



Parent/Student Handbook

SY 2018-2019

“We are the GEMS of the Alps – Growing Engaged, Motivated Students!”

GARMISCH ELEMENTARY/MIDDLE SCHOOL

SY 2018-2019

Clyde Hadrava, Principal

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School Website: <http://www.garm-es.eu.dodea.edu/>

SCHOOL BUS OFFICE:

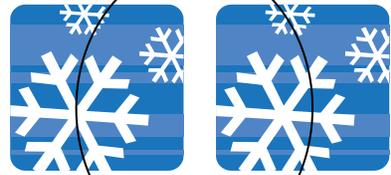
DSN: 440-2576 CIV: 08821-750-2576



FAQs



Going to be absent or late??
See pages 9-10, 34-36 for policy.



Bad weather? See school cancellation policy page 22

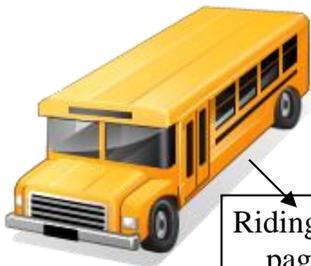
Homework ready?
See page 21-22 for homework policy

Cell Phones?
IPODs?
Gameboys? Not during school hours— info on pages 12 & 23.



Acceptable dress code? See pages 17-18 for dress code info.

Going out of town on a school day? See pages 9-10 for excused absence policy.



Riding the bus? See page 10-12 for rules & regs!

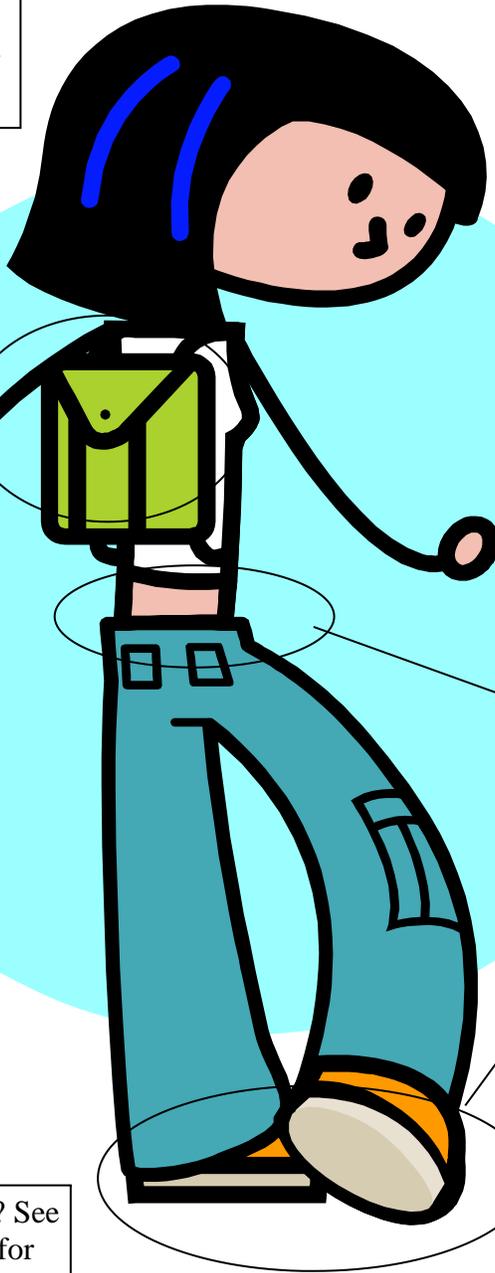


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DEPARTMENT of DEFENSE EDUCATION ACTIVITY

Office of the Principal

Garmisch Elementary/Middle School

Unit 24511

APO AE 09053

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clyde.hadrava@eu.dodea.edu

June 22, 2018

Dear Parents,

The Staff of Garmisch and I want to welcome you to a new school year. It is my earnest hope and belief that you and your children will come to love our school as much as we do. Garmisch Elementary Middle School (GEMS) is committed to providing a caring, nurturing environment with high academic standards for our clientele.

GEMS, follows the standards which our agency prescribes in the core subjects of science, math, language arts, and social studies. We also offer art, music, introductory German language and culture, and physical education for all students. Our teachers collaborate on Thursday afternoons and one of the goals of collaboration is to create challenging projects for our students so they may learn to work with each other in ways that go beyond seatwork in the learning environment. Students will be challenged to set goals, assess their progress and be able to share their progress through Student Led Conferences.

The anticipation of every new school year is exciting and is a new beginning in many ways. To this end, we will help both new and returning students understand their role in making GEMS a school that is free from hurtful teasing and bullying. Our students are genuinely kind, and kindness is contagious. With your help and support, GEMS will continue to be a school in which every person feels respected, valued, and is encouraged to achieve at the highest levels. We want to prepare every student in every grade to be ready for life beyond GEMS at college or in a career.

We have an incredibly supportive and active community. Our PTA is dynamic and effective and I strongly encourage you to join and become involved. There are leadership opportunities in our Parent Teacher Association if you are interested.

I encourage our teachers to communicate regularly with our parents. And parents, I encourage you to get to know your child's teacher well. It sends an incredibly strong message to your kids that you and the teacher know each other and are a team which looks out for their best interests.

As I close, I want you to know that my door is always open for you. Really! You are always welcome to stop by and visit. As I see it, we both want the same thing; that is for your children to receive the best educational experience possible.

Sincerely,

Clyde Hadrava

DoDEA COMMUNITY STRATEGIC PLAN

Vision

To be among the world's leaders in education, enriching the lives of military-connected students and the communities in which they live.

Mission

Educate, empower and engage each student to succeed in a dynamic, global world.

Core Values

We Believe...

- Students are at the heart of all we do.
- Each student can realize his or her fullest potential.
- Educating the whole child fosters academic, social and emotional well-being.
- Learning environments are student-centered, stimulating and relevant.
- High-performing educators and leaders make a difference in student success.
- Parental engagement and support are vital to student success.
- Engaged partnerships enrich the lives of our students.
- Our diversity inspires excellence and innovation.

Organizational Goals

Strategic Goal 1 - Student Excellence

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally and physically for life, college and career readiness.

Strategic Goal 2 - School Excellence

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

Strategic Goal 3 - Talent Excellence

Recruit, develop and empower a diverse, high-performing team to maximize achievement for each student.

Strategic Goal 4 - Organizational Excellence

Build a great, enduring and responsive organization that provides the appropriate resources, direction and services in pursuit of highest student achievement.

Strategic Goal 5 - Outreach Excellence

Foster family, school and community partnerships to expand educational opportunities for students.

ACCREDITATION

Garmisch Elementary/Middle School was granted continuing accreditation for the school year from the North Central Association Commission on Accreditation and School Improvement . Garmisch Elementary/Middle School joins over 9,000 schools across a 19 state region that were honored for earning accreditation.

To earn accreditation, schools must meet  high standards, be evaluated by a team of professionals from outside the school, and implement a continuous school improvement plan focused on increasing student performance. The accreditation process is voluntary and requires annual review.

NCA accreditation demonstrates to our students, parents, and community that we are focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation staffed by highly qualified educators.

 accreditation is recognized across state lines, which not only eases the transfer process as students move from accredited school to accredited school but also assures parents that the school is meeting regionally and nationally accepted standards for quality and successful professional practice.

Accreditation provides an external mark of quality and proven process for school improvement.

