

Spangdahlem Elementary School

Parent-Student Handbook
2012-2013



**52 MSG/CCSE-S
Unit 3640 P.O. Box 50
APO, AE 09126-4050**

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DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE DISTRICT SUPERINTENDENT
KAISERSLAUTERN DISTRICT
UNIT 3405
APO AE 09021



22 August 2012

I am delighted to welcome you to the Kaiserslautern District for School Year 2012-2013! Our district is committed to providing every possible opportunity for your child to be successful, armed with the skills critical to living and working productively in our 21st Century society.

Research clearly indicates that when parents take an active role in the education of their children, student achievement increases. Toward that end, I want to share the Kaiserslautern District Vision with you, and invite you to become part of our vision.

First, we are Standards Based: This means that the DoDEA standards and 21st Century skills are the basis for prioritizing what we teach and how we teach. Second, we are Data Driven: All assessment data, to include grades, attendance, and performance on a variety of assessments, as well as the “soft” data, to include issues children are dealing with such as deployments and PCS moves, must be addressed in order to maximize student learning.

Third, and most important, we are Student Focused: We are committed to knowing and understanding every child’s uniqueness. This means that we are dealing with the “heart and the head” of every child, ensuring their needs are addressed, and expecting and working toward every student’s maximum potential.

Fourth, Highest Student Achievement for all students: All means each and every child that comes through the doors of our classrooms. We are committed to doing everything in our power to help every single child be successful. In order to do this most effectively, we need your help and involvement.

I invite you to join the teachers, administrators, support staff, and district office personnel in forging a strong collaboration based on our vision. We welcome you and hope that you will get involved in every aspect of our school program. There is no question that when all members of the school community commit to an open, honest, and ongoing dialogue, our students will be the winners.

We look forward to working in partnership with you to ensure a top-notch educational program for your child this year.

Dr. Dell McMullen
Kaiserslautern District Superintendent



**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE PRINCIPAL
SPANGDAHLEM ELEMENTARY SCHOOL
52 SPTG/CCSE-S
UNIT 3640 BOX 50
APO AE 09126-4050**




We extend a truly heart-felt Spangdahlem Elementary School “*Welcome!*” to your student and your family – both to returning families and to families who are new to our community. We invite you to be our partners in the education of your child and to support your child’s education. It is our belief that as long as the school and home work together, we will be able to provide a quality educational experience for every child.

The staff has a reputation of working hard to build positive, productive relationships between the school and the home. Such relationships evolve out of strong two-way communication, with mutual trust and respect between both parties. Communication between parents and teachers is critical to making a working educational team. We ask that you always talk directly to your child’s teachers and express any compliments, comments, or concerns you may have to them. Your child’s classroom teacher is the person most qualified to share day-to-day observations of your child’s progress in school.

This student/parent handbook is for your family’s use all during the school year. While it certainly is not all-inclusive, the information in it will be beneficial to you. We publish updates and clarifications in weekly newsletters sent to you by email. Families new to the community or families having trouble with internet access can pick-up a copy of newsletters at the office. Please help your student understand the rules, routines and expectations of the school community. We ask that you, the parent, review the entire document with your child. Parts of the handbook are more applicable for immediate student reference, whereas others are more applicable to you.

Spangdahlem Elementary School is a child-centered school with the very important mission of preparing all students for success in a global environment. You can help to make a good school better, and support your SES student’s success, by becoming actively involved in your community school. Some wonderful ways of becoming involved in your child’s education are by volunteering in the classroom, joining the Parent Teacher Student Association (PTSA), being active as members of the School Improvement Leadership Team (SILT), attending School Advisory Committee (SAC) meetings, and joining the schools at School Board meetings. Regardless of the method you choose to be involved in your child’s school, what is important is involvement. Your child and your school need you.


Richard R. Alix
Principal

David Eldredge
Assistant Principal

Kaiserslautern District Mission Statement:

Standards Based – DATA Driven – Student Focused for Highest Student Achievement for ALL Students!

Spangdahlem Elementary School’s Mission Statement

To Provide an Exemplary Education
that Inspires and Prepares
All DoDEA Students
for Success in a Dynamic, Global Environment.

Spangdahlem Elementary School Mission (Kids-Speak)

At our school we:
Learn Actively!
Keep Learning!
Share What we Learn!

Spangdahlem Elementary School Belief Statements

- All students can learn, provided they have appropriate, challenging and varied curricular opportunities.
- Students will be provided with tools and instruction to ensure they will be successful in various areas of life.
- Students will be provided with access to technology in an attempt to provide skills for the future.
- Adults will give positive reinforcement aimed at helping students develop appropriate behavior, learn problem-solving techniques, and demonstrate respect for others.
- Staff, community and parents will support students educationally and emotionally.
- Faculty members will encourage quality communication with school, home, and community to help students succeed.
- We seek to operate and maintain a safe school environment that is conducive to learning for all.

Student Rights & Responsibilities

Students have the responsibility to conduct themselves in a manner that does not violate the rights of others and share the responsibility of developing a climate that is conducive to productive learning.

Students and parents must be responsible for class attendance, for maintaining property, for properly caring for textbooks and other equipment issued by the school, for obeying school rules, and for accepting just and appropriate consequences of responsibilities not fulfilled.

School Improvement Plan

GOAL 1:

All students will increase their literacy skills across the curriculum.

Essence Statement: Literacy skills are defined at Spangdahlem Elementary School as using reading strategies.

GOAL 2:

All students will increase their performance on problem-solving and critical thinking skills across the curriculum.

Essence Statement: Critical thinking skills are defined at Spangdahlem Elementary School as modeling problems and explaining situations and solutions.

Daily Instructional Schedule

Students are to arrive on school grounds **no earlier than 0745**~supervision is not available prior to this time *or* immediately following classes at 1415 hours. Students enter the classroom when the first bell rings, which give them a few minutes to be settled.

