

Zama Middle High School DoDEA Student Handbook

SY 2020-2021



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



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

dodea
PACIFIC
EAST

SEA OF JAPAN
(EAST SEA)

Misawa Air Base
Edgren HS
Sollars ES

Yokota Air Base
Mendel ES
Yokota West ES
Yokota MS
Yokota HS
Pacific East Office

MCAS Iwakuni
MC Perry ES
MC Perry HS
Iwakuni ES
Iwakuni MS

CFA Sasebo
Darby ES
EJ King HS
Sasebo ES

NAF Atsugi
Lanham ES
Sagamihara Housing Area
Arrn ES
USAG Camp Zama
Zama American MHS

CFA Yokosuka Complex
Ikego ES
Kinnick HS
The Sullivans School
Yokosuka MS

PACIFIC
OCEAN

DoDEA
Pacific East District

Department of Defense Education Activity Pacific



Mr. Henry (Hank) LeFebre

Principal, Zama Middle High School



Henry “Hank” LeFebre is originally from Pueblo, Colorado and is a passionate educational leader and sports fan. Mr. LeFebre’s education includes a B.S. in Social Sciences from Colorado State University and 2 Master’s Degrees; one in Education Leadership from the University of South Florida and a second in Technology Leadership from Northcentral University.

Mr. LeFebre AKA LTC LeFebre is a long serving military man who, when on duty, used to work in the G-3 shop at USARJ, however, now works in the J -5 shop of U.S. Forces Japan.

Mr. LeFebre began his career in education in the fall of 1995 in St Petersburg, FL. While in Florida, Mr. LeFebre taught Middle Social Studies and High School A.P. American History as well as coaching multiple sports. Mr. LeFebre joined DoDEA in the fall of 2005, teaching Gifted Education at Osan Elementary (2005-2009). While assigned there he helped coach the Cougars to one its small school football championships. Mr. LeFebre then transferred to RAF Alconbury, UK (2009- 2011) where he taught G.E., Read 180 and P.E., coaching football and softball again coaching the Dragons to one of its small school championships. Mr. LeFebre next moved back to Korea, this time moving to Camp Humphries to teaching Middle School Social and AVID (2011-2012).

Mr. LeFebre’s leadership assignments include Assistant Principal E.J. King Middle/High School(2012- 2015) and Principal of Darby Elementary School (2015-2020).

Mr. LeFebre’s educational philosophy is kids first, teachers always and work smarter not harder by making data do the heavy lifting!

Mr. LeFebre, his superstar wife Jami and their two children Camille and Sydney look forward to joining the Camp Zama Community and exploring all that Tokyo and the surrounding area has to offer.

Mrs. Latasha Tita

Assistant Principal, Zama Middle High School



Ms. Latasha Tita joins Pacific East as the Assistant Principal at Zama Middle High School in 2019. Ms. Tita brings over 10 years of experience in education to the Pacific East District including leadership at the school, district, and headquarters levels.

Ms. Tita is arriving from Europe South DSO where she served as the 6-12 Science ISS and Chemical Hygiene Advisor with safety. While there, she had the opportunity to carry out the vision of science education set forth by DoDEA and the Next Generation Science Standards (NGSS) Framework. Ms. Tita also served at DoDEA Headquarters for 3 years as the 6-12 Science ISS where she helped plan and implement various stages of College and Career Readiness initiatives during system-wide rollouts. Ms. Tita served as liaison with DOD partners who offered STEM opportunities to our students and teachers around the world.

Before DoDEA, Ms. Tita served as the K-12 Science coordinator for the State of Florida's Department of Education for two years and STEM project lead for the State of Florida for three years. During her time at Florida DOE, she served 67 districts where she provided professional development to teachers, administrators and state level officials as well as presented at national conferences.

Ms. Tita earned her Bachelor of Science degree in chemistry from Florida A&M University in Tallahassee, Florida and her master's degree from Old Dominion University in Norfolk, Virginia. In her career as a scientist, she was an analytical chemist for Florida's Department of Environmental Protection and she performed cancer research at Florida A&M University.

Ms. Tita is honored to be part of the Pacific East District and Zama Middle High School team.

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DoDEA School Rules, Regulations and Procedures

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

General Information

Interstate Compact on Educational Opportunity for Military Children

Policy Reference: [DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

The Department of Defense (DoD), in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of active duty military-connected families. Currently, all 50 states and the District of Columbia participate in this interstate compact, which provides uniform policy for resolving the education transitional challenges experienced by military-connected children as they transition between schools.

It is estimated that the average military family moves nearly every two years during their active duty Service member’s career. These frequent moves can cause children to miss out on curricular and extracurricular activities as well as face challenges with educational continuity, including meeting graduation requirements. The Compact ensures that children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact work to coordinate graduation requirements, transfer of records, course placement, unique learning needs, assessments and other administrative policies.

Access to School Facilities

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

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

Visitors and Volunteers

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

School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas)

Policy Reference: [DoD Instruction 1342.15, "Educational Advisory Committees and Councils," December 7, 2012](#)

[DoDEA Administrative Instruction 1358.01, "School Boards, Advisory Committees, and Dependents Education Council, March 31, 2020.](#)

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

This policy has been recently updated.

