, along with Military Command notification to the Sponsor's Commander. The elementary school, teen-center, food court, Child Development Center, Shoppette, Commissary and all other surrounding facilities, are off-limits to all middle school students during school hours. Stairwells and any other areas that are not specific to a student's daily schedule are considered off-limits. If you have any questions about an area, please see an administrator.

Prohibited Items and Activities

- Students are not permitted to sell items on campus without the express permission of campus administration.
- Community members, parents, teachers and students are not permitted to post flyers or posters of any kind without the express permission of campus administration.

Students are not allowed to be in possession of the following items while at school or while attending a school function:

- Knives or weapons of any kind (real or replications.) This includes pocket knives of any size, laser pointers and Swiss Army Knives.

- ❑ Tobacco products (including vapes, e-cigarettes), Alcohol, drugs or paraphernalia that would promote the use of these items.
- ❑ Aerosol sprays of any type.

Items permitted on a limited basis:

- ❑ Skateboards, scooters, and bikes and other wheeled transportation devices are permitted
 - They may not be used on school premises during school hours.
 - These items must be safely stored during school hours and the owner retains full responsibility for security of these items.
 - If items are found abandoned in hallways or classrooms they will be confiscated and only returned to the sponsor or guardian of record.

Administration reserves the right to modify the list at their discretion.

Dress Code

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) ([DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,” April 17, 2012](#)).

Students should come dressed for success, and all clothing should be appropriate for an educational setting focusing on comfort, safety, and education. Inclement weather may be more common than not during the winter months. Appropriate attire is essential and safety must be taken into high consideration. Standards for dress are designed to promote health, safety, contribute to the teaching and learning climate, and to promote a positive image while at school and within our communities.

Because fads in dress and grooming are subject to sudden and sometimes radical change, a basic rule to remember is that student dress and grooming should not be suggestive, indecent, or unusual as to detract from the classroom environment. Pants with holes above the knee must not show skin (leggings or shorts may be worn underneath). Undergarments should not be visible, midriff should not be exposed, and shoes should be closed at the back (no slides, flip-flops or backless sandals). Hats or other head gear that covers the head are not permitted. Shorts must have an inseam longer than 5 inches. Skirts and dresses must have a hem lower than the fingertip of the student when the student stands with their arms to their side. All tops must have a shoulder strap of at least 3 inches.

Changes in dress code, deemed appropriate and necessary by the school principal, may be announced, implemented and enforced during the course of the academic school year. Final determination of acceptable dress code and grooming rests with the principal or his/her designee.

Students who cannot immediately conform to the requirements of the dress code standards will be required to change into acceptable clothing. ***If a student does not have clothing readily available to meet these standards while at school, parents will be called to bring appropriate clothing.*** Everyone’s attention in maintaining these standards is mandatory: students, faculty, staff, parents, all stakeholders. Repeat violations of the dress code will result in disciplinary actions.

Bus Transportation – “An Unruly Bus is an Unsafe Bus!”

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

Good order among students on the bus is fundamental to safety. What is commonly referred to as the "bus discipline problem," really comes down to the effect that a lack of good order has on every student's safety. "Discipline" isn't the problem—the real problem is safety, because bad "discipline" results in an unsafe operation. Safe student transportation is one of our highest concerns. We have high standards for mechanically sound vehicles and qualified, trained drivers, two of the three parts that make up the formula for safe school bus operations. The third and equally vital part that completes the formula is safe student behavior on the bus.

The most serious effect of student misbehavior is its impact on the bus driver. Driving in European traffic conditions demands the driver's full attention and absolute concentration. Anything that diverts attention or breaks concentration, however momentary, can have dangerous, even fatal, consequences. Consider this: When the driver looks in the rearview mirror to identify and correct student misbehavior, who is driving the bus? Parents (including sponsors or guardians) are responsible for their children's behavior on the bus. DoDEA policy prohibits hiring adults for the primary purpose of supervising student behavior and enforcing discipline on school buses. Parents must teach their children proper behavior and ensure they follow the rules.

School principals will take disciplinary action. Riding school buses is a privilege that may be suspended or revoked when a student does not behave in a safe and proper manner. Suspension or revocation of bus privileges does not relieve the student of attending school. Parents must make the necessary arrangements. Parents must ensure that their children understand and follow the rules for riding the school bus.

It's all about a safe ride for students to and from school every day. All children need to behave in an orderly and serious manner or risk having their *bus privileges suspended or revoked*. If problems occur, please contact DETMO Transportation Office at DSN 430-8493/8497 or CIV 0711-6808493/8497.

School Bus Safety

- In Europe, TRAFFIC IS NOT REQUIRED TO STOP for loading and unloading school buses. American children must follow this life-saving rule!
- Some Patch Middle School buses are assigned a **Safety Monitor**. The primary function of this adult is to assist the driver in monitoring safety issues occurring "outside of the bus" they are not responsible for monitoring student behavior.

Parents must ensure that their children understand and follow the 10 School Bus rules listed below:

1. Obey the driver or adult.
2. Enter and exit the bus safely, and always show your bus pass.
3. Students should remain properly seated and use seatbelts when available.
4. Keep your hands, feet and other body parts to yourself.
5. Do not throw things.
6. Put nothing out of the window.
7. Remain quiet, and do not disturb the driver or others.
8. No profanity, indecency, smoking, prohibited items, or vandalism.
9. Do not eat, drink, or chew gum.
10. Be responsible, be safe.