- 0750 First Bell Rings~ Students begin entering building
- 0800 Instructional day begins
- 1400 Instructional day ends for Sure Start
- 1415 Instructional day ends for K-4
- 1430 Buses depart school grounds



Tardy Procedures

Students who arrive after 8:00 AM are tardy. **When a child is tardy, the parent is required to sign the student in to school.** Please accompany your child to the office where your child will receive a late slip, admitting him/her to class.



Attendance and Absence Procedures

Current research indicates that consistent, daily attendance has been identified as one of the most significant factors contributing to students' success in school.

Parents **must notify the school office by 10:00 am**, either by telephone, e-mail, or note any time a student is absent. The school nurse will make checks on students who are frequently absent or who are absent for extended periods. Students who are absent due to a contagious condition should report the illness to the school nurse so that precautions can be taken in the classroom.

The school staff maintains accurate attendance (excused and unexcused) records. These records may be used by the school administration to notify parents when excessive or unexcused absences occur.

Excused Absences (DoDEA Regulation 2095.01) August 26, 2011

3. Requests for Student Absence.

- School administrators must consider the following factors prior to approving an absence.
- The student is in good academic standing.
- The student has a record of consistent school attendance during the current school year.

- Review of the impact previous extended absences from school have had on the student’s educational program during the current school year.
- Administration shall confirm with the parent or sponsor’s Command, if dates of any extended absence are mandatory or discretionary.

4. Excused Absence

- a. The parent or sponsor should attempt to schedule appointments before or after the school day to minimize disruption of the educational environment.
- b. DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a School Educational Monitoring Plan to be completed during absence when appropriate.

Personal illness.

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

5. Unexcused Absence

- Absence from school or a class without written verification from a parent or sponsor will be unexcused.
- The parent or sponsor will be notified by the administration, or designee, each time a student is “absent unexcused” from school.
- School personnel will work collaboratively with the student’s parent or sponsor to identify the reason(s) for the truancy and in assisting the parent or sponsors whenever possible.
- Unexcused absences may result in disciplinary actions (i.e., detention, in-school suspension, and expulsion), along with loss of credit, if the student does not comply with the intervention plan, provided by the school.

6. Consequences Regarding Unexcused Absences. Unexcused absences may result in school disciplinary actions pursuant to Reference (a) (i.e, detention, in-school suspension, and expulsion).

7. Excessive School Absence

Students who are not physically present in school because they are hospitalized, or otherwise receiving homebound services, are excluded from identification of excessive school absence. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year.

- After 5 cumulative absences (excused or unexcused) in a semester, the school administrator shall review the student’s academic performance, the reasons for the absences, and determine the impact of repeated absences on the student’s academic and social emotional progress. Consideration shall be made for the student’s unique circumstances to include illness, participation in extracurricular activities, or extended leave. If appropriate, a referral shall be made to the SST, an intervention plan may be developed by the SST to support the student’s advancement for the current school-year (elementary and middle school) or, successful completion of course credit (secondary).
- If appropriate, after 7 cumulative absences (excused or unexcused) in a semester, the SST is convened to review the student’s academic and social emotional progress and if appropriate, develop or revise the intervention plan. When appropriate, the principal shall request command assistance to ensure the appropriate action or services are implemented to improve school attendance.

8. Monitoring Student Attendance.

- a. This attendance policy 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.
- b. Students identified as AT-risk. Students who are identified by school administration or SST as at-risk for not fulfilling the grade or course standards, shall be monitored throughout the school-year and the SST reconvened as necessary, to consider the student’s unique circumstances and determine what additional educational supports are needed, such as:
 1. Meeting with parent or sponsor.
 2. Command assistance.
 3. Participation in make-up class(es).
 4. Participation in summer school course(s).
 5. Recommendations, which may include the establishment of an attendance plan for the following year, by the SST.
- c. Elementary and Middle School Students. The school administration shall meet with the parent or sponsor to discuss the student’s educational, social and emotional development during the current school-year and develop an educational plan that may include non-routine placement, in accordance with DoDEA Regulation 2000.03 (reference (e)). The grade level placement of students will be considered on an individual basis. Decisions will reflect the best interests of the student.

9. Tardy

- Late arrivals will be considered “tardy unexcused” unless the school receives written verification from the parent or sponsor consistent with the reason for excused absences.
- Students are expected to report to school each day on time and to report to all classes on time. Failure to do so constitutes tardiness.
- Students are responsible for making up all missed work when arriving late to class.
- Students missing less than ½ school day will be counted present, but will be marked “tardy excused,” or “tardy unexcused.”
- Excused Tardy. Conditions that constitute an excused absence also constitute excused tardy. (See section 4.b of DoDEA Reg. 2095.01 enclosure)
- Unexcused Tardy from school or a class without written verification from a parent or sponsor will be unexcused.
- Students leaving school grounds without prior written parent or sponsor permission.

Excessive Tardy

- School administration shall monitor daily attendance data to identify students who frequently arrive late to school. Appropriate interventions may be developed to improve on-time arrival to school, taking into consideration the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.
- After 5 cumulative tardies (excused or unexcused) in a semester, the administration shall meet with the student and their parent or sponsor to discuss the excessive tardiness and identify the extent to which the tardiness has impacted the student's academic and social-emotional progress. Consideration shall be made for the student's unique circumstances to include illness, extensive medical appointments or procedures, or family circumstances.
- As appropriate, the SST is responsible for developing an intervention plan to support the student's successful completion and advancement for the current school-year.

Appointments or Illness during the School Day

The administration and staff at SES are responsible for children once they arrive on the school grounds. Students are not allowed to depart the school grounds during the school day unless a parent or legal guardian accompanies them. Parents should make every effort to schedule medical and dental appointments after school hours. Should this not be possible, *please notify the classroom teacher or the office of the scheduled absence by no later than 10:00 am of any early dismissal or change in regular dismissal procedures.* This helps us keep classroom interruptions to a minimum during the school day. We appreciate your help with this!