The real value of  accreditation is the school improvement process, which focuses the school staff on analyzing student performance data, identifying areas of weakness, and developing clear goals and plans for improvement. We regularly assess and measure our progress in all goal areas, and  holds us accountable for demonstrating growth. The process keeps everyone in the building focused on raising student achievement.

Parents and interested community members can learn more about  accreditation at contactus@advanc-ed.org.

AFTER SCHOOL ACTIVITIES

After School Activities are designed to provide a “fun” learning activity for children after school. Below are just some of the possible programs that can be offered. The activities will be advertised well in advance along with a permission slip that must be filled out prior to the activity commencing.

(POSSIBLE) STUDENT ACTIVITIES DURING THE YEAR (subject to change based upon student interest and sponsor availability).

Student Council	Outdoor Education Club	Junior Leadership Seminar
Young Engineers Club	Chorus	Games Club
National Geographic Club	Running Club	Robotics Club
Math Olympiads	Video Production Club	

ASBESTOS REPORT

In accordance with the Asbestos Hazard Emergency Response Act, inspectors completed the initial asbestos inspection of Garmisch ES/MS, Building #716, in July 1988. The most recent re-inspection was conducted in April 2017, in accordance with Environmental Protection Agency (EPA) guidelines, Phase II, and Department of Defense Dependents Schools (DoDEA) policy. Test results indicated that the seals in the heating pipes contained asbestos. This area is located in the basement area where there is no student access. Asbestos materials were also found in our 12 fire doors and roofing material. We are following the "Operations and Maintenance Program" to ensure the asbestos is not disturbed. As required by EPA, a periodic surveillance program regarding asbestos in the school is in place and closely monitored. Copies of the inspection report, periodic surveillance records, and the school's Asbestos Management Plan are in the school office and available for your review.

ATTENDANCE

DoDEA Regulation 2095.01 "School Attendance":

<http://www.dodea.edu/Offices/Regulations/loader.cfm?csModule=security/getfile&pageID=113196>

Parents or sponsors are to notify the school office before 0800 on the day a student will be absent from school if the absence is due to illness, appointment, or other short-term reasons. This assists us in determining that students are absent with parent knowledge. This communication benefits both the school and home. Parents will be called to verify an absence if no phone call is received by 0900 hours. If the parents cannot be reached by phone, the supervisor will be called.

 **be here!** Regular attendance in school is necessary for a child to progress and to achieve maximum school growth. An excused absence is one for which the child will be given make up opportunities and credit. Excused absences are:

1. Illness
2. Family emergency
3. Family trips shared by members of the family, subject to prior notification in writing to the principal and teacher(s).
4. Medical necessities that cannot be cared for on non-school time.

After an absence, a student is required to bring a written excuse from the parent explaining the reason for the absence if notification was not previously given. The excuse is to be given to the classroom teacher. A student returning to school following an excused absence will be given a reasonable amount of time (determined with input from teacher) to make up work missed during the absence.

Planned Absences - If you are planning to take your child out of the school for *more than three consecutive school days* for a family trip, advanced approval forms must be completed in the main office. Once completed and approved, your child will take the form to his/her teachers to get assignments for the time missed. This form must be completed a week in advance of the absence so that teachers have time to properly prepare assignments for your child's absence. Forms are available in the main office. Whenever possible, family trips should be planned for winter, spring, or summer recesses. If students are taken out of school for extended periods (a week or longer), please extend the teacher the courtesy of letting them know a week in advance. Appropriate assignments may be provided. Important note: Family trips taken after the semester

acceleration date that don't allow the child to complete the semester are unexcused and work assigned during the absence may not be made up or completed in advance.

Absent students will not participate in after school activities on the day of absence without approval from the school administration.

BULLYING

Our community and school define bullying as follows: Bullying is a mean and one-sided activity intended to harm where those doing the bullying get pleasure from a targeted child's pain and/or misery. Bullying can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyber bullying. It can be and often is continuous and repeated over time, however, once is enough to constitute bullying. Bullying will not be tolerated at our school.

BICYCLES AND OTHER RECREATIONAL DEVICES

Students are allowed to ride bicycles to school. Bicycles are to be placed in the bicycle rack to the left of the main entrance. Students are to take care in not riding their bikes in the bus lane or on the sidewalks from 2:30-2:45 for the safety of departing students and buses. Students who come to school on skateboards, roller blades, scooters, and other such recreational devices must realize that the school has no way to secure them during the day and assumes no responsibility for loss of these items. The same is true for an unlocked bicycle.

Garmisch Elementary/Middle School

School Bus Office

DSN: 440-2611 Ext 1

Civilian: 08821-750-2611 Ext 1

Fax: 08821-76949

Cell: 0162-272-4359

BUS SAFETY

The USAG Bavaria military community and the Garmisch ES/MS Bus Office (SBO) work together along with the principal to make sure the students are aware of bus safety rules. Parents with concerns about bus safety, routes, or student bus behavior should contact the Garmisch SBO at DSN 440-2576, or Civilian 08821-750-2576.

USE OF SCHOOL BUS

The School Bus Office (SBO) and the school principal are always appreciative of adults riding the school bus as "Bus Monitors," however; permission must first be obtained from either the principal or SBO personnel. Adults may call the Garmisch SBO or stop by the office located to the right front of the main entrance to the school and request permission to ride the bus. Students, who normally do not ride the bus, are not permitted to ride the bus without specific permission.

(An example would be to spend the night with a friend in another community.) School Bus Discipline will be handled by the Principal. All parents and students must sign that they have read the School Bus Conduct Rules. If you have a concern with the schedule, location of stops or conduct of children on the bus, please contact the School Bus Office at DSN 440-2576.

DoDEA BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS

ON AND AROUND SCHOOL BUSES, STUDENTS WILL:

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

ON AND AROUND SCHOOL BUSES, STUDENTS WILL NOT:

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

19. Violate any other school rule, law, or military installation regulation.

The GEMS principal has authority to take disciplinary action for any infractions that occur on the bus during the student's transit to and from school. The principal will issue all warning and suspension letters. Each incident counts as one. All rule infractions are cumulative and usually progress from warning to 5 school day suspension to 20 school day suspension to 30 school day suspension to remainder of the year suspension. Misconduct will be evaluated on a case by case basis. Depending upon severity, warnings, removals, or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct instance. Base and Unit Commanders as well as teachers will be notified. Older students are expected to behave more maturely and thoughtfully than younger students and, therefore, will be held more responsible for the consequences of their conduct. Possession of weapons or prohibited items, as described by this Regulation or other military regulations, controlled substances, alcohol, or other serious incidents will be reported on Form 4795 and may result in removal or expulsion from school in addition to the loss of bus privileges. **Remember: The bus is an extension of the school campus.**

CELL PHONES, TABLETS, SMART PHONES

Cell phones must be off and in the locker or backpack during the school day. They may not be used for making phone calls or texting at any time during the school day. This includes during lunch and recess times. Electronic devices such as these that are seen by the staff during the school day will be confiscated, given to the principal, and must be retrieved by the student's parent. The school cannot be responsible for lost, stolen or damaged items

CHANGE OF ADDRESS, TELEPHONE NUMBERS AND EMERGENCY CONTACTS

In order to maintain important information it is essential that you notify the school immediately if there is a change in any of the following:

- Local quarters address
- Mailing address of sponsor
- Home or cell phone
- Rotation date
- Name(s) and phone number(s) of emergency contact other than the sponsor/spouse
- Sponsor/spouse's work phone number
- Day Care provider information (name, phone number, physical address)
- Email address

If you are deployed or leaving the area (TDY, vacation, going to the field, etc.), the school needs to know the name, address and phone number of the person who is responsible for your children. That person should have a medical power of attorney. All staff members are briefed on this procedure during orientation week.