Enrollment

Registration Process

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

Policy Reference: [DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\),” March 4, 1997](#)

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

The following documents are necessary to complete the registration process:

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

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

Immunization Requirements

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

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, “Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases,” 7 October 2013](#)

Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. Acceptable forms of official proof of immunization status may include, but are not limited to:

1. Yellow international immunization records;
2. State agency-generated immunization certificates;
3. School-generated immunization certificates; and
4. Physician, clinic or hospital-generated immunization records.

It is the responsibility of the sponsor/parent/guardian to provide their child’s most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain

documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the required 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

STUDENTS IN NON-COMPLIANCE AFTER 10 DAYS MAY BE DISENROLLED UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED.

Immunization Exemptions

Policy Reference: [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, “Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases,” 7 October 2013.](#)

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

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

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

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

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

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

Grade-level Placement

Policy Reference: [DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010](#)

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

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

Grade-level status (grades 9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

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

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

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Parents/sponsors of current and prospective elementary/middle/high school students should contact the school's registrar directly for assistance. For further information, please visit the DoDEA Student Records Center Web site located at <https://www.dodea.edu/StudentServices/transcripts.cfm>. You may also consult with the counseling department at your child's school for issues regarding student records.

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

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

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

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

Attendance

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

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

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

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

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

1. Personal illness;
2. Medical, dental, or mental health appointment;
3. Serious illness in the student’s immediate family;
4. A death in the student’s immediate family or of a relative;
5. Religious holiday;
6. Emergency conditions such as fire, flood, or storm;
7. Unique family circumstances warranting absence and coordinated with school administration;
8. College visits that cannot be scheduled on non-school days; and
9. A pandemic event.

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

Accelerated Withdrawal/Withdrawal/PCS

Policy Reference: [DoDEA Administrative Instruction 1367.01, “High School Graduation Requirements and Policy.” \[TBD\]](#)

The Principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester, in accordance with Section 3.1.d, of DoDEA Administrative Instruction 1367.01, “High School Graduation Requirements and Policy,” [TBD]. Accelerated withdrawal will only be considered if the parent/sponsor presents PCS orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student’s teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final

grades. In this case, the sponsor/parent should notify the school two weeks prior to the date of withdrawal.

Please notify the school at least ten working days in advance of a PCS move so that the transfer documents may be prepared. Parents are encouraged to hand carry the students' unofficial school records if they are returning to the United States. Final school clearance requires that students return all books and pay all fees.

Occasionally, a sponsor/parent must withdraw a student during the school year. Students withdrawing from school before the end of the semester will receive a withdrawal grade.

When the withdrawal is within 20 days of the end of the semester and is in conjunction with a PCS move, semester credit may be earned if an accelerated study plan has been approved. The parent/sponsor must inform the school within sufficient time to prepare an accelerated study plan and the student records. The parent must present orders or other official documentation of the sponsor's departure date to the registrar. Parents can refer to the school website regarding the official withdrawal date for credit (accelerated withdrawal). Application for acceleration must be made 30 days before the student is to depart so that there will be adequate time to complete the advanced assignments in addition to the regular class assignments. If permission is granted, students and parents must understand that a serious commitment in extra time and effort must be made to complete all advanced course assignments in addition to regular assignments in all courses.

Students meeting conditions of the accelerated program are to be granted semester grades and credits. The objective is that all course work required of all students for the entire semester must also be completed by any student departing early in order to receive credit. This will not be granted for students returning to school the following year except in unusual hardship situations (emergency leave, etc.).

Parents should be aware withdrawing students early is detrimental to the student and often results in lower grades than usual for a given student. It should, therefore, be avoided whenever possible.

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.

High School Graduation Information

Graduation Requirements

Policy Reference: [DoDEA Administrative Instruction 1367.01, “High School Graduation Requirements and Policy,” \[TBD\]](#)

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

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

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

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

High School Graduation Course Requirements

Minimum Requirements			
Content Area	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> ● 1.0 credit (ELA 9) ● 1.0 credit (ELA 10) ● 1.0 credit (ELA 11) 	4.0 credits	4.0 credits

	<ul style="list-style-type: none"> ● 1.0 credit (ELA 12) <p>*High school ELLs in ESOL for ELA courses (Levels I-V) may receive up to 2 ELA credits towards graduation requirements.</p>		
Social Studies	<ul style="list-style-type: none"> ● 1.0 credit (World History 9 or 10; Honors Integrated World History 9 or 10; or AP World History-Modern) ● 1.0 credit (U. S. History) ● 0.5 credit (U. S. Government) ● 0.5 credit (Social Studies elective) 	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> ● 1.0 credit (Algebra) ● 1.0 (Geometry) ● 1.0 credit (Math course code 400 or above) ● 1.0 credit (Algebra II) 	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> ● 1.0 credit (Biology) ● 1.0 credit (Chemistry) ● 1.0 credit (Physics) 	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> ● 2.0 credits (World Language [WL] course) <p>Note: Sequential courses in the same language.</p>	2.0 credits	2.0 credits
Career Technical Education (CTE)	<ul style="list-style-type: none"> ● 1.5 credits (CTE course offering) ● 0.5 credit (Computer Technology CTE course) 	2.0 credits	2.0 credits