Children departing school during the school day need to be signed out through the main office by a parent, legal guardian or an adult with parents' written consent. The children will be called to the office to meet the parents. Students returning to school prior to the end of the school day also need to check in at the main office prior to their return to their classroom. We encourage your support of our efforts to account for each of the more than 500 students that attend our school each day.

When a student is too ill to remain in school, the School Nurse will call the parent, guardian, or emergency contact to pick-up the student and bring him or her home until the child is once again healthy. With contagious illnesses, a physician's clearance may be needed for reentry. In general, a child must have a normal temperature, ~98.6° Fahrenheit, for 24 hours before returning to school.



**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE DIRECTOR, EUROPE
UNIT 29649 BOX 7000
APO AE 09096**

August 10, 2006

SUBJECT: Reporting Student Absence from School

Child advocacy and force protection concerns necessitate a standardized DoDDS Europe procedure for reporting student absence from school to parents when the absence is unplanned.

EUCOM has expressed a need for a standard reporting requirement on the part of parents to report student absence from school. EUCOM will be requiring parents or guardians to notify their child's school of absences or late arrivals and ensure current contact information is on file at their child's school at all times. If contact information is not found current/correct, schools will initiate contact through the chain-of-command. When the military chain-of-command is involved, commanders will execute appropriate counseling and/or disciplinary action. EUCOM expects the following standards to meet minimum notification requirements:

- a. Planned absences will be reported by the parents to the child's school no later than the day prior to the expected absence.
- b. Unplanned absences will be reported to the child's school within one hour of the start of school on the day of the absence.
- c. Late arrivals will be reported to the child's school within one hour of the start of school on the day of the tardiness.

In the event that a child does not have a planned absence from school and is reported by the classroom teacher to be absent, DoDDS-Europe will initiate the following procedures:

- a. By 10 AM of the day of the unplanned absence, the school will contact the parent to report the child's absence.
- b. If the school cannot contact the parent they should begin contacting all names on the contact list.
- c. If contact information is not current/correct, DoDDS-E will initiate contact through the chain of command.

The expectations in this memorandum apply to all parents and school personnel beginning school year 2006-2007. This guidance directly supports the education, safety and enforcement of student attendance by outlining the shared responsibility for parents and schools. The requirement to report absenteeism also reinforces sound force protection measures.



**HEADQUARTERS
UNITED STATES EUROPEAN COMMAND**
Office of the Chief of Staff
UNIT 30400
APO AE 09131

ECCS

24 Oct 2006

MEMORANDUM FOR

Commander, US Air Forces Europe, Unit 3050, Box 1, APO AE 09094-0501
Commander, US Army Europe, Unit 29351, APO AE 09014
Commander, US Naval Forces Europe, PSC 813, Box 1, FPO AE 09620
Commander, US Special Operations Command Europe, Unit 30400, APO AE 09131
Commander, US Marine Corps Forces Europe, Unit 30401, APO AE 09107-0401

SUBJECT: USEUCOM Policy Memorandum 06-03 (Absence Reporting for Department of Defense Dependents Schools-Europe Students)

1. Child advocacy and force protection concerns necessitate a standardized European Command (EUCOM) policy regarding absence reporting for all Department of Defense Dependents Schools-Europe (DoDDS-E) students.
2. EUCOM hereby requires parents or guardians to notify their child's DoDDS-E school of absences or late arrivals and ensure current contact information is on file at their child's school at all times. If contact information is found not current/correct, DoDDS-E will initiate contact through the chain-of-command. The following standards constitute minimum notification requirements:
 - a. A planned tardiness or absence will be reported to the child's school no later than the day prior to the expected tardiness or absence.
 - b. Unplanned absences will be reported to the child's school within one hour of the start of school on the day of absence.
 - c. Late arrivals will be reported to the child's school within one hour of the start of school on the day of tardiness. In accordance with DoDDS-E policy, any student arriving late by 15 minutes or more must be signed into the school office by the parent/guardian/pre-authorized personnel.
3. The provisions of this policy apply to all military and DoD civilian personnel with dependents attending DoDDS-Europe schools within the EUCOM AOR. This guidance directly supports the education, safety, and enforcement of student attendance by outlining parental, school, and command responsibilities. The requirement to report absenteeism also reinforces sound force protection measures.
4. All leaders in EUCOM share responsibility for ensuring procedures are in place to systematically safeguard our children.

A handwritten signature in black ink that reads "William D. Catto".

WILLIAM D. CATTO
Major General, USMC
Chief of Staff

Travel



Home leave and unique travel opportunities are part of being responsive to the military environment and living overseas. Family trips provide worthwhile learning experiences; however, school absences cause gaps in a child's academic skills.

Whenever possible, family trips should be planned for winter, spring or summer recesses. If students are taken out of school for extended periods, arrangements should be made with the teacher in advance. ***The vast majority of classroom instruction cannot be duplicated outside of the classroom as students learn collaboratively in hands-on activities and many of them are project based.*** Best practice for extended absences due to family trips include daily reading, daily journal writing, and practice of math facts. Take flash cards with you on your trip.



Curriculum and Instruction

Each subject in the curriculum of the Department of Defense Dependents Schools (DoDDS) is reviewed according to the Curriculum Development Plan at the Office of Dependents School level. This plan provides for review and revision of objectives and curriculum materials, selection of instructional materials and in-service training for teachers.

The curriculum includes instruction in mathematics, science, social studies, health, and language arts, which includes reading, writing, grammar, spelling and literature.

Textbooks, library books and supplementary instructional materials, which support these curricula, are selected by DoDDS curriculum committees comprised of teachers, administrators, and subject area specialists. The materials are the same as those used in schools throughout DoDDS and the United States. Some instructional materials, especially those for the Foreign Language/Intercultural Program, are purchased from local suppliers.