CHILD ABUSE

It is the responsibility of all DoDEA employees to immediately report any suspected child abuse or neglect situations to the Garmisch Social Work Services and the Military Police 440-3801. DoDEA employees are mandated reporters.

If parents want to make such a report regarding a school situation, the points of contact are the same. Parents are also requested to notify the principal at 440-2758/2611 when there is a concern regarding the conduct of a school employee.

CHILD FIND

This is a service provided by DoDEA to seek out and identify children (from birth to 21 years of age) who show indications that they might be in need of special education and/or related services. The service is free to all military and authorized civilian dependents. If you know of a child in need of testing, or who may profit from special services, please contact the school office.

COMPUTER POLICY

Garmisch ES/MS is fortunate to have access to computer technology that plays an important role in the education of our students and provides our staff with the latest tools with which to teach. We expect that all students will treat all computer software, hardware, and resources in a responsible manner. Further, it is the students' responsibility to abide by the rules set forth in the DODEA computer policy. All students will sign an Internet agreement, agreeing to comply with the expectations for appropriate computer use.

DETENTIONS - AFTER SCHOOL

Keeping children after school is sometimes an effective means of dealing with misbehavior, or incomplete assignments. If your child is to be kept after school, you will be contacted by telephone or written message so that you will know why your child is coming home late. If your child is a bus rider, the parents will be notified in advance so that adequate transportation can be arranged for returning home. If you object to this policy, you are expected to notify the teacher in writing in advance of the particular requirements your child has on a given day of the week. If you prefer a teacher not keep your child after school as a general policy, a conference will be scheduled for you with the classroom teacher and principal to determine an acceptable alternative.

DISCIPLINE

Garmisch ES/MS has a behavior management program based on the belief that:

1. Students, parents, and the school share the responsibility for creating the best possible learning environment.
2. Student conduct that interferes with learning or with teacher instruction is unacceptable.
3. All students are entitled to a safe, enjoyable and rewarding school experience.

School Guidance Plan

Our plan is to help each child learn and apply the skills needed for success in school and in life.

- We will provide a physically and emotionally safe environment for all the children.
- We will teach the children impulse control, anger management, conflict resolution and people skills.

- We will design specific intervention programs and support for children who need additional help in mastering and applying the skills needed for success.
- We will bring in outside resources as necessary to help all children at our school reach social and emotional competency.

Common to each teacher's plan are these steps to remedy inappropriate behavior:

1. One-to-one counseling session with student.
2. Counseling with the student, and parent /guardian contact by note or telephone call.
3. Scheduled conference with parent/guardian.
4. A conflict resolution component to be used when appropriate.

After taking steps to correct the student's inappropriate behavior, teachers may make a discipline referral to the administration. A behavior deemed severe or endangering to self or others, will be referred directly to the administration, bypassing the steps outlined above.

EXPECTATIONS AND CONSEQUENCES

Honesty, truthfulness, accepting responsibility, respect for self and others are keys to personal success throughout life. Students need to know, value, and conduct themselves at all times in a respectful, honest, and industrious manner. Students are expected to share, follow directions, be truthful, and respect themselves as well as others. As educators, we strive to do everything possible to help our students gain self-discipline and to be responsible for their actions.

Every teacher and student at Garmisch EMS has the right to expect that all students will come to school prepared to learn. Each student must be prepared mentally, physically, and emotionally, to perform their best on a daily basis. It is expected that all students will have acquired from their parents, the basic social skills necessary to function in a positive school environment. It is the parents'/sponsors' responsibility and role to prepare and teach their child/children these basic social skills. Students who have acquired a healthy attitude towards learning, who are well behaved and know how to cooperate, will find Garmisch EMS an enjoyable and rewarding experience.

We desire a school in which students can learn, be creative and enjoy friendships free from disruption, mean gossip, and threats of personal violence. Parents/sponsors, teachers and students must work together to ensure that basic rights are ensured. We will all strive to live, learn, and work side by side at Garmisch EMS. In most cases the students at our school are well behaved, kind and respectful. We (teachers, administrators and support staff) want to keep them progressing toward improving their social skills and responsibilities.

The discipline system at Garmisch ES/MS is designed to foster a positive environment that is conducive to learning and teaching. Discipline problems at school or school sponsored events do not support this goal. Discipline problems and inappropriate behavior are generally classified as, but not restricted to...

1. Profanity
2. Fighting
3. Defiance or disrespect towards adults

4. Stealing, lying, cheating
5. Tardiness
6. Habitual lack of preparation for class
7. Bullying, verbal and physical
8. Malicious mischief
9. Destruction/damage to property
10. Obscene literature, comments, or gestures
11. Inappropriate items or weapons
12. Inappropriate body contact, physical aggression

In the event that a student fails to take personal responsibility for himself or herself, or fails to respond to the direction of the teacher or other adult, after warning and/or counseling, the following are consequences which may be implemented.

In the principal's office, these procedures generally apply. (The disciplinary action taken depends upon the severity of the student's inappropriate behavior or infraction.) The principal or appropriate administrator:

1. Listens to and writes down the student's perspective and counsels the student.
2. Gives a warning or oral reprimand.
3. Issues a restriction of privileges.
4. Calls parent(s) so they are aware of the situation, and documents the incident.
5. Retains the student(s) in the office or other designated area for in-school suspension.
6. Sends student home with parents for the rest of the day.
7. Suspends the student out of school for a determined period of time
8. Conducts an administrator-teacher-parent conference before or after the student(s) is/are sent home or returns.
9. Calls a meeting of the Student Support Team which includes the parents, classroom teacher, counselor(s), and often the school psychologist. During this time, the team outlines a specific discipline plan.
10. Recommends suspension for more than ten days. When the suspension time is greater than ten days, the principal calls for a hearing by the Discipline Committee; which includes a SAC parent member, a School Advisory Committee (SAC) teacher member, a base representative (usually the school's liaison officer), a community member, and a faculty member.
11. Notifies the Special Education Case Study Committee, which is usually involved with the discipline of special education students, and the modification of their Individual Education Plan (IEP) that includes a plan to help correct the discipline problem.

*The authority to suspend a student from school rests solely with the school administrator. Parents may appeal all suspensions and expulsions with the district superintendent. (Students will begin their suspension during the appellate process.)

**Please be advised discipline incidents will be documented. These records are destroyed at the end of each year. Records are not released to other parents.

SUSPENSION AND EXPULSION OFFENSES

A student may be suspended or expelled from school, if the principal or, in the case of suspension over 10 days or expulsion, the disciplinary committee determines that the student has:

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
2. Caused or attempted to cause damage to school, government, vendor, or private property.
3. Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.
4. Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove, smokeless tobacco, including snuff and chew packets, and vaping or vaping devices whether or not they contain nicotine.
5. Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
6. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drugs or drug paraphernalia.
7. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
8. Conduct; including fighting, that endangers the well-being of others.
9. Unauthorized presence in the school, on the school grounds, or on school buses or failure to leave promptly after being told to do so by the principal or staff member in charge.
10. Cursing, gesturing, or verbally abusing any person, including but not limited to abuse or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
11. Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
12. Forgery, cheating, or plagiarism.
13. Use or possession of fireworks.
14. Violation of attendance policy.
15. Unauthorized or illegal use of, or access to, computers, software telecommunications, and related technologies; any willful act that causes physical or financial damage, or otherwise disrupts information technology; any use of a computer to communicate threatening, harassing, or indecent messages; or to download obscene material.