Physical Education	<ul style="list-style-type: none"> ● 0.5 credit (Lifetime Sports) ● 0.5 credit (Personal Fitness) ● 0.5 credit (Activity & Nutrition or equivalent PE) <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> ● 1.0 credit (course in visual arts, music, theater, and/or humanities) 	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> ● 0.5 credit (Health Education course offering) 	0.5 credit	0.5 credit
Honors Diploma	<ul style="list-style-type: none"> ● 0.5 credit in Economic Literacy in CTE, Social Studies, Science & Mathematics 	–	0.5 credit
<i>Economic Literacy: Courses that meet this requirement</i>	Business and Personal Finances, Management Foundations, Marketing Entrepreneurship, Financial Literacy, Financial Algebra, Business and Personal Finances, Management and International Business, Environmental Science (including AP), AP Human Geography, Economics (including AP), IB Economics, AP Macroeconomics and Microeconomics, AP Comparative Government and Politics		
Summary			
Minimum Total Credits		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
AP and/or IB Courses and Requisite Exams		–	4 courses
Minimum GPA		2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.			

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

Transferring Course Credits to a DoDEA School

Policy Reference: [DoDEA Administrative Instruction 1367.01, “High School Graduation Requirements and Policy,” \[TBD\]](#)

Policy Reference: [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Policy Reference: [DoDEA Procedural Guide 15-PGED-002, Graduation Requirements and Policy – Interstate Compact on Educational Opportunities for Military Children,” February 4, 2016](#)

DoDEA accepts the official courses, grades and earned credits of middle school (grades 7–8) and high school (grades 9–12) students who transfer to a DoDEA school from other DoDEA schools or who earn course credits in an accredited non-DoD system (public or private), correspondence, online, and/or home-school program. The accreditation for the sending school or school system must be from one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation, in accordance with Section 4.7, of DoDEA Administrative Instruction 1367.01. Please contact your child’s school for questions regarding course credit transfer process and approval.

Report Card and Grading Information

Grading and Grading System

Policy Reference: [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

At the beginning of each course or grade level, every DoDEA teacher shall make available information regarding grading policy and course requirements to parents and students. This information will be provided to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

If any student demonstrates unsatisfactory progress or achievement, teachers must notify parents with enough time to correct the deficiency. Notification must occur as soon as unsatisfactory achievement is evident, and not later than the midpoint of the nine-week grading period.

Timely and accurate reporting of student progress shall be accomplished for students in grades 4–12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System. To create an account and access the EGB System, please visit the [DoDEA Web site](#) (<https://dodea.gradespeed.net/gs/Default.aspx>) for instructions.

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

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

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

Unweighted Standard Scale	Weighted Advanced Placement (with AP exam)
4.0	5.0
3.0	4.0
2.0	3.0
1.0	2.0
0	0

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

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

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

Progress Reports/Report Cards

Policy Reference: [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

In accordance with the policies and procedures in DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least 20 instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The

comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence

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

Parent-Teacher Conferences

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

System-wide Assessment Program

Policy Reference: [DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System (DoDEA-CAS), in accordance with DoDEA Regulation 1301.01, “Comprehensive Assessment System,” October 4, 2018. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan. All assessments selected for use within DoDEA shall:

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

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

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

Special Education

Special Education Services

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

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

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

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

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

If found eligible for special education and related services, DoDEA students are provided FAPE in accordance with an IEP, with services delivered in the least restrictive environment and with procedural safeguards, in accordance with the requirements of DoDM 1342.12.

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

Disability Accommodations and Nondiscrimination

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

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

Apart from special education, a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended, students with disabilities shall be provided a FAPE and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child’s school for specific details.

Reporting Abuse, Neglect, Suicide Risk and Threats

Child Abuse and Neglect

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

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

Suicide Risk and Threats Towards Others

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

Suicide Risk

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment shall be communicated to the DoDEA school administrator and documented.

Regardless of the level of risk reported, in all cases, a DoDEA school administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For additional assistance in this process, please contact the district school psychology instructional systems specialist.

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

Threats Towards Others

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

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

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

School Counseling Services

School Counseling Services

Policy Reference: [DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009](#)

Policy Reference: [DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K–12, in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” July 13, 2009, and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for lifelong learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally, and physically for life, college, and career readiness.

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

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

High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals, while taking into account their interests, aptitudes, and graduation requirements.

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

School Psychology Services

Policy Reference: [DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010](#)

Policy Reference: [DoDEA Manual 2946.4, “School Psychological Services,” June 2004](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth, and development, in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. They are experts in student mental health and learning/behavior, and they partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs

are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home, and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

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

School Health Services

School Health Services

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

DoDEA School Health Services aims to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that address both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for students’ self-care, resilience, and learning.

The school nurse’s responsibilities include:

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

Student Illness

Do not send your child to school if he or she is ill. Staying at home to get the proper rest, nutrition, and parental care is for your child’s benefit as well as for the benefit of the other

children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain at home:

1. 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.
2. Actively vomiting or has diarrhea.
3. An illness which presents with contagious symptoms.
4. 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.
5. Severe uncontrolled coughing or wheezing, rapid or difficult breathing, and coughing lasting longer than five to seven days.
6. Episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
7. 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.
8. 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.
9. Ringworm lesions must be covered for school attendance.
10. 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.
11. Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined to be not infectious by a medical care provider.