With the exception of the Host Nation/Intercultural teachers, who are German nationals, teachers must be American citizens and fully licensed educators. Teachers are recruited from the States, transferred from other DoDDS schools, or hired locally.

Assessments / Standardized Testing

DoDEA utilizes research-based assessment to monitor students' progress at all schools. Spangdahlem ES students in grades 3-4 participate in this testing program.

◆ Terra Nova 3rd Edition (Grades 3-11)

At SES, students in grades 3-4 take the test in March. The Terra Nova, Multiple Assessment 3rd Edition is norm-referenced assessment. **Norm-referenced tests, such as the *Terra Nova*, measure student performance compared to a larger group.** Our students are scored against a norm group who would have taken the test at the same time of the school year. Results are reported to the schools prior to the end of the school year.

RESOURCE PROGRAMS

In addition to regular classroom instruction, Spangdahlem Elementary School also offers students the following resource services:

Art

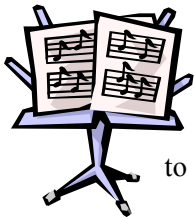
The art classes at Spangdahlem Elementary School are scheduled so that each student has a full and enriching art experience. Students meet for 45 minutes with the art teacher.

Art objectives are:

- To introduce art elements such as line, color, texture, shapes, balance and perspective.
- To teach students the art of seeing and to increase dexterity via drawing, painting, coloring and cutting.
- To introduce students to various styles of art through art history and experimentation.
- To encourage students to use their imagination while creating and to treat mistakes as creative challenges.



Music



Students at Spangdahlem Elementary are involved in a variety of instrumental and choral experiences including singing, dancing, note reading, composition and history of composers. Recorders are introduced to 3rd and 4th grade students in the spring. All students are exposed to instruments from the four families of instruments.

Foreign Language and Intercultural Education (Host Nation)

The Host Nation or German teacher provides regularly scheduled 45 minute instruction in German language and culture. During their Host Nation classes, the students are taught basic vocabulary skills appropriate to their grade levels, interests and learning style. Topics include songs, rhymes, games, greetings, terminology related to shopping, transportation, family, food, etc.

In addition to the language acquisition, the Host Nation program also provides the students with a cross-cultural education to help them understand the cultural and social environment of Germany. Throughout the year, the students learn about typical German customs and traditions. They are encouraged to go on study trips to Host Nation sites and to participate in special holiday celebrations such as lantern parades on Sankt Martin, Christmas markets, etc. Parents may read about German customs and holidays in the Parent Page throughout the year.



Physical Education



Physical Education services are provided for students in K-4th grades. Spangdahlem Elementary School recognizes the importance of fostering the four core concepts of physical education: 1-physical, 2- mental, 3-social, and 4-emotional. It is important to ensure all Spangdahlem Elementary students have the opportunity to be involved and learn the benefits of physical education as well as to instill life-long habits. Students are able to participate in a wide variety of activities that will help develop physical and health related skills. For the safety of the children, appropriate clothing is important. Acceptable footwear for physical education includes any footwear that is within the school dress code. Footwear must have a slip resistant sole and the shoes must be secured to the foot with a buckle, Velcro or laces. Footwear must be worn at all

times. Open-toed shoes or sandals, Wheelies (unless the “wheel” is removed), wedges, and high heels (over 1”) are not acceptable in the school or in PE, as they present safety hazards. Best practice is for children to bring athletic shoes to school. Please work with your child and your child’s teacher so that the days for PE are in “home” calendars. Please remind your child to bring athletic shoes to school. However, if that is not possible, please see that your child’s shoes comply with the policy for the school.

Gifted Education

Gifted Education in DoDEA schools is guided by program standards that designate the level of performance all DoDEA school programs should achieve. DoDEA Gifted Education Standards guide school personnel in making decisions that support the continuous growth and development of gifted learners. Standards for the identification process can be found in the Identification Manual (Gifted Education Procedural Manual 2590.1). Standards for service delivery and curriculum and instruction are presented in this same manual with accompanying guidance for schools.

Students found eligible for gifted education services have demonstrated areas of unusual strength. Services are provided because the identified students have a documented need for changes in their instructional program so that they will learn new things at school every day. Differentiation of instruction provides academic challenges and social and emotional support to assure the continued growth and development of identified students.

Spangdahlem Elementary School determines the most effective ways to meet the needs of students identified for gifted education services. Selecting from a list of gifted education service options, the school considers their current educational resources and make choices based upon the anticipated needs of their gifted learners. No matter which choices for service delivery are made, the school has in place several different ways eligible students may receive support. Some students will require more intensive services than others will.

The Philosophy and Guiding Principles of our Gifted Education program are:

- Giftedness appears in many different forms in every cultural group at every level of society.
- Schools must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.
- Student identification should be based on multiple measures.
- Assessment of students should continue over time.
- Gifted students require differentiated learning experiences, K-12.
- Differentiation should occur along a continuum of curricular options, instructional approaches, and resource materials.
- Gifted students have unique patterns of social and emotional development.

For further information or if you think your child could benefit from a referral for Gifted Education services, please see the Gifted Education Resource Teacher or the School Counselor, Barbara Triplett.

Sure Start Program

The Sure Start Program is an early childhood program based on the well-established Head Start model. The program’s goals for children and their families include comprehensive services, parent involvement, family support, training, technical support, and a collaborative effort. Criteria for the program include low family income, English as a Second Language, single parent family, large family with children close in age, and/or parent without a high school diploma. The program serves four-year old children. Call DSN 452-6881/6170 for more information.

Case Study Committee

The Case Study Committee (CSC) meets as needed to discuss students who are referred for possible handicapping conditions, to plan and review Individualized Educational Programs (IEP) for identified special education students, and to assure compliance with DoD regulations. The committee is composed of an administrator, a chairperson, the student's teacher, parents, the student (when appropriate), and appropriate resource personnel.