The School Liaison Officer and sponsor's Commander/Supervisor (and/or Garrison Manager for serious offenses) will be notified when a student is suspended. Suspensions will be for longer periods of time for repeated inappropriate behavior. Suspensions during the last ten days of school could possibly be for the remainder of the school year.

Students who have been dismissed from school for the day, or are serving a detention, are not permitted to participate in or attend any school-sponsored event or activity during that period.

Interrogation and Search - Students have a right to personal privacy and will be informed of their rights with regard to cooperation with investigative agencies for interrogation purposes. Searches of students or their personal effects in the school or on school time will be made in the presence of a school official, by an authorized individual of the same sex as the student.

Corporal Punishment - Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify behavior, thoughts, or attitudes of a student. Corporal punishment is neither practiced nor condoned by DoDEA. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

DoDEA-Drug-Free School and Learning Environment Policy - Possession, selling, or being under the influence of, or giving away non-prescription, prescription, illegal drugs, controlled substances or alcohol on the school campus, during the school day or on any school-sponsored trip or activity, will not be permitted. All prescription medications must be kept with the nurse.

Weapons - DoDEA has zero tolerance for weapons and “look-alikes”. Parents, please pay particular attention to items that students may bring for “Show and Tell”. Weapons are items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. They include, but are not limited to: guns, look-alike replica guns, hand grenades, knives, razors, box or carpet cutters, slingshots, nunchucks, and any flailing instrument such as a fighting chain or heavy studded chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant, or any other object concealed, displayed or brandished in a manner that reasonably provokes fear.

The GEMS administration has authority to take disciplinary action for any infractions that occur on school grounds or during the student’s transit to and from school.

DRESS CODE

Students are expected to dress for success at school. This means that clothing attire should be appropriate - conducive to learning and suitable for school activities. All children are expected to be neat and clean in their appearance. Clothing that distracts from learning or is a safety concern is not allowed. Clothing **NOT** allowed at school includes, but is not limited to:

1. Hats worn inside the building .
2. Tank tops with spaghetti straps or straps across the back (Bra straps should not be visible)
3. Backs and midriffs should be covered; shirts must cover the midriff even when arms are raised above head
4. See-through or mesh clothing
5. Pants that sag or have edges that are frayed and unsafe, or have large holes, i.e. slits along legs or at knees
6. Shorts or skirts that are shorter than about mid-thigh.
7. Clothing that promotes tobacco or alcohol products, depicts drug use or violence or implies racial prejudice or sexual statements
8. Heelies – shoes with skating wheels attached
9. If students wear tight fitting leggings or “Jeggings” they must also wear a fingertip length shirt, shorts or skirt.

If a student dresses inappropriately, he/she will be told to remedy the attire. This may involve removing the headgear, wearing a jacket over the offensive shirt for the rest of the day with instructions to not wear the item of clothing again, wearing a shirt inside out to hide offensive wording, etc. In some cases, the child may be sent home to change clothing. ***The administration reserves the right to determine appropriateness of the attire and how best to remedy it.*** There may be days during the year when students are allowed to dress in a crazy way (i.e. hat day, Wacky Tacky Day, crazy hair day, etc.) This "spirit attire" must receive prior approval by the Student Council and also have the principal's approval.

Seasonal Wear - Since students are outside every day throughout the school year, they should be prepared with proper clothing. During the winter months, gloves, hats and snow boots are essential. Please ensure that your child's full name is on every article he or she brings to school. This protects from loss and is a great help to the teacher. In case items are misplaced, please check the "lost and found" located in the multi-purpose room.

Footwear - Athletic footwear is required for Physical Education classes. Garmisch ES/MS, the KVD Gym, and the Mueller Fitness Center, used for physical education, require gym shoes with light colored soles. These shoes should not be worn to school, but should be reserved only as gym shoes. It is suggested that students leave their gym shoes at school.

EEO POLICY STATEMENT

Garmisch ES/MS is fully committed to, and in support of DoDEA Equal Employment Opportunity Policy. Equality of employment opportunities in Federal employment is a responsibility that I accept both in letter and in spirit, and I will ensure equality of opportunity and treatment in the working environment regardless of race, color, religion, sex, age, national origin or handicap.

EMERGENCY CONTACT

In the event of illness, accident or other emergency, it is necessary that the school be able to locate parents quickly. We will always attempt to locate a parent first. Please inform the school office of any change in your duty or home addresses or telephone numbers. If you do not have a home phone, please give the telephone number of a neighbor or friend who would be willing to contact you in case of an emergency.

EMERGENCY EVACUATION

Fire: In the event of fire, students will hear the prolonged ringing of the fire alarm or an emergency announcement over the intercom. Each class will quietly leave the building as a group, according to the fire evacuation plan. The group will remain together at a safe distance from the building. Fire drills may be conducted without previous warning to the students. Fire evacuation drills are conducted once each week during the first month of school and once each month thereafter. The Fire Marshall supervises fire evacuation drills.

Bomb Threat: In the event of a bomb threat, students will exit the building and go to a predetermined location away from the school campus until the building is cleared. Students will remain at this location until the military police have examined the building and given the "All Clear." Bomb emergency evacuation drills are held twice each year. All staff members are briefed on this procedure during orientation week.

Lockdown: In an emergency situation, teachers and students may implement a lockdown. This is when the class is held inside their room or a nearby room and “locked in” until the crisis passes. If this happens, no one will be dismissed until the appropriate authorities notify each teacher.

Security personnel, and Military Police supervise Bomb Threat and Lockdown drills.

GANG AWARENESS AND PREVENTION

Gang-like activities, such as vandalism and bullying are a community problem, a problem of the unit, the garrison, the parents, and the schools. DoDEA-Europe, as part of that community, will work with installation agencies and units to help ensure coordinated actions are in place.

Within DoDEA-Europe schools, vandalism, bullying or any other gang-like activities are not tolerated. Any form of initiation, assault, or bullying, may result in suspension for those participating. Military communities fully support our discipline actions.

Students that engage in or have association with acts of hazing on or off post are subject to disciplinary actions. Hazing is defined as, “any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, or holding office in an organization.”

Graffiti in any form will not be tolerated. A person or persons who, without the consent of the owner, utilizes aerosol paint or other permanent markers, or etching to intentionally or knowingly make markings, including inscriptions, slogans, drawings, or paintings will be suspended based upon the nature and severity of the offense.

School dress codes also prohibit wearing clothing that promote or advocate the use of drugs, violence, or other undesirable behaviors.

DoDEA-Europe promotes open and honest communications with parents should they have concerns regarding dress requirements. The primary consideration in making such decisions is concerns for the wellbeing and security of all students.

HEALTH SERVICES (DoDEA’s policy is on page 46)

Each classroom has a First-Aid Kit for minor injuries. In the event that your child is seriously injured or becomes ill at school, every effort will be made to contact a parent/guardian. **PLEASE KEEP THE SCHOOL INFORMED OF ALL CURRENT HOME AND DUTY PHONE NUMBERS.** If the parents/guardian cannot be reached, the Emergency Contact Person or the Sponsor’s Unit will be notified.