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

Parent Notification

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

1. Any illness or injury that causes concern or inability to participate in school activities;
2. Eye, ear, or teeth injuries;
3. Head injury;
4. Second- or third-degree burns;

5. Severe pain;
6. Sprains or possible fractures;
7. Temperature higher than 100°F;
8. Vomiting or diarrhea; and
9. Wounds that may require stitches.

Allergies and Chronic-Acute Conditions

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

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

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

Food allergies (including peanut/nut allergies) are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life-threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the school administration and staff. In an attempt to raise awareness and limit unnecessary exposure during school hours, the following steps have been implemented to address food allergies:

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

Medication at School

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

medication to be kept in the health office for their child's use at school, but the medication must be accompanied by a physician's prescription and signed parental consent form.

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

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

First Aid and Emergency Care

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

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

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

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

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

Student Rights and Responsibilities

Student Rights and Responsibilities

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

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

Students shall:

1. Comply with policies, procedures and standards for student behavior;
2. Refrain from conduct or behavior that is disruptive;
3. Respect the rights and human dignity of other students and all school employees;
4. Attend school and classes regularly, and punctually and make a conscious effort in all classes;
5. Participate in and take advantage of educational opportunities provided by DoDEA schools; and
6. 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.

Discrimination-Free Education Programs and Activities

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

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

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

Scholastic Integrity

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

Freedom of Religious Expression

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

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

Interscholastic Athletics

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

In accordance with DoDEA Administrative Instruction 1443.01, Volume 1, "Executive Order 13160 Administration: Compliance Requirements and Appeals," February 22, 2019, all high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without unlawful discrimination based on their race, sex, color, national origin, disability, religion, age, sexual orientation, status as a parent, or other factors unrelated to that participation. There are equitable uniform eligibility policies for participants in all athletic programs. Please refer to your regional Interscholastic Athletics Program policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Student Dress Code

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

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

School Safety

Search and Seizure

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

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

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

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

Standard Response Protocols

Policy Reference: [DoDEA Administrative Instruction 5205.02, Volume 6, “DoDEA Force Protection Program: Standard Response Protocols,” July 24, 2018](#)

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



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



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



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



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

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

Student Conduct and Discipline

Discipline

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

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

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. Student behavioral management consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. School administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members.

In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended, discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion following a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence, or the possession, use, or sale of drugs). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

School Bus Behavior

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

Policy Reference: [DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019](#)

Policy Reference: [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

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

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

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

It is extremely important that a student not suffer in silence or be allowed to be exploited or manipulated into an inappropriate relationship. If such is happening to a student personally, or to someone they know, the student should let an adult know about it right away. The student may tell someone he/she feels comfortable with and trusts, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this DoDEA Administrative Instruction 1443.02, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA’s “Sexual Harassment Awareness and Prevention” Web page to learn more at <https://www.dodea.edu/sexualharassment/>.

Technology

Computer Access/Internet Policy/Electronic Devices

Policy Reference: [DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010](#)

Each student, together with the student’s parent or guardian (if applicable), shall acknowledge and sign Form 700, “Use of DoDEA Internet and Use of Information Technology Resources,” before he or she is assigned a user account. In accordance with Enclosure 4 of DoDEA

Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010, the following are required of all students:

1. 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;
2. Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA’s IT resources;
3. Students shall be polite in all electronic communication;
4. Students shall use courteous and respectful language and/or images in their messages to others;
5. Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images;
6. Students who misuse DoDEA IT resources are subject to disciplinary measures; and
7. Students’ accounts will be deactivated upon transition out of a DoDEA school.

The signed agreement (Form 700) is to be retained in the administrative office at the student’s school for the duration of the student’s enrollment. A copy will be provided to the student and, if applicable, the student’s parent or guardian.

Role of Social Media

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

Student Transportation

Student Transportation Services

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

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

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

The following sections of the handbook should be aligned to individual school-wide procedures.

Emergency Procedures

In the event of a fire drill or other emergency evacuation procedure, a loud, continuously ringing bell will be sounded. Students will follow the evacuation plan posted in the room and leave that room in an expeditious and orderly manner. In case of an emergency during passing time or lunch, students should report to their previous class. If you are unable to find your teacher, report to the Command Central, (*which is located in the middle of the football field*). *Students are not to return to their rooms during or after emergency evacuation procedures until given permission by appropriate authority.*

The first response to an earthquake will be to take cover. Students will be evacuated after the signal is given.

The first response to a lockdown is to lock doors and take cover away from windows and doors. Refer to instructions by the teacher for details.

Students must stay with their class and must be present when class roll is taken out of the building.

Emergency evacuation procedures will be practiced once a week during the first month of school and once a month thereafter. Families are encouraged to put together emergency kits to keep at home and they are encouraged to develop a plan for reuniting in case of separation following a major disaster such as an earthquake.

School Closures

There are times when weather situations could result in school being closed. Please contact your child's school for details regarding notification procedures. (Schools to provide further details.)