Child Find

Child Find is a DoDDS program that actively seeks to locate and identify children and youth from birth through 21 years of age, who may have developmental delays or educational disabilities and may need special education and related services. Child Find activities, when conducted in the school, may include teacher observations, and conferences to discuss your child's strengths and needs. These activities may lead to a formal process designed to explore additional ways to assist your child. This process may ultimately result in a recommendation for your child to receive special education services.

If you have a concern about one of your children, you can help this child develop to his or her fullest potential by contacting the principal at DSN: 452-6881. The principal can provide you with information about Child Find and can schedule a screening, if needed.

Preschool Children with Disabilities Program (PSCD)

Preschool services are available to children ages 3-5, who exhibit significant development delays in one or more of the following areas: physical, speech, language, cognitive, social/emotional, self-help, or adaptive behavior. This program is family-centered as opportunities are offered to parents for education, support and involvement.

INSTRUCTIONAL SCHOOL SUPPORT SPECIALISTS

The teachers of Read 180 (Grade 4) and Instructional School Support Specialists (ISSP) provide programs that provide balanced literacy and mathematics support for students in grades 1-3.

Instruction is provided in an inclusive format, mostly in the regular classroom. Very few students are "pulled-out" for support programs. When a "pull-out" is the best method to support a child's learning this will be for an intensive learning intervention over a short period of time (3-5 days). Our goal is that every DoDEA-Europe student is a proficient and effective reader, writer, user of language, and mathematician."

Read 180 is a powerful support program for struggling readers in grades 3-4. By bringing together essential building blocks of effective intervention, READ 180 breaks the cycle of failure and allows struggling readers to experience and achieve success. READ 180 is a comprehensive reading intervention program designed to meet the needs of students from elementary to high school whose reading achievement is below the proficient level.

English as a Second Language (ESL) services are provided to the Eifel Complex schools by an itinerant teacher. The program provides students with limited or no English proficiency with instruction that helps them participate successfully in the total school program.

PUPIL PERSONNEL SERVICES

Counseling

The primary goal of the counseling program is to promote and enhance student learning and social/emotional growth. A competency based counseling curriculum is provided for all students through whole class instruction. The curriculum areas of the program include social/personal, academic, and career objectives. Individual and small group sessions are provided for students as needed. Some of the topics addressed in counseling sessions include self-esteem, social skills, anger management, problem solving, deployment, school and family transitions, study skills, and grief. Counselors consult with parents, teachers, and community resources regarding the individual needs of students.

School Psychologist

An itinerant school psychologist is available for the Eifel Schools. The psychologist consults with staff and parents, participates in meetings of the Case Study Committee as needed, and provides support services to students as needed. The psychologist is also available to the CSC to conduct psychological and intellectual testing, as appropriate.

Computers



The computer program at Spangdahlem Elementary School continues to develop as hardware and software is added to support the integration (or infusion) of technology into the curriculum. The school has a computer lab. In addition to desktop computers in the lab and in the classrooms, SES has three COWS (Computers on Wheels). These COWS, which are used in the mini-lab and in classrooms connect through a secure wireless LAN using high-speed Intel Duo processors. The COWS can be wheeled into classrooms for students to use individually. The COWS support the DoDEA-E effort to integrate technology into the instructional program. Smart Boards provide teachers the tools to share a multitude of electronic resources in the classroom. These interactive white boards connect to a computer and projector so that teachers can show information on the board. Teachers and students then touch the boards to manipulate the learning materials. Currently, SES has 2 general use Smart Boards and 10 boards that are assigned to specific classrooms.

Students learn technology skills and work on integrated technology projects under the direction of classroom teachers in the labs and classrooms. In addition, the information specialist teaches electronic research skills and resource based instructional units.

Instructional Media



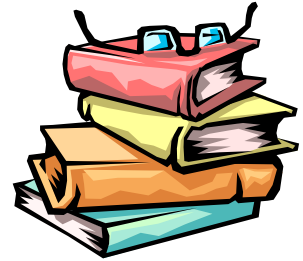
The Information Specialist is responsible for ordering, cataloging, and maintaining library books and audiovisual materials and equipment. The Information Center uses a computerized cataloging system for books, equipment, and other materials. Resource Based Learning (RBL) is a major component of the Instructional Media program. The Information Specialist and classroom teachers cooperatively plan research projects and instruct students in the use of the Media Center materials and equipment. In addition to whole class instruction, teachers send their students to the Media Center individually and in small groups.

Homework Policy

In accordance with DS Administrative Instruction 2000.9 dated 29 November 1990, homework is defined as “assignments to be done outside the classroom to reinforce classroom instruction, prepare for class discussion and provide curriculum enrichment opportunities.” Spangdahlem Elementary School fully supports this definition by ensuring that homework is a natural, independent extension of what has already been taught within the classroom.

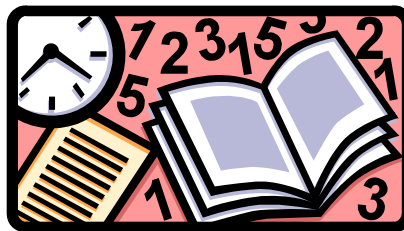
The purposes of homework assignments are:

- To provide reinforcement of concepts and mastery of skills learned in class.
- To develop student’s self-discipline, independence, and responsibility.
- To provide enrichment, extension, and opportunities for independent study.
- To involve the parents and the children in the learning process.
- **Homework is not given as punishment.**



The suggested amount of homework in (DSI 2000.9) is:

Grades	Total Hours (Range)
K	No regular assignments, special individual assignments as needed
1	10 minutes daily and special individual ones as needed
2	20 minutes daily and special individual ones as needed
3	30 minutes daily and special individual ones as needed
4	40 minutes daily and special individual ones as needed

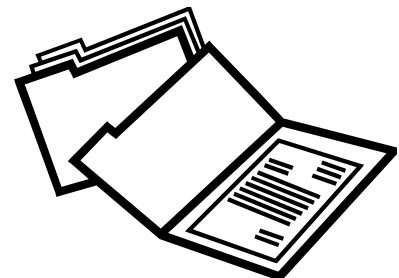


Progress Reports (Report Cards)

Progress reports are sent home at the end of each quarter. The first progress report will be given to parents at Parent-Teacher Conferences scheduled for **November 8th & 9th, 2012**. The progress reports for the second, third, and fourth quarters will be sent home with students on the Wednesday following the end of the quarter.