When should my child return to school after being ill? Call the nurse for guidance if needed.

- Temperature below 99.5° F for 24 hours, unaided by medication, after a temperature elevation of 100° F or greater.
- No nausea, vomiting, or diarrhea in 24 hours.
- Strep throat: Antibiotics for 24 hours before readmission to school. No fever for 24 hours.

- Chicken Pox (Varicella): lesions crusted and dry, at least 5-7 days from onset. See nurse.
- Lice: treatment initiated (child must see nurse before re-admission to school).
- Impetigo: covered and under medical provider's care, note required.
- Scabies: 8 hours after first prescribed treatment, note required.
- Conjunctivitis: treated for 24 hours, OR signs of infection have cleared, OR doctor's note.
- Ringworm (Tinea): covered, under medical provider's care, note required.
- Any illness or condition that prevents a child from fully participating in school activities, such as constant cough, severe cold or flu symptoms, listlessness, irritability, excessive crying or behavioral changes should be resolved before the child returns to school.

Please alert the school nurse if your child has been treated for any of the above conditions (except cold or flu). If you are uncertain as to the health status of your child, please make an appointment with your child's Primary Healthcare Provider for an evaluation.

Should your child need **medications** (prescription and/or over-the-counter) during the school day a specific form *must* be completed by the prescribing physician and the child's parent/guardian. The medication must be in the original container, properly labeled by the pharmacy or physician.

All medications will remain at the school for the duration of the prescription. Any changes in the medication, dosage or frequency will necessitate **a new form and a new-labeled container.**

Medications for acute illness (such as bacterial infections) are usually prescribed three times a day and may be administered by the parent before school, after school, and before bedtime.

Special Health Considerations - If a child has a health problem, e.g. diabetes, epilepsy, hearing condition, allergies-necessitating emergency Epinephrine administration or is on daily medication for any reason, school personnel must be informed.

School Health Program - The primary responsibility for the health of the school age child rests with the parents/guardians of the child. The school health program is designed to strengthen the educational process through health supervision and health education of the students. The school health program consists of three components:

1. Health education
2. Health services
3. Environmental health and safety

The school nurse serves as a health consultant and health appraiser. She assists parents in finding help for their child. She helps integrate health services and instruction into the curriculum, and is a resource person for the teachers. She serves as a liaison between the community, the school, the medical offices and the parents. In addition, she maintains up-to-date information in the student's school health record and supplies health information as needed.

Several routine screening programs are conducted during the school year. The screenings include: hearing, vision, height and weight (to include BMI-Body Mass Index).

HOMEWORK POLICY

Philosophy: Effective education depends on the combined effort of the student, the school, the family and the community. Homework is one of the tools used by teachers in the educational evaluation process. We believe “Teamwork Helps All Kids Succeed.” In general, homework time guidelines by grade per day are recommended (not including reading with your child or having your child read independently):

K-1	10 minutes
2	20 minutes
3	30 minutes
4	40 minutes
5	50 minutes
6-8	60 – 80 minutes

Definition: Homework is an activity to be completed outside of the school day to reinforce classroom instruction and provide curriculum enrichment.

Types of Homework:

- Preparation for test or future classes
- Extension of objectives
- Creative enrichment of objectives

Purpose of Homework:

- To reinforce and maintain skills and knowledge.
- To increase speed and mastery of skills.
- To increase personal life skills such as responsibility & decision making.
- To encourage parent involvement in the learning process.

HOMEWORK RESPONSIBILITIES

Teacher:

1. Communicate to students and parents the homework expectations and guidelines, including purpose, types, time allotments and the degree that the homework affects the grading procedures.
2. Select and assign homework in accordance with school policy and curricular objectives.
3. Explain each homework assignment, exactly what is required and the due date.
4. Evaluate, grade and return homework assignments to students when appropriate.

Students:

1. Understand the homework assignment, including what is required and the due date. Ask questions for clarification as required.
2. Take home materials needed for the assignment.
3. Complete and return the assignment to the teacher, when and as required.

Parents:

1. Provide student with a time, place and materials needed for completion of homework.
2. Encourage, praise, and require that students complete homework as assigned.
3. Assist and guide student as appropriate.

4. Communicate with teacher when problems and concerns arise regarding homework.

Administration:

1. Publish and distribute the school's homework policy to parents, teachers and students.
2. Review homework policy with staff members

INCLEMENT WEATHER – SCHOOL DELAYS AND CLOSURES

There is always a chance that we may need to delay, cancel or close school early due to severe weather conditions in the Garmisch area. Parents should be constantly alert to this possibility throughout the winter months. Therefore, when conditions are severe, we urge you check one of the sources for school closure updates starting at 06:00 each day in case of delay or cancellation and then throughout the day for early closing of school announcements. We strongly recommend that parents formulate a winter emergency plan so their children know exactly what to do and where to go when released from school early due to severe weather conditions. Perhaps it would be wise to enlist the aid of neighbors and provide an emergency contact to each teacher.

Sources of Communication for School Closures and Delays - Parents are advised that we will not notify families personally of school start delays or closures. Announcements of "no school," "early dismissal" or "delayed start" are announced on

- Radio: FM 90.3, AM 1107 or AM 1485
- Garmisch MP Road Condition Hotline: Civ - 08821-750-3300, DSN 440-3300. (Updated at 04:00 AM, if conditions have changed)
- Garmisch Facebook: <https://www.facebook.com/GarmischCS>
- Garmisch Homepage: <http://www.dodea.edu/GarmischEMS/index.cfm>

When AFN, the Road Condition Hotline, or website announces that our school has a delayed start or closure, students are NOT to come to school until the notified time and/or date to return. No one will be here to supervise the children. When the school is delayed in opening, the staff will also be delayed in arriving at school. Students transported by parents, or students walking, need to remain at home until the appropriate time for school to start. Bus pick-up will also be delayed the same amount of time as is designated in delay announcement.

LEAVING DURING THE SCHOOL DAY

Parents or an adult, designated in writing, will sign students out of school at the office when they come to pick them up during the school day. If a student brings a note from a parent to walk, the note must specify they are to walk, and the student must clear with the office first.

LOST AND FOUND

It is recommended that all pieces of outer clothing, lunch boxes and school supplies be clearly marked with your child's name so they can be easily identified. Lost items, other than valuables, will be put in the lost and found area that is located by the coat rack in the multi-purpose room. If the items are not claimed, within a reasonable period of time, (usually at the semester change)

they will be taken to a clothing bin for disposal. Valuables will be kept in the office and will have to be identified there. Parents are encouraged to check the Lost and Found regularly.

LUNCH ROOM POLICY

We do not have a cafeteria/hot lunch program. Students who ride the bus to school eat lunch at school, and students who live on base may choose to eat lunch at school or go home for lunch if they are in middle school. Students may bring a lunch to school, or parents may also opt to bring a lunch to their student(s) from a local restaurant. Microwaves are available if students need to heat an item for their lunch. Lunchroom monitors will assist younger children with microwave use. If students opt to go home for lunch, they must sign out of the building so that we may account for them.

MESSAGES AND TELEPHONE USAGE

Students should not make a habit of calling home for forgotten homework, lunches, money, or other matters. School phones are primarily for official business and emergencies ONLY. Parents should clearly communicate with their child(ren) afterschool plans and destinations so that the office staff is not inundated with messages to deliver to students during the school day.