Student Meals

Lunch Program

The Army/Air Force Exchange provides a hot lunch program in the school cafeteria. AAFES, which manages the school lunch program at Zama, has an automated system. Visit your AAFES EXCHANGE Customer Service to set up a student account. Deposit money into the "Meal" account for school lunches, or deposit money into the "General" account for additional

entrée and/or a-la-carte food and beverages. You will receive a PIN number. All students, including Sure Start and those eligible for Free & Reduced meals, MUST have a lunch account. Parents can also set up a parent account through mypaymentplus. To create an account, visit www.mypaymentplus.com or on mobile app. The benefits to using this are that parents can view student balances and purchase history from a mobile device or computer. Parents can also make payments to the student's cafeteria account online or through the app. Parents can also set up alerts and reminders so they know when the balance is low.

Occasionally, the AAFES, lunch program offers an "a la carte" menu as an alternative to the daily lunch menu or to supplement home prepared "brown bag" lunches for students. The prices of these items are the same as the prices charged in other cafeterias and snack bars operated by AAFES. Items usually offered include burgers, burritos, French fries, onion rings, salads, yogurt, vegetable sticks, and beverages.

A special program for reduced or free meals exists. To apply visit, <http://freeandreducedapps.aafes.com/>. Parents must apply online for benefits each year.

Dress Code

Students are expected to be neatly groomed and dressed in clothing that is appropriate for the activities which they will participate in during the school day. ***Certain clothing apparel items are inappropriate.*** The principal has the discretion to decide if apparel is acceptable during the school day and during school sponsored activities.

Unacceptable Clothing and accessories are those that are...

- A. are unsafe and unsanitary;
- B. are vulgar, offensive, and that represent rude and disrespectful attitudes or actions;
- C. contain slogans and /or pictures related to drugs, alcohol, tobacco, violence, weapons, death, cults, profanity, vulgarity, or lewd and sexual references;
- D. include negative depictions of race, ethnicity, religion, national origin, and gender;
- E. are symbolic of gangs or other questionable groups;
- F. are perceived as questionable by school or base authorities;
- G. Inappropriate for class such as footwear for P.E. and during Science labs.
- H.

The following rules regarding clothing and apparel worn at school apply to all students. The principal has the discretion to modify the rule and the following list.

- A. Shorts- NO higher than mid-thigh.
- B. Pants/Legwear
 - a. No Sagging pants (underwear showing); pants must be worn at waist level.

- b. No excessively tight or revealing legwear (leggings or spandex)
- c. No pants that are ripped, frayed or with holes higher than mid-thigh.
- C. Dresses/skirts
 - a. Length: must come down to at least 3 inches above the knee.
 - b. Strapless is OK at dances as long as it is secure
- D. Exposed skin:
 - a. Shirts/Blouses must be long enough to cover the midriff area when the arms are raised above the head or an undershirt must be worn. No bare midriffs or torsos.
 - b. No visible undergarments
 - c. No cleavage showing
 - d. No muscle shirts (for males this applies to shirts where the arm openings are not aligned to the underarm/open down the side) or strapless/spaghetti straps- all straps must be at least 3 fingers width. This also includes exposed shoulder tops.
- E. Hats/Headgear: No hats, headgear, or hoods are allowed in the building. Headgear includes bandanas or sweat bands.
- F. Footwear –all open-toed footwear must be strapped on at the heels. No flip-flops. Slides are authorized however, socks must be worn with the slides.

Student dress and personal grooming are the responsibility of the student and the parents. The school administration reserves the right to advise parents when students come to school dressed in a manner that is disruptive, in poor taste or affects the health and well-being of the individual or classmates.

Students may be sent home to arrange more appropriate dress.

School Trips

Occasionally during the year, students are taken on a study trip as a class project. Students are encouraged to participate if at all possible. Parents are frequently requested to accompany their child's class on these trips in order to help supervise the students. We strongly encourage parents not to bring other children. Costs to students generally include entrance fees, food, personal requirements, etc.

Parental permission is required for each student to participate in study trips. A general permission slip is included in the registration packet. This will serve as a backup document in case the permission slip for a specific trip is misplaced or lost. Parents will be sent a permission slip to be signed for each study trip. Please return these forms promptly.

- All school rules apply during study trips and school sponsored activities.
- Senior trips or any other class trips not considered part of the education program must be accomplished after school hours. Appropriated funds will not be expended for such trips. The school assumes no responsibility.

Parent Advocacy Contacts

- Adolescent Substance Abuse Counseling Services (ASACS)
- Family Advocacy Program (FAP)

School Sponsored Nights/Athletic Events

Co-Curricular Code of Conduct/Eligibility and Policies

For athletic participation, play, and practice, a student must pass a pre-sport physical exam. Parents/students are responsible for securing their own physical. A physical examination form signed by a physician and a parental release must be on file at the office BEFORE tryouts, practice, or competitions. If ineligible players participate in any games, the team forfeits the game.

The following policy regarding academic performance will be in effect as determined by the Kanto Plain Association of Secondary School Principals (KPASSP) rules primarily for grades 7-12.