Reporting to parents on the progress of their children is one of the most demanding duties educators have to accomplish. The following points should be kept in mind when evaluating your child’s progress reports:

- Your goals should be realistic for your children. All parents want their children to produce the best work they can. Each child is an individual who progresses at his or her own rates. The teachers are eager to collaborate with you to help your child reach his or her highest potential.
- Teachers evaluate each child’s progress according to the work produced in relation to the child’s ability and the knowledge and skills he/she can be expected to learn.
- Each child is encouraged to work to his/her full potential at all times.



K-3 Progress Reports Marking Codes

CD ~ Consistently Displayed
P ~ Developing/Progressing

N~ Not Yet Evident
X~ Not Addressed

Grade 4 uses the following grading scale and sub-content areas:

Student Achievement	Student Performance	Learning Skills
A: 90-100%	E – Exceeds grade level expectations.	1 – Consistently Observed
B: 80-89%	S- Steady progress toward grade level expectations.	2 – Occasionally Observed
C: 70-79%	M – Meets grade-level expectations	3 – Infrequently Observed
D: 60-69%	L – Limited progress toward grade level expectations.	
F: Below 60%		

Parent Teacher Conferences

Spangdahlem Elementary School encourages frequent communication and conferences with parents or guardians in order to create the best learning environment for children.

Parent Teacher Conferences for all students are scheduled for mid-November after the end of the first grading period. Additional conferences may be scheduled at the end of each quarter. Parents are encouraged to request conferences whenever they wish to review their child's progress, or at any time, a question or problem occurs. Please send a note, email, or place a phone call to the teacher. The teacher will respond as soon as possible.

Conferences cannot be held while the teacher is teaching class. They also will not be held at public gatherings such as PTSA meetings, assemblies or public places such as the BX or commissary.

Parent Teacher Conferences are scheduled on November 8th & 9th and again on February 3, 2012.



Communication: School <=> Home

All newsletters are published weekly and sent home electronically via email. Newsletters are also published on the school's web page: <http://www.spang-es.eu.dodea.edu>. The office also publishes "hard copies" for parents who do not have access to the internet. The publication schedule is:

- **1st and 3rd Fridays: Parent Page (In OCT there will be a Parent Page on the 4th Friday).**
- **2nd Friday: PTSA Newsletter.**
- **4th (Last) Friday: Principal's Newsletter**

Information is also published in the Eifel Times and announcements are made on AFN. Your child's teacher will periodically be sending classroom newsletters home to keep you current with what is happening in the classroom, curriculum ideas, or future events.

Rumor control is everyone's business. It is important that all members of our school community have accurate and true information. Parents may become aware of problems that have not come to the attention of the school. Please do your part to control rumors by calling the school or to bringing these to the attention of the **School Advisory Committee (SAC)**. Refer to page 27 of this handbook for more information about SAC.

When it is not possible to communicate by phone, faculty or staff will send notes home with students. We intend to make use of e-mail as much as possible as well. Parents are often requested to sign and return a message to verify receipt. Put the note with items the child will bring to school the next day. Should a timely response not be received, it may be necessary to request assistance from the sponsor's unit. Parents who have sent notes to school and received no reply are asked to call the school office or to send another note, perhaps with a brother or sister. Effective two-way communication between the school and the home benefits everyone.

Questions and Concerns

Should you have a question or concern, please attempt to resolve it at the most appropriate and immediate level. For typical classroom matters, the following procedures should apply in the order stated below:

- Student/parent discussion with the teacher concerned
- Student/parent or teacher involves other personnel such as specialists or school administrators.
- Student/parent and the teacher concerned meet with administrator if resolution is still out of reach.
- Those matters, which cannot be resolved at the school level, are referred to the District Superintendent's Office (DSO).

These procedures follow the "Chain of Command" from teacher through the DSO and focus on resolution at the lowest level. (See Chain of Command on the back inside cover of this handbook.) We encourage you to seek timely resolution to problems. Prompt action can prevent complications and serious problems.

When you have a concern that involves a school policy or procedure rather than a classroom matter, an alternative intermediate step is to contact a School Advisory Committee (SAC) representative for assistance. Again, please refer to page 27 of this handbook for more information about SAC.

Lunch Schedules

1 st Lunch	1045-1125	Grades 1 & 2
2 nd Lunch	1125-1205	Kindergarten & Grade 2
3 rd Lunch	1205-1245	Grades 3 & 4

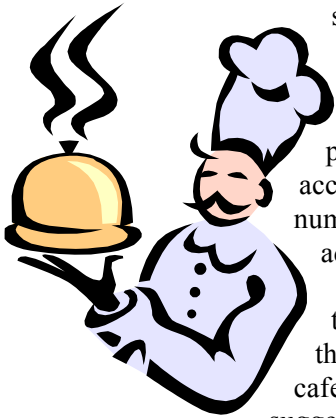


Lunch Program

The school lunch program at SES is managed by AAFES. The cost for student lunches is \$2.05 per student. Free and reduced price lunches are available to qualified families. Applications are available in the school office and completed forms must be returned to the Schools Officer in Bldg. 151 along with a most recent copy of an LES.