MONEY AND VALUABLES

Do not send money or any valuable item to school with your child. The school cannot accept responsibility for money or valuables sent to school with your child. Exceptions include fees or items for school-sponsored functions. We discourage children from bringing money or valuable items to school such as trading cards, iPods, cell phones, cameras, sentimental items, etc. The school cannot be responsible for the security of these items. Electronic games, phones iPods, etc. that are seen will be confiscated and parents may retrieve these items from the principal.

PARENT TEACHER ASSOCIATION

The Parent Teacher Association (PTA) has long been an important agency for American education. It has an equally important role in our school. This is your organization; we hope you will support it, join it, and participate in all of their activities.

PARENT-STUDENT LED CONFERENCES

Conferences are encouraged and should be held any time that the teacher or parent(s) feels there is a need. A conference day is scheduled at the end of the first three grading periods during the year. The first quarter conference (usually in November) will consist of the parent and student where the student will help lead the conference with support by the teacher. The focus is on student led conferencing where the student takes ownership of their own learning and shares where they are and where they need to be in their academic courses. The second and third quarter conferences will be student led conferences.

PETS

Pets of any kind will not be permitted on the school premises unless prior arrangements have been made with the classroom teacher and principal.

PLAYGROUND SAFETY

- 1. HAVE FUN**
- 2. BE SAFE**
- 3. BE KIND**

Balls – Certain ball games may be allowed. Basketballs and footballs (American) may be brought to school only if prior approval has been given by the recess monitor and are to be used only during recess (not before or after school).

Swings - Keep out of the way when another student is swinging. Do not stand on seats, twist, climb on or jump out of the swing.

Slides - Use the steps to the slides. Come down one at a time. Sit and come down feet first. Don't walk up the slide.

Throwing Objects - Please review with your child the danger of throwing objects such as sticks, rocks, snowballs, etc. Throwing any dangerous object, to *include snowballs* may result in suspension from school.

Care must be exercised at all times in using all playground equipment in order to prevent personal injuries and prevent damage to the equipment. The solution to acceptable conduct on the playground is to respect the rights of others and to use the equipment appropriately.

REGISTRATION INFORMATION

Entrance requirements are standard in all the Department of Defense Dependents Schools (DoDEA). Waivers or exceptions to requirements cannot be given.

To enroll in Kindergarten, a child must be five years old by September 1st of the year enrolled. A birth certificate or other legal evidence of date of birth is required if the child did not attend kindergarten in this school.

Students transferring from another school need a transfer card or report card from the previous school attended.

Required Documents for Registering Students:

- Copy of the sponsor's current orders indicating the command sponsorship of the student or DSE Form 601 or Extension Orders (Military)
- Copy of the sponsor's current orders or DSE 602 (Regular Civilian or TP Employee)
- Social Security/Deers Number of Student
- Shot Record [showing full MMR, OPV or IPV (Polio Vaccine), DTP, HepB, and Varicella];
- Kindergarten and Grade 1 Registration – Birth Certificate/Passport

Online Registration - Registering students online allows parents/guardians the opportunity to complete the required documents from home. Note: please print all of the documents and bring them to the school with you to complete the registration process.

REMAINING INSIDE

Children are expected to go outside for planned activities including recess. Fresh air and vigorous play have health promoting qualities. Should a parent request a child to remain inside for health reasons, the parent is expected to present to the school a statement from the child's doctor stating:

- a) that the child has a certain health problem.
- b) that the child should remain inside.
- c) the length of time that this should be in effect. A conference will then be held with the principal to determine how supervision will be handled during this period of time.

REPORT CARDS

Report cards (Progress Reports) are issued four times during the school year. The report card used by DoDEA may be very different from the one you are accustomed to from your last school. Do not hesitate to ask for a conference with your child's teacher(s) should you have any questions pertaining to the report card. Student progress will be reported at the mid-point of each marking period, and progress for students in grades 5-8 may also be monitored by parents through an online service called GradeSpeed.

Kindergarten and first grades have parent conferences in lieu of issuing marks for the first grading period. DoDEA-Europe has a report card for kindergarten, first, second and third grades which uses codes. Other grades hold parent conferences and regular grading marks are given. Students must be in attendance for at least 20 days in any quarter in order to receive grades.

Grading System

Kindergarten through Third Grades

The Progress Report is developmental in nature and encompasses a wide range of skill levels. Students will move through a continuum of skills at his/her own rate. For example, some students may acquire a skill in Kindergarten while other students may not acquire that same skill until first grade. In Kindergarten through 3rd grade, the following codes are used:

CD Consistently Displayed – student Consistently displays skill in this area.

P Developing/Progressing – student is Progressing or Developing the skill in this area.

N Not Yet Evident – This student needs More Developmental Growth in this area.

X Not Addressed – This area has not been addressed at this time.

Life Skills, Social Development, Special subjects, and all sub-content areas will be marked with:

P Participates

- + Shows Strength
- / More Effort Needed

Grades 4-8

Fourth and Eighth grades will use the following DoDEA required evaluation codes on the quarterly progress reports in Language Arts, Reading, Math, Social Studies, Science and Health:

- A 90-100%
- B 80-90%
- C 70-80%
- D 60-69%
- F below – 59%

Report cards will be issued to students following the end of each nine-week marking period (check the school calendar at the front of this handbook for the dates on which each marking period ends). These reports will be sent home with the students except at the end of the first marking period when they will be given to parents at a prescheduled parent/teacher conference.

SCHOOL ADVISORY COMMITTEE

The School Advisory Committee (SAC) goal is to ensure that faculty, parents, and students, as well as the community at large, have a forum in which to voice concerns, and contribute to the decision-making process of their school. The SAC is made up of an equal number of parents and teachers. Members are elected for a two-year term. Faculty, parents, and students are invited to the general meetings. Meetings will be announced in the Daily Bulletin, sent home electronically and daily to parents, faculty, and command. For any additional information, contact Ms. Jeni Peterson, chairperson. Most parents of GEMS students are eligible to run for election and to vote for representatives to the SAC. Every US citizen parent or teacher of a GEMS student is welcome. One does not need to be a committee member to attend meetings. Parents are encouraged to submit items for discussion, and should submit two weeks prior to a meeting.

SNOW RULES

Snow is beautiful, yet it can be dangerous. Please follow the following rules when there's snow at school:

- Leave it on the ground.
- Snow is not to be in students' hands, unless they are doing something on the ground like building a snowman or a snow sculpture. They may make angels in the snow if the snow is not too wet and therefore it would make them too wet. **STUDENTS ARE NOT ALLOWED TO HOLD OR THROW SNOWBALLS.**
- Students should take small steps on ice and snow to avoid falling.
- They should never run or slide near a road or traffic. Also they may never make an ice slide

- at school.
- Eating snow should also be avoided. No one ever knows what kind of dirt is in the snow.

These rules apply wherever there is snow or ice, especially at school, on the bus, and at the bus stop.