A student is considered eligible if he/she:

- Is judged fit by the principal and coach. On the first day of September, has not reached his/her 19th birthday. The student will then remain eligible for the rest of the year.
- Has not graduated from an American style, four-year school.
- Has passed a regular physical examination within the 12 months prior to the start of the season.
- Has not lost amateur standing.
- Has parental/guardian authorization.
- Is an 8th grader and has not participated as a 7th or 8th grade student for more than four consecutive semesters.
- Has not completed eight consecutive school semesters after entrance into the ninth grade.

A student shall be considered ineligible:

- If his/her grades from the previous Tuesday at 4:00 PM contain more than one “F” or the grade point average is not at least 2.0. The activities coordinator will check eligibility each Wednesday of the season to determine eligibility for the following week. Ineligible students do participate in practice sessions; however, they are not allowed to play during the week they are ineligible. Tutoring is available after school for more information contact the main office.

General Procedures:

- Seniors are not eligible for junior varsity competition.
- All injuries whether major or minor, will be reported immediately to a faculty sponsor. If any injury requires medical attention, a release form signed by a physician may be required before participation resumes.
- If school uniforms and/or equipment are issued, they are to be returned in the same condition of issuance; normal wear and tear is expected. Replacement costs will be assessed for damaged or lost items. No exchange of uniforms/equipment is permitted without faculty sponsor approval. Uniforms are to be worn only for competition, unless otherwise approved by the faculty sponsor.
- An individual is considered ineligible if he/she accepts, from any source, an individual award other than those usually given such as medals, ribbons, jackets, letters and trophies.

The following policies will govern absenteeism:

- A student must have attended a full day of school on the day of/or the day before the event or competition. *Participants must return to school and may not be absent immediately after the day of an event or competition.* A faculty sponsor may waive this rule for a medical/dental appointment. If in school, students are expected to attend any practice, rehearsal, and/or work sessions, unless they personally have previously informed the coach/sponsor that they may be absent.
- Students who are ill or who have unexcused absences on the day of an activity will not be allowed to participate in the activity.
- Unexcused absence may result in non-participation for the competition of event immediately following the absence. Repeated unexcused absence(s) may result in dismissal from the extracurricular activity for the remainder of the year.
- Students who are suspended from school may not participate in any co-curricular event until the suspension ends.

The following policies will govern travel:

- Only grades 9-12 will be allowed to travel overnight to participate in athletic events.
- Coach/Sponsors shall send general information to all parents at least one week in advance of a trip.
- If home stays are necessitated, students are expected to be courteous, respectful, and obedient.
- Vandalism, shoplifting, criminal activity, use of drugs tobacco or alcohol, and sexual misconduct will not be tolerated. Students may be sent home at the parent's/guardian's expense.
- Curfews will be in effect. Generally, that means 10 P.M. with lights out by 10:30 P.M.
- Students will be respectful to and cooperative with all teachers, staff members, coaches, sponsors, chaperons, and tournament officials.
- Chaperons will have full authority to enforce rules, curfews, restrictions, etc.,

- as they feel necessary to control and manage their supervisory responsibilities.
- Travel squad size will be determined by the administration based upon DoDDS practices and local fiscal considerations.
- Violations of any stated rules while on trips will result not only in team/group disciplinary measures (including an early return to Zama at parent's expense), but they may also result in school discipline upon return, up to and including suspension from school. In the event of a serious violation of base/post/DoDDS/Zama American MHS policies on an away trip or Far East Tournament, the parent/guardian will pay for their student's transportation home. The student will be sent home at the parent/guardian's expense for the following:
 - Committing a crime
 - Removal by a tournament official
 - Violating the alcohol, drug, and tobacco rule
 - Vandalizing or destroying property
 - Committing lewd acts or involvement in sexual misconduct
 - Serious and repeated curfew violations
- The DoDDS Athletic Manual 2740.1 and the coaches' contracts will govern all events and activities.

All co-curricular activities sponsored and/or funded by DoDDS will be covered by the rules as outlined above.

A student may appeal any decision affecting his/her participation in an extracurricular activity to the Administration or the Athletic Council as appropriate.

Sponsors are responsible for the selection of participants for the team. The sponsor/coach is responsible for enforcing these rules. The sponsor is also free to enact additional rules and guidelines, as they think appropriate for their team/group and the situation at hand. This may include, but is not limited to conduct and behavior, dress, meeting and study session times, curfews, etc. Sponsor-developed rules must follow DoDDS policies.

Parents are expected to support and help enforce these rules and standards. Questions concerning these policies should be discussed in an appropriate conference situation with the sponsor or administration. Athletes, because they are the focal point of the school and community, should conduct themselves like ladies and gentlemen, on and off the field. The following guidelines will be enforced with the players. Profanity, raucous behavior or disrespect to an adult or peer will not be tolerated.

Spectator's Code

- Students, parents, and guests are expected to be on their best behavior at all events. People who use profane language or harass players, coaches or officials will be asked to leave.
- Show respect for your team's opponents.

- Never ridicule or scold an athlete for making a mistake during a competition.
- Condemn the use of violence in all forms.
- Respect the officials' decisions.
- Encourage players to always play according to the rules.