The school has established expectations for students' behavior while riding school provided transportation. Students are expected to follow the bus driver's and DoDEA personnel's instructions when boarding, riding or leaving the bus. They are to take a seat immediately and remain seated until the bus arrives at school or the scheduled bus stop. These expectations extend to behaviors at the bus stop prior to pick up and departure. Students who violate the school's transportation code of conduct or do anything that diverts the driver's ability concentrate on driving risk having their bus riding privileges suspended or revoked. In the event of a school bus suspension, the student and their sponsor must schedule a meeting with the USAG Garrison Commander and school administration to discuss the circumstances of the suspension and a plan for improved behavior. Students may not resume riding privileges until this meeting is complete. The Garrison Commander has the authority to extend any suspension at his/her discretion.

Bus Behavior Matrix

Category	Examples of Infractions	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
A Minor	<ul style="list-style-type: none"> • Boarding or exiting the bus unsafely • No bus pass or improper bus pass • Standing while bus is moving • Not being properly seated • Excessive noise, horseplay • Disturbing, insulting or harassing other students • Public displays of affection • Eating, drinking or littering • Using profane or obscene language or gestures 	Oral/ Written Warning	Parent Conference	1-5 Day Bus Suspension	6-10 Day Bus Suspension	Suspension of Bus Riding Privileges for the Remainder of Year
B Serious	<ul style="list-style-type: none"> • Failure to comply with bus driver or other adult's instructions • Exchanging or refusing to show bus pass • Spitting • Throwing objects at, within or out of the bus • Sticking objects or body parts out window or door • Damage, theft or pilfering (under \$100) 	1-5 Day Bus Suspension	6-10 Day Bus Suspension	11-20 Day Bus Suspension	Suspension of Bus Riding Privileges for the Remainder of School Year	
C Severe	<ul style="list-style-type: none"> • Sitting in driver's seat / tampering with controls • Interfering with driver • Unauthorized operation of emergency exits • Fighting, hitting, biting or pushing • Full or partial nudity • Damage, theft or pilfering (over \$100) • Any action that leads to a bus accident • Threatening injury to another person 	6-10 Day Bus Suspension	11-20 Day Bus Suspension	Suspension of Bus Riding Privileges for the Remainder of School Year		
D Criminal or Illegal	<ul style="list-style-type: none"> • Possession or use of weapons or other prohibited items • Possession of illegal substances • Lewd or indecent acts • Causing injury to another person • Bomb threat 	School Suspension / Expulsion Proceedings Serious Incident Report sent to Appropriate Authorities Including Garrison Commander				

Other DoDEA School Rules, Regulations and Procedures

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

High School Graduation Requirements

(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements ad Policy,” September 5, 2004) A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 2014:

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

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

- Completion of all requirements for a standard diploma and additional course requirements;
- Minimum 3.8 GPA at the end of the second semester of the graduating year; and
- 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:

Content Area	Minimum Requirements	
	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	21.0 credits	21.5 credits
Elective Courses	5.0 credits	4.5 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

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

Transferring Course Credits to a DoDEA School

[\(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004\)](#) DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, [“High School Graduation Requirements and Policy,” September 5, 2004](#). Please contact your child’s school for questions regarding course credit transfer process and approval.

Home-School Students

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.

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.

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 GradeSpeed, 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)

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. Parents should frequently check their child’s grades and progress in their classes on GradeSpeed.

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.

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:

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

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

Scholastic Integrity

Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the work of others will be investigated. Any student who is in violation will receive no credit, an appropriate consequence for the particular

assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student's discipline folder for the period of the school year.

Accelerated Withdrawal

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

Interstate Compact on Educational Opportunity for Military Children

[\(DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017\)](#) The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families. Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

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

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.

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 Services

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.

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.

Counseling

(DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 & DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling

programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

Please contact your school counselor for additional information regarding the school counseling program.

School Psychology

[\(DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004\)](#) DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, [“School Psychological Services,” January 22, 2004](#). They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services

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 Enrollment

Registration Process: ([DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended & DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\),” March 4, 1997](#))

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

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

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

Immunization Requirements: – [Immunization Requirements Memorandum](#)

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>

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.

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.

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.

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.

Parent/Student/Teacher Communication

DoDEA encourages all communication take place through official school email accounts. Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

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 Health — Allergies and Chronic-Acute Conditions

[\(DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003\)](#) Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child’s welfare in accordance with the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003.

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

- Notifying the school nurse of ANY allergy including food, drug, insects, and others;
- Providing the school nurse with medication/doctor’s order/parent permission form;
- Teaching children at home about their food allergies and not to share any food in school; and
- Letting the classroom teacher know about your child’s food allergies and checking with the classroom teacher before bringing any food for celebrations into the classroom.

Medication at School

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 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.

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

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

Safety and Security

[\(DoDEA Administrative Instruction 6055.01, "DoDEA Safety Program," November 17, 2017\)](#)

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.

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.

An official conference day is scheduled in November with teacher scheduled appointments in the morning and walk-in visits in the afternoon. Conferences can also be arranged by contacting the grade-level team leader for your student’s team or individual teachers as needed.

School Advisory Committees

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).

Student Transportation Services

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

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

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

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.