Lunches may be paid for in cash at the point of purchase in the school cafeteria, but parents are strongly urged to start a lunch account at the BX cashier's cage. Once a lunch account is started at the BX Customer Service Window, the student receives a 4-digit pin number, which they type in at the cafeteria as they are going through the lunch line. The advantages of a lunch account are that the cash cannot be lost or stolen.

The school does not provide food, lunch coupons, or money to students who forget their lunch or lunch money. Children who forget lunch or lunch money may charge at the point of purchase in the cafeteria. Parents are responsible for reimbursing the school cafeteria the next school day or as soon as possible for the cost of the student lunch. We suggest that you place extra money in your child's lunch account in case of an emergency.



School lunch menus are published monthly in *The Parent Page* and on the school's webpage at <http://www.spang-es.eu.dodea.edu>. Unannounced changes do occasionally occur due to lack of supplies.

All students remain on the school premises during the lunch period. We welcome parents to join their child for lunch. If you plan to purchase a school lunch, please inform the child's teacher that day so that the lunch count may be adjusted to accommodate additional numbers. Please be advised that the price for adults is higher than that for students. Siblings under direct parent supervision may enjoy lunch with an older brother or sister also.

Cafeteria Behavior

In order to maintain a healthy and safe environment in the cafeteria, proper behavior is expected.

- Grades K, 1 & 2 Students sit at assigned tables by classroom. 3rd & 4th Grades may earn open choice seating during the 4th quarter.
- Students observe good manners while standing in line.
- Quiet voices are used in the cafeteria.
- Classes are responsible for cleaning their table and floor area.

Recess



Recess time is the second part of the students' scheduled lunchtime. Free play at recess allows children to have fun and release energy. Students should be dressed appropriately for Spangdahlem's changeable weather. Please help your children remain aware of weather conditions and to bring the proper clothing to school that will allow them to be comfortable and able to enjoy their recess time.

Playground Rules

Students are not permitted to engage in activities, which are dangerous to themselves or to others or which may needlessly destroy government property. Spangdahlem Elementary School has rules to be followed while students are playing on the playground. These are:

- No standing on the swings.
- No climbing on the trees or fences.
- No tackling or "play fighting"
- No climbing up the slides
- During the winter months, snowballs are allowed to be thrown **only at snow targets**. Snow forts, snow sculptures or any activity of others must be respected.
- Be courteous and respect others.

For students who repeatedly ignore the instructions of supervisors, playground privileges could be withdrawn. We respect student' rights while recognizing the need for taking disciplinary action when necessary. Every effort is made to ensure that students are disciplined in a fair and appropriate manner.



Safe Learning Environment

The administration and staff of Spangdahlem Elementary School are dedicated to providing a safe learning environment for your children. We will maintain an environment that is free of fear and intimidation. No child should ever be afraid to come to school, but instead should always find his/her school to be a safe haven.

Harassment and Threats

Everyone has the right to feel safe and secure in this school. Students must feel comfortable and accepted to succeed at school. We are all here to learn and grow academically, emotionally, and socially. Students must respect each other's differences and insure that other students are included in day-to-day school activities. Students must ensure that they do nothing that will make another person feel threatened physically or socially. Derogatory remarks, threats, and verbal harassment will not be tolerated. Students who are feeling threatened by others should report their concerns to a teacher, counselor, or administrator.

Discipline Procedures

Spangdahlem Elementary School has a behavior management program based on the belief that:

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

I Care Rules

Our aim is to instill in our students patterns of good citizenship and pride in their school. The six "I CARE" school-wide rules promote continuity in our discipline program.

1. *I will talk at the right times.*
2. *I will listen and follow directions.*
3. *I will be kind and respectful to everyone.*
4. *I will complete my work and do my best.*
5. *I will be responsible for school materials and supplies.*

School-wide Discipline Action Procedures

Teachers use a five-step discipline procedure with the following elements:

1. A warning sign.
2. A consequence for a second infraction of a class rule.
3. A consequence including parent notification for a third infraction.
4. A consequence including a parent conference for a fourth infraction.
5. A consequence including referral of the student to the appropriate administrator for disciplinary action.

A behavior that is severe or endangering to self or others will be referred directly to the administration, bypassing the steps outlined above.

Notice: *Surveillance equipment is present at the school. Students may be disciplined for inappropriate behavior based on evidence gathered through surveillance equipment.*

Administrative Actions

Generally, administrative actions will be as follows:

1. **First Referral:** Student counseled and a discipline slip will be sent home.
2. **Second Referral:** Student counseled and parent informed.
3. **Third Referral:** Parent contacted and student might be removed from class(es) for the remainder of the day.
4. **Fourth Referral:** Parent contacted and student might be suspended. If a student is suspended, a re-admittance conference will be scheduled prior to the student returning to the school.

Discipline Slips

The Four-Step Problem Solving Form is used throughout the school.

Prohibited Items

The following items are prohibited and may not be brought to school for any reason:

- electronic games
- iPods/MP3 Players/Cassette/Tape Players
- Cell Phones
- matches
- bullets
- firecrackers
- explosive devises
- knives
- sling shots
- cap guns/caps
- water pistols
- itching powder
- shaving cream
- drugs
- gang related clothing/paraphernalia
- bandanas
- skateboards/scooters/bicycles
- wheelie shoes
- collection cards (Pokémon, etc.)
- toy or replica weapons
- laser pointers
- Bean Bag Toys
- pornographic material

Any such items in evidence at school will be confiscated. Appropriate disciplinary actions will be taken.

Searches: Notice: The school has the authority to conduct random and periodic searches of school property and to seize contraband items belonging to students. The school also has authority to search student possessions and person when there is reasonable suspicion that the student is in possession of prohibited items.

Anti-Bullying

DoDEA leadership is committed to making our schools safe, caring, and welcoming places for all our children. Bullying is a one-sided pattern of repeated aggressive behaviors directed from one child to another with negative intent. Some examples of bullying may be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender, physical, or mental ability.