Surveillance

(Local school to fill in) – **No information in our handbook**



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



ZAMA MIDDLE HIGH SCHOOL
LOCAL HANDBOOK
INFORMATION
SCHOOL YEAR 2020-2021

SY 2020-2021 ZMHS Bell Schedule

7:15 --- Students Enter Building

7:25 --- Warning Bell

7:30 --- Late Bell

7:32 ---Morning Announcements Begin

Regular Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	7:30-9:00	9:05-10:35	10:40-12:55	11:20-12:10	12:15-12:55	1:00-2:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	7:30-9:00	9:05-10:35	10:40-12:55	11:20-12:10	12:15-12:55	1:00-2:30
<p align="center"><i>Note:</i> Buses depart at 2:40 pm.</p>							

Tuesday (Early Release) Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	7:30-8:45	8:50-10:05	10:10-12:10	10:45-11:25	11:30-12:10	12:15-1:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	7:30-8:45	8:50-10:05	10:10-12:10	10:45-11:25	11:30-12:10	12:15-1:30
<p align="center"><i>Note:</i> Buses depart at 1:40 pm.</p>							

2 Hour Delay Schedule							
A DAY	Period	A1	A2	A3	Lunch 1	Lunch 2	A4
	Time	9:30-10:30	10:35-11:35	11:40-1:25	11:55-12:35	12:40-1:25	1:30-2:30
B DAY	Period	B1	B2	B3	Lunch 1	Lunch 2	B4
	Time	9:30-10:30	10:35-11:35	11:40-1:25	11:55-12:35	12:40-1:25	1:30-2:30
<p align="center"><i>Note:</i> Buses depart at 2:40 pm.</p>							

½ Day Schedule					
A DAY	Period	A1	A2	A3	A4
	Time	7:30-8:25	8:30-9:20	9:25-10:15	10:20-11:10
B DAY	Period	B1	B2	B3	B4
	Time	7:30-8:25	8:30-9:20	9:25-10:15	10:20-11:10
<p align="center"><i>Note:</i> Buses depart at 11:20 pm.</p>					

Disciplinary Matrix

The following is a guideline for instituting a progressive system of maintaining discipline. It is not all inclusive. The administration may use subjective judgment in determining deviations from the guidelines and may assign more than one consequence or other consequences not listed depending on the seriousness of the disciplinary violation. The consequences on the chart represent the range of the disposition rendered based on the severity of the behavior and the frequency of the behavior.

Key

ASD After-School Detention

SD Saturday Detention

ISS In-School Suspension

OSS Out-of-School Suspension

Infraction	Consequence
Alcohol Use or Possession	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 5 day OSS – Expulsion • OSS pending formal hearing – Expulsion
Bicycle Violation	<ul style="list-style-type: none"> • Loss of privilege to use • Confiscation of equipment • ASD
Bomb Threat	<ul style="list-style-type: none"> • OSS pending formal hearing - Expulsion
Bullying	<ul style="list-style-type: none"> • 3 day OSS – Expulsion
Cheating/Plagiarism	<ul style="list-style-type: none"> • Zero grade – Expulsion
Computer Misuse	<ul style="list-style-type: none"> • One week use suspended – Indefinite use suspended • Detention – OSS pending formal hearing
Dress Code Violation	<ul style="list-style-type: none"> • ASD – 5 days OSS
Disruption in Hallway	<ul style="list-style-type: none"> • ASD – 5 days OSS
Disrespect to Teacher	<ul style="list-style-type: none"> • ASD – 5 days OSS
Drug use or Possession of a Controlled Substance	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 5 days OSS – Expulsion

	<ul style="list-style-type: none"> • OSS pending formal hearing – Expulsion
Electronic Devices	<ul style="list-style-type: none"> • Confiscate device with warning – 5 days OSS
Failure to Serve Detention	<ul style="list-style-type: none"> • ISS – 5 days OSS
False Fire Alarm	<ul style="list-style-type: none"> • OSS pending Expulsion Hearing
Fighting	<ul style="list-style-type: none"> • 5 days OSS – Expulsion
Forgery	<ul style="list-style-type: none"> • Work detail – 5 days OSS
Gambling	<ul style="list-style-type: none"> • ISS – 5 days OSS
Harassment (verbal or physical)	<ul style="list-style-type: none"> • Work Detail – 10 days OSS
Instigating a Fight	<ul style="list-style-type: none"> • 3 days OSS – Expulsion
Insubordination	<ul style="list-style-type: none"> • ASD – 5 days OSS
Non-Education Items	<ul style="list-style-type: none"> • Confiscate device with warning – 5 days OSS
Profanity	<ul style="list-style-type: none"> • Warning – 5 days OSS
Public Display of Affection	<ul style="list-style-type: none"> • Warning - ISS
Repeated and Continued Violation of Rules and Procedures	<ul style="list-style-type: none"> • 6 days OSS – OSS pending Expulsion hearing
Seminar Card/Hall Card Violation	<ul style="list-style-type: none"> • ASD – 5 days OSS
Sexual Misconduct/Harassment	<ul style="list-style-type: none"> • 5 days OSS – OSS pending Expulsion hearing
Skateboard, Skates, and “Wheelies” Violations	<ul style="list-style-type: none"> • Loss of privilege to use • Confiscation of equipment • ASD
Tardiness <ul style="list-style-type: none"> • 1st Tardy • 2nd Tardy • 3rd Tardy • 4th Tardy • 5th Tardy • 6th Tardy 	<ul style="list-style-type: none"> • Teacher discipline policy • Notification to parents • After School Detention • 2 After School Detentions • Saturday Detention • Out of School Suspension
Tobacco Use or Possession	<ul style="list-style-type: none"> • Referral to appropriate agency or counseling service • Exclusion from school activities • 1-5 day OSS
Truancy <ul style="list-style-type: none"> • 1st occurrence • 2 or more occurrences 	<ul style="list-style-type: none"> • ASD • Principal referral; a parent conference may be held to include student, parent, counselor, and administration to determine further appropriate actions including notification; truancy may also be reported to the Camp Zama and NAF Atsugi School Liaison Officer
Vandalism	<ul style="list-style-type: none"> • Restitution and ISS – OSS pending Expulsion hearing (depending on value or frequency) • Report to security forces
Weapon Possession	<ul style="list-style-type: none"> • OSS pending Expulsion Hearing