SPECIAL EDUCATION RESOURCES

DoDEA must follow the spirit and concept of Public Law 94-142. To help schools provide the new responsibilities for educating handicapped children, the Bavaria District Superintendent's Office has a Special Education Coordinator. The Coordinator has "on call" specialists who can give other kinds of help and service to schools. These specialists assist school personnel, who make up a Child Study Committee, in assessing the needs of handicapped students ages 3 - 21. The assessment may lead to the development of an Individualized Educational Program (IEP) for the student. The IEP is a plan for the academic, social, and physical development of the pupil. EDIS, Educational and Developmental Intervention Services (located in Grafenwoehr for the Garmisch community), provides medical and related services, if necessary. Parents can independently refer their children to EDIS by calling them for an appointment. (Tel. DSN: 476-3221)

STUDY TRIPS

During the school year all students will be given the opportunity to go on study trips with their classes. Permission slips will be sent home with the children prior to departing on these trips. Failure to return signed permission slips will mean that a child will be unable to go on a trip with the class. Trips are planned as part of our curriculum, so children miss out when they are denied permission for a study trip.

SUPERVISION OF STUDENTS

Children who walk to school **should not arrive at school prior to 07:50.** Bus students must stay on the school grounds from arrival until departure. If they wish to leave the school grounds, they must have a written note with a parent's signature for that day.

SUPPLIES

The school provides textbooks, workbooks, and other instructional supplies. The proper use and care of these items should be stressed to help the child develop a feeling of personal responsibility for books and supplies furnished for his or her use. Parents of students who lose or damage schoolbooks or other property will be held accountable for the loss or damage. Students are expected to supply paper, notebooks, pencils, crayons, and other small expendable items. Your child's teacher will give your child a list of supplies needed for his/her grade. For accountability purposes, students will be required to put their names in the front of their books.

TARDINESS

At 7:55 the bell rings to invite students to class. Classes begin at 8:00. Children who arrive late miss the teacher's instruction at the beginning of the lesson. They also disrupt the learning of other students who were on time. However, a child should not be kept home if he/she will probably be tardy. If a child is tardy, a signed note stating the time she/he left home is helpful in determining whether or not the child came directly to school. Tardiness due to transportation problems is excusable. Tardiness due to oversleeping, loitering and playing will not be excused. More than 4 tardies within a 9-week marking period may result in disciplinary action.

TEXTBOOKS

All required textbooks are supplied without charge. Students have the responsibility to care for their textbooks in a proper manner. Replacement of a lost/damaged book is the responsibility of the family. If texts or other monetary obligations incurred are not paid in a reasonable time after notification of the sponsor, a follow-up letter with a copy to the commander of the sponsor will be mailed requesting payment of the incurred debt. Students and parents also have the option of replacing the lost textbook or library book with a new replacement copy they purchase themselves.

VOLUNTEER PROGRAM

It is our belief that everyone involved in the school/community volunteer program will benefit the school, the teachers, and most importantly, the students. We appreciate the outstanding assistance that volunteers give to our school. All volunteers are required to sign in and out of school and wear a badge at all times. Each volunteer keeps track of his/her own volunteer hours. Please see the secretary for further details.

WITHDRAWAL FROM SCHOOL

When transferring to the United States or another overseas location, please notify the school as early as possible, but at a minimum, one school week prior to the withdrawal date. Early withdraw dates (also called *Acceleration Dates*) are usually 20 days before the end of the semester.

Students **MUST** be in school the full day on these dates to receive credit for the semester.

You may hand carry to the next school your child's report card, copies of the reading record, school health record, and additional information which will assist the receiving school in determining appropriate placement. A request for student records must be made at least a week prior to the child leaving school. Parents may pick up the records on the child's last day of school. All school property must be returned before a child is cleared.

When your child enrolls in a new school you should inform the school that official student cumulative records can be obtained from Garmisch EMS, Unit 24511, APO AE 09053, with

written approval by the parents. Upon receipt of the signed release form, we will send your child's school records to the requesting school within two working days.

WONDERFUL WEDNESDAY SKI PROGRAM

Wonderful Wednesday is a ski program that is offered for Garmisch ES/MS students in grades K-8. The Wonderful Wednesday Program starts the first Wednesday after our Winter Break and lasts for eight weeks. The students will depart school at 12:45 hours and ski until 16:30 hrs. Skiers will be grouped by age and skiing ability. All skiing will take place within the Hausberg ski area. Garmisch Youth Sports runs the program and signups are done through them. They will provide the lessons and some transportation to run the program. Season passes are available at discounted prices. Parents and students will get a handout explaining all the details. The school and Youth Services will have a meeting sometime in November to cover all the details of this program and fees and to answer any questions.

SCHOOL CALENDAR

The most up to date school calendar can also be found on our school website:

<http://www.dodea.edu/GarmischEMS/index.cfm>

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

In accordance with the DoDDS-Europe Standard Operating Procedure (SOP) for Responding to Threats of Suicide and/or Violence, a clear protocol has been established for School Administrators, School Psychologists, School Counselors, and School Nurses. In caring for the mental, emotional, psychological, and physical well-being of students and employees, school crisis screening personnel complete a threat screening upon notification that a student has made statements or engaged in actions which may indicate a threat of self-harm and/or harm to others. All findings and recommendations are reported to the school administrator. In all cases, regardless of the level of threat determined by the screening, parents are directly notified of the concern. Results of some screenings may result in law enforcement involvement and/or transportation to Emergency service.

COMPLETING RISK SCREENINGS WITHOUT PARENT PERMISSION SUPPORTING DODEA DOCUMENTATION

Crisis Management Guide, p. 50:

Each identified student should be contacted sensitively and privately by a school staff member to assess his/her current state, let the student know someone cares, and offer individual counseling or support at any point in the day and days that follow. If serious cause for concern is detected, the student's parents may be notified to insure their support. In certain instances the at-risk student's closest friend or friends may be notified for the same reason.

School Counselor's Manual 2946.2, p. 6:

It is required that parents should be made aware of the general purpose of school counseling services and should provide written permission for their child to participate. Parent permission is not necessary for crisis intervention counseling or for a self-referral resulting in an initial intake session or sessions. The school counselor must also consider the welfare of the child in providing emergency mental health services.

School Psychologist Manual, p. 6:

Crisis intervention services, to include working with Crisis Management Teams to provide assistance to students, staff, and parents who are experiencing distress related to events such as deployment, trauma, divorce, disaster, violence or death.

School Psychologist Manual, p.7:

Individual counseling is an important and effective technique that has been recognized by school psychologists for many years. While both school counselors and school psychologists facilitate human growth and development, a school counselor primarily works with the normal developmental stages in children and adolescents. School psychologists are involved when abnormal patterns of behaviors are exhibited. A school psychologist's training in psychopathology allows for a more intense level of involvement.

School psychologists have been trained in individual counseling techniques and in many instances individual counseling is the intervention of choice. School psychologists provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization. When the school psychologist determines that ongoing individual counseling requires more than a few sessions, parent awareness and permission is required. It is always best practice to include parent involvement as soon as possible. The school psychologist must also consider the welfare of the child in providing emergency mental health services.

School Psychologist Manual, p. 17:

There is an increasing need for effective crisis intervention services in schools. The DoDEA school psychologist may be one of the primary contact persons to whom administrators, teachers or parents can bring their concerns regarding students in crisis. The school psychologist plays an integral role in crisis management and in some cases may coordinate crisis intervention teams.

DoDEA School Rules, Regulations and Procedures

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

Graduation Requirements (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements ad Policy,” September 5, 2004)

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

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

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

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

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits

AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

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

[Transferring Course Credits to a DoDEA School \(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004\)](#)

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

Home-School Students

DoDEA recognizes that home-schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependents. Home-school students who are eligible to enroll in a DoDEA-Europe and DoDEA-Pacific and DoDEA-Americas students on a tuition-free basis are eligible to utilize DoDEA auxiliary services without being required either to 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 walk to participate in a DoDEA commencement ceremony.

