



DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VA 22203-1635

Education Directorate

Change 1, December 8, 2008
DoDEA Regulation 2000.3
Date March 26, 2004

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
REGULATION

SUBJECT: Student Placement

- References:
- (a) DS Regulation 2000.3, "DoD Dependents Schools Students Placement," September 5, 1985 (hereby canceled)
 - (b) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," December 16, 2003
 - (c) *DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-age Dependents in Overseas Areas," September 20, 2006, as amended*

1. REISSUANCE AND PURPOSE

This Regulation reissues reference (a) to update policy and responsibilities for the placement of Department of Defense Dependents Education Activity (DoDEA) students.

2. APPLICABILITY

This Regulation applies to the Office of the Director, Department of Defense Education Activity; the Director, Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) and Cuba; the Director, Department of Defense Dependents Schools (DoDDS), Europe; the Director, Department of Defense Dependents Schools, Pacific; and all DoDEA District Superintendents, School Principals, Teachers, and Support Staff.

3. DEFINITIONS

3.1. Carnegie Course Units. The Carnegie Unit is a credit representing the completion of a core of high school courses. The Carnegie Unit was developed in the early 1900's to set norms for curriculum and course time in public schools across the country. A Carnegie Unit represents a measure of the amount of time a student has studied a subject (e.g., a total of 120 hours in one subject, meeting 4 or 5 times a week for 40 to 60 minutes, 36 to 40 weeks each year, earns the student one "unit" of high school credit).

3.2. Individualized Education Plan. A written document defining specially designed

instruction for a student with a disability, ages 3 through 21, inclusive.

4. POLICY

It is DoDEA policy that:

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

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

4.3. When applicable, provisions of references (b) and (c) will apply for placement of students with disabilities.

4.4. Routine grade or class placement:

4.4.1. Kindergarten and grade 1 placements are determined by minimum age requirements as stated in reference (c) for DoDEA schools in overseas locations.

4.4.1.1. An otherwise eligible student who will reach his or her 5th birthday by *September 1* of the school year will be eligible to be enrolled in kindergarten.

4.4.1.2. An otherwise eligible student who will reach his or her 6th birthday by *September 1* of the school year is eligible to enroll in grade 1.

4.4.1.3. Kindergarten is not a prerequisite to grade 1 entry.

4.4.2. DoDEA students enrolling in DoDEA stateside and territory schools must adhere to the enrollment regulation of the state or territory they plan to attend.

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

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

4.5. Other than routine grade or class placement:

4.5.1. At each school, the principal will establish a committee to recommend placement of students being considered for other than routine grade or class placement. The committee will normally be composed of school staff members directly concerned with the placement of each individual student. Sponsors and students will be represented, as appropriate. This committee

will make recommendations to the principal on placements which require retention, double promotion, and any “other than routine grade or class placement” which is designed to promote student success. This committee is not the Case Study Committee (CSC) established for the education of students with disabilities but often works with the CSC in determining proper placement for students with disabilities.

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

4.5.3. In addition to designing a plan to promote student success, the committee recommendations to the principal should consider each student’s emotional state and the recommendations should encourage the maintenance of a positive self-image. The recommendation will be given to the principal in writing. Notification to the student and sponsor shall be made in a sufficient period of time to permit them to react to the plan for suggested placement and to understand the conditions of the placement.

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

4.5.5. Seniors will attend school on a full-time, school-day basis. Students who have met the requirements for graduation shall enroll in elective courses that will provide additional rigor and experience to their secondary education plans and improve their preparation for post-secondary education. The principal may approve exceptions on the basis of family, personal, and/or financial obligations. The Individualized Educational Program (IEP) of a student with a disability governs the length of his/her school day.

4.6. Beginning with the school year (SY) 2003-04, secondary school class or grade-level status (9, 10, 11, and 12) will be determined by the number of Carnegie course units earned by the student, as follows:

4.6.1. A minimum of 24 Carnegie units of credit is required for high school students to graduate from DoDEA high schools through the graduation class of 2007.

4.6.1.1. Freshman Class (Grade 9). Student must have satisfactorily completed grade 8 or have been previously enrolled in grade 9 and earned less than 5 units (24-unit requirement).

4.6.1.2. Sophomore Class (Grade 10). Student must have successfully completed grade 9 and earned at least 5 units of credit (24-unit requirement).

4.6.1.3. Junior Class (Grade 11). Student must have successfully completed grade 10 and earned a minimum of 10 credits (24-unit requirement). The criterion that the student must be able to meet all graduation requirements with normal scheduling for his or her junior and senior year is mandatory.

4.6.1.4. Senior Class (Grade 12). Student must have satisfactorily completed a minimum of 17 units of credit (24-unit requirement). Exceptions to the unit requirement may be made by the principal only if it is possible to comply with all graduation requirements by the conclusion of the senior school year. Exceptions may also be approved by the principal based upon a student's IEP for students with disabilities.

4.6.2. Beginning with the freshman class for SY 2004-05, the grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, as follows:

4.6.2.1. Freshman Class (SY 2004-05, Grade 9). Student must have successfully completed grade 8 and/or have been previously enrolled in grade 9 and earned less than 6 units (26-unit requirement).

4.6.2.2. Sophomore Class (SY 2005-06, Grade 10). Student must have successfully completed grade 9 and earned at least 6 units of credit (26-unit requirement).

4.6.2.3. Junior Class (SY 2006-07, Grade 11). Student must have successfully completed grade 10 and earned a minimum of 12 credits (26-unit requirement). The criterion that the student must be able to meet all graduation requirements with normal scheduling for his or her junior and senior year is mandatory.

4.6.2.4. Senior Class (SY 2007-08, Grade 12). Student must have successfully completed at least 19 units of credit (26-unit requirement). However, exceptions to the unit requirement may be made by the principal only if it is possible for the student to comply with all graduation requirements by the conclusion of the senior school year. For students with disabilities, exceptions may be approved by the principal based upon a student's IEP.

5. RESPONSIBILITIES

5.1. The DoDEA District Superintendents shall ensure that the DoDEA School Principals:

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

5.1.2. Form a Placement Committee to make recommendations for students referred for assistance.

5.1.3. Review all committee recommendations and be the final approving/disapproving agent for all cases.

5.1.4. Provide the District Superintendent a list of placement actions (retention, program modification, or double promotion) of all students whose placements were affected by this Regulation. The list shall include the names and actions of all students who have had placement modifications and shall be submitted at the close of each marking period.

5.1.5. Maintain copies of the plan for each student whose placement was affected by this Regulation which shall include follow-up evaluations, conducted by the committee to ensure that the placement is appropriate.

5.1.6. Determine that no further action is required by the Placement Committee, if, after reviewing the student's progress for three successive grading periods, the student is progressing successfully.

5.2. The Placement Committee shall:

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

5.2.2. Consult with the student and the student's sponsor.

5.2.3. Consult with other support personnel (e.g., special subject teachers, counselors, psychologists, social workers) regarding the referred student.

5.2.4. Develop a record of action taken to date to assist the referred student.

5.2.5. Review each student's case:

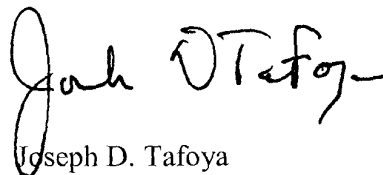
5.2.5.1. With the referring person present at the review; and

5.2.5.2. Decide on an appropriate plan of action.

5.2.6. Recommend to the School Principal, in writing, a learning program designed to meet the overall needs of the student.

6. EFFECTIVE DATE

This Regulation is effective immediately.



Joseph D. Tafoya
Director