Zama American Middle High School
“Student Handbook”
Acknowledgement Form SY 2020-21



The handbook can be found at www.dodea.edu/ZamaAmericanHS under the Students tab. Please review the handbook with your child and make sure that all rules and regulations are understood. This is to ensure that you and your child are fully aware of all the rules they will follow while attending Zama American Middle High School. Your child should return this to his/her seminar teacher by **27 September 2020**.

I acknowledge that my child, _____, and I have read the Zama American Middle High School Student Handbook, and we understand all the policies and procedures that were reviewed.

Student Signature

Date

Parent/Guardian Signature

Date



Weapons and Drugs Policy

Zama American Middle High School



There has never been a significant problem with weapons or drugs at our schools. This memorandum is intended to ensure that all parents and students have a thorough understanding of our school and community policy.

Students occasionally bring to school items which they might not consider weapons, but which could possibly be used as a weapon. Students who bring weapons to school will be subject to appropriate disciplinary procedures and may be suspended or expelled. Any incident involving weapons in the schools will also be reported immediately to the military police and command.

According to DoDEA Regulation 2051.1, August 16, 1996, Disciplinary Rules and Procedures, “Weapons including but not limited to ‘dangerous weapons’ as defined in section 930(g)(2) of 18 U.S.C.(reference(1)) are items carried presented or used in the presence of other persons with the intent of threatening or harming any individual. Also included are items that are capable of causing death or serious bodily injury as defined at section 1365(h) (3) of 18 U.S.C.(reference(k)). They include, but are not limited to firearms, ammunition, knives of any blade length, swords, razors, razor blades, box or carpet cutters, slingshots, nun chucks, blackjacks, brass/metal knuckles, throwing stars, any flailing instruments such as a fighting chain, heavy studded or chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant or other object concealed, displayed or brandished in a manner to either inflict or threaten to inflict bodily injury or instill fear,” (e.g., replica/look-alike gun, baseball bat, laser pointer, letter opener, etc.).

Possession, use, or sale of controlled or mind altering substances by any student while on school property (to include riding to and from school on busses) or during school-sponsored activities, are grounds for suspension or expulsion. Mind altering substances include alcoholic beverages, intoxicants, mind altering inhalants, over-the-counter medicines and controlled substances (as defined by the United States Code or host nation law).

Any student having knowledge of a weapon or unsafe situation is responsible for reporting it to a teacher or administrator. Not reporting a weapon or unsafe situation may result in disciplinary action.

I acknowledge awareness of these rules. This form is applicable for the current school year.

Student Signature

Date

Parent/Guardian Signature

Date



Computer Usage and Student Email Agreements



As a reminder, during registration all students and parents/guardians signed a computer usage agreement outlining acceptable use of computers, software, email, Internet, and the computer network at Zama American High School. We would like to remind students and parents that by signing the Computer Acceptable Use form students are agreeing to the following:

- Student Gmail Email accounts ending with the “@student.dodea.edu” suffix are the only acceptable form of email communication allowed while at school. Yahoo, Hotmail, standard Gmail accounts (@gmail.com), and other email services are not allowed.
- Students will not download or install any software on school computers to include games, music or video files, or file sharing programs.
- Streaming video or music across the network is prohibited.
- All personally owned USB devices including “thumb” or “pen” drives, external hard drives, iPods, PDAs, cameras cannot be attached to any DoDEA computer device at school or to the DoDEA computer network.
- The District utilizes and controls an Internet filtering system for all schools. Students may not under any circumstance attempt or bypass the filtering system for any purpose including trying to access blocked sites or inappropriate material.
- Students and parents acknowledge that personal Facebook pages, YouTube, other social media and entertainment sites including chat rooms, blogs, and gaming sites are prohibited.
- Student use of computers is a privilege and their actions while online are subject to monitoring by the IT staff, administration and classroom teachers.
- Computers and supporting software and hardware are U.S. Government Property and should be treated with care and respect. Vandalism of any kind is unacceptable.

By signing this document, students and parents recognize that failure to abide by these conditions and those stated in the Acceptable Use form will result in disciplinary action including after school detention, office referrals, loss of computer privileges and possible suspension from school.

Student Name _____ Parent Name _____

Student Signature _____ Parent Signature _____

Date _____

Date _____