[Student Grade-Level Placement \(DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004\)](#)

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of the [DoDEA Regulation 2000.3](#), “Student Grade Level Placement,” March 26, 2004. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten. An otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Kindergarten is not a prerequisite to grade 1 entry. Placement in grades 2 through 8 is predicated upon successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through 8.

Grade-level status (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 the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. 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.

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.

Grading and Grading System

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 child 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 through 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 (10) 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](#) for instructions.

Progress Reports/Report Cards (DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995)

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. 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. In case of students whose performance does

not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [Web site](#) for further instruction based on your situation or discuss with the counseling department at your student's school.

System-wide Assessment Program (DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010. 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.

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
- 2) Be one of several criteria used for making major decisions about student performance/achievement; and
- 3) Align to clearly defined standards and objectives within the content domain being tested.

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

Scholastic Integrity

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

Student Attendance (DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended)

In accordance with the policy stated in the DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended, school attendance is mandatory. All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction, successfully

meet academic standards, and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, the school personnel, and in some cases the Command. Students with excessive school absences shall be monitored by the Student Support Team to assist them in the completion of all required work and successful mastery of course objectives.

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

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

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

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

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

[Accelerated Withdrawal \(DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2014\)](#)

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

Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

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

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families.

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

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

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

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

[Student Discipline \(DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012\)](#)

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 in the DoDEA Administrative Instruction 2051.02, [“Student Rights and Responsibilities,” April 17, 2012.](#) It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 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 as 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).

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

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

Student Dress Code ([DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities," April 17, 2012](#))

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

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

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

Students shall:

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

Interscholastic Athletics

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

Education Student Services

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student's school.

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

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

Disability Services ([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 & DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001](#))

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 Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In

accordance with Section 5 in the DoDEA Regulation 2500.10, [“Special Education Dispute Management System,” August 28, 2001](#) either the parent or the school may request mediation to resolve a disagreement concerning a child’s individualized education program, including the delivery of medically related services.

English for Speakers of Other Languages (ESOL)/Language Services (DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007)

An English language learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007, DoDEA’s ESOL Program is a language acquisition program designed to teach ELLs social and academic skills as well as the cultural aspects of the ELLs to succeed in an academic environment. It involves teaching, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels with little or no use of the native language. ESOL instruction is in English and can be provided in a variety of settings and program configurations. The amount of instruction given will vary according to the student’s needs and classification. ELLs are involved in mainstream classes during the day.

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

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

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

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

School Psychology (DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004)

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

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

School Health Services (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

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

The school nurse shall take the following measures:

- 1) Ensure appropriate care of students concerning necessary medical attention;
- 2) Contact sponsors and/or family members concerning a student’s medical concern; and

- 3) Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.

All measures taken will be documented on accident form DS 4801.

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

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

The following documents are necessary to complete the registration process:

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

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

Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum

At the time of enrollment, documentation of a student’s immunizations is required. Acceptable forms of official proof of immunization status may include, but are not limited to:

- Yellow international immunization records,
- State agency-generated immunization certificates,
- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit

http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Access to School Facilities

Schools shall allow equal access to school facilities being used for student sponsored non-curriculum related activities, if a school allows any such group access to its facilities.

Computer Access/Internet Policy/Electronic Devices (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, which contains the "Use of DoDEA Internet and Use of Information Technology Resources," before he or she is assigned a user account. In accordance with Enclosure 4 in the DoDEA Administrative Instruction 6600.01, "Computer Access and Internet Policy," February 16, 2010, the following are required of all students:

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

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

Visitors and Volunteers (DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006)

For safety reasons, all visitors and volunteers must report to the school front office immediately upon entering the school. A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

Child Abuse and Neglect (DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998)

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, “Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect,” January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

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

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

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

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

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

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

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one’s ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities,

both on and off school premises, such as interfering with a student's schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one's physical or psychological well-being.

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

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

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

Parent/Student/Teacher Communication

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

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs (DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160)

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts.

When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

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

School personnel will administer first aid 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. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if

necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

Treatment decisions will be made exclusively by a 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.

Emergency Notification Procedures (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

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

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

Student Illness

While the education of your child is important, there are certain medical illnesses that require for your child to either be sent home or remain home from school. These are as follows:

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child'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; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of

infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.

- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus [“MRSA”] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated. Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services [Web site](#) for further instruction based on your situation or discuss with an administrator at your student’s school.

Medical Care for Overseas Non-DoD Dependents

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

Incident Reporting/Accident-Injury

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

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

Safety and Security ([DoDEA Administrative Instruction 6055.01, “DoDEA Safety Program,” November 17, 2017](#))

Emergency Procedures

Please see page 18 of this Document.

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. Please see Page 22 of this document

Transportation

Please see Page 10 of this Document

Student Meals

Garmisch EMS does not have a kitchen facility and our students are all required to bring their own lunch. Microwaves are in the multi-purpose room to heat lunches for students.

School Trips

Please see Page 27 of this document.

Parent Advocacy

Please see Page 26 regarding our School Advisory Committee (SAC). The principal has an open door policy and invites anyone to stop in for any reason.

Roles of Staff Members

**GARMISCH ELEMENTARY MIDDLE SCHOOL
STAFF ROSTER
SY 2018-19**

No.	Name	Title
1.	Andrae, Elisabeth	Host Nation Teacher
2.	Bostic, Mickey	Education Aide
3.	Breen, Cathryn	SPED/Education Aide
4.	Brewer, Martin	Transportation Officer
5.	Cox, Amy	School Nurse
6.	Vacant as of 20 Aug 18	Kindergarten Education Aide
7.	Hadrava, Clyde	Principal
8.	Harrison, Mark	MS Social Studies/8 th Grade Homeroom Teacher
9.	Harrold, Deborah	Special Education Teacher
10.	Holtz, Michael	Supply Tech.
11.	Hummer, Dorothy	4 th /5 th Grade Teacher/Art
12.	Keely, Phyllis	2 nd /3 rd Grade Teacher
13.	Lonkhurst, Shanda	2 nd /3 rd Grade Teacher
14.	McClain, Terrance "Terry"	Teacher Union Rep.
15.	Mitchell, Mary "Shelley"	4 th /5 th Grade Teacher/PE
16.	Morgan, Bill	Educational Technologist/MS Math Teacher
17.	Stangl, Rita	MS Language Arts/7 th Grade Homeroom Teacher

18.	Weddle, Eric	Librarian/Music Teacher
19.	Wehrle, Katherine	MS Science & German/6 th Grade Homeroom Teacher
20.	Welsh, Madeleine	Secretary/Registrar
21.	Young, Debby	4 th /5 th Grade Teacher/School Counselor
22.	Zellers, Natalie	1 st Grade/Kindergarten Teacher

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 a great way to discuss how parents and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling. Please see page 23 of this document.

Town Halls

The Army Garrison holds monthly meetings at the Peter Burke Center call the Community Leaders Information Forum (CLIF). The principal attends these meetings which are for the community. The principal wishes any parent to stop by any time to have a conversation. He has an open door policy and wants to hear input.

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

This is one way for parents to get involved in their child's education. Please consult your child's school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA-Pacific) or School Board meetings (DoDEA-Americas).

Role of Social Media

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

Noncustodial Parent Rights

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