Staff at our school will do the following to prevent bullying and help children feel safe:

- Watch for signs of bullying behavior and respond appropriately
- Provide training opportunities for students and families regarding awareness and prevention of bullying
- Look into reported bullying incidents and respond appropriately
- Assign consequences for bullying based on the school discipline code.
- Provide consequences for retaliation against students who report bullying

Children and Youth in our Community are expected to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult

Discipline Procedures for Bullying in School

Consequences for bullying may include, but are not limited to the following:

- Notifying parents/guardian of the incident and consequences
- Assisting the involved student(s) to find more appropriate ways to relate to peers
- Conferencing with teacher, principal, and/or parent
- Referrals to school counselor
- Corrective instruction
- Temporary removal from the classroom
- Loss of school privileges
- Classroom or administration detention
- Suspension
- Expulsion

Serious Infractions

For serious infractions or repeated disruptive behavior during the same day, the parent will be contacted and the student may be removed from class for the remainder of the day. The student may be suspended. Actions that fall in this category are listed below:

- **Fighting, wrestling, or any threatening behavior.**
- **Use of extreme vulgarity/profanity**
- **Theft**
- **Vandalism Damage** or destruction of property belonging to the school, teachers, or other students.
- **Possession of any disruptive or distracting items is not permitted at school or school functions.** Including, but not limited to: firecrackers, exploding devices, water pistols, and laser pointers.
- **Possession or use of tobacco products**
- **Disrespect/ Verbal Abuse/ Defiance of Students** are expected to comply with any reasonable request made by any faculty member, aide, clerk, secretary, supply personnel, or administrator
- **Extortion or intimidating** others with verbal or physical threats for the purpose of receiving payment will not be tolerated.
- **Snowballs: Throwing** snowballs is allowed at snow targets only.
- **Bomb Threats** Calling in bomb threats will lead to expulsion procedures being initiated.
- **Possession of any dangerous items is not permitted at school or school functions.** Examples: knives, guns, razor blades, matches, lighters, etc.
- **Weapons Such** as knives or guns and any toy representation of these items are forbidden on school grounds as per DoDDS Weapons Regulations.

Weapons and Violence

The safety of your children is our number one concern. Any activity that may present a potential danger to them will not be tolerated. DoDEA Regulation 205.1, August 16, 1996, (DoDEA Disciplinary Rules and Procedures) states: “The principal or designee shall recommend a pupil’s expulsion from DoDDS for being in possession of any firearm, knife, explosive, or any dangerous object of no reasonable use to the pupil at school or at a school activity on school grounds.” Any student making a threat of violence (even in a joking manner) will be disciplined according to the DoDEA regulation on discipline, and this could result in suspension or expulsion. The Security Police will be notified of any criminal actions that happen on school grounds.

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.

Fortunately, the overseas military environment is not a fertile ground for gang recruitment, as we have strong families, close communities, and high values. Nonetheless, gang-wannabes, and other forms of bullying do occasionally surface. When it does surface, the entire community takes swift action to ensure appropriate measures are taken.

Teachers and school administrators are proficient at recognizing wannabe activities and the wearing of specific colors (identifying garments), drawing of symbols associated with a certain gang, and /or club by flashing a unique hand or body gesture or symbol.

Gang-like activities or bullying may have once been considered a rite of passage. However, parents, educators and community leaders now see bullying as a devastating form of peer abuse that can have long-term effect on youthful victims, robbing them of self-esteem, isolating them from their peers, causing them to drop out school, and even prompting health and mental problems.

Gang-like, or wannabe activities and bullying normally include joining a fight in progress that is not yours, making threats on behalf of another person or group, and intimidation using a group threat. This list is not all-inclusive. Students engaged in these types of behavior can expect suspension for two to five days depending on the nature and severity of the offense.

Students that engage in or have association with acts of hazing on or off post are also 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 to intentionally or knowingly make markings, including inscriptions, slogans, drawings, or paintings will be suspended based upon the nature and severity of the offense.

DoDEA-Europe schools prohibit wearing of specific colors associated with or intended to identify the wearer as a gang member wannabe. This can include certain sports franchise merchandise, or certain kinds of jewelry. 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.

Animals in the School

The issue of animals in school is periodically raised at the school and district level. Usually, the complaints and concerns are brought forward about the presence of dogs in classrooms. Past concerns, brought to our attention by parents and teachers, center around the fact that some students may suffer from asthma and allergies aggravated by animals. This puts these particular students at a disadvantage during the instructional day, as they must deal with a health issue, which through no fault of their own, is created by the instructional environment. While some pets are very well trained, children are very impulsive. Regardless of the precautions that can be taken, any pet can have a “bad” day and bite students either intentionally or accidentally. Finally, some students have been distracted during the delivery of instruction by the presence or movements of animals in the classroom.

The issue of turtles and other reptiles and amphibians in the classroom has also come up and is, in itself, a serious issue and one that must be attended to. In 1975 the FDA (Food and Drug Administration) banned the sale of small turtles in the U.S. All small turtles and most of the larger turtles carry Salmonella, which, according to the U.S. Center of Disease Control (CDC), can cause severe illness in children. The CDC has stated the following: “**Remember, turtles are cute, but contaminated. Handle all turtles and surfaces that have**

*come in contact with turtles as if they are contaminated with Salmonella, because there is a good possibility that they are.”**

Based on these health, safety, and instructional reasons, we maintain a school policy that dogs, cats, turtles and other reptiles or amphibians, are not to be present in classrooms or in the school generally, at any time. We believe that enforcement of this policy is in the best interest of our students.

DoDEA Regulation 4800.1 “DoDEA Safety Program” states the following:

4.5.6. Ensure animals brought into the school have administrator approval after coordination with the school nurse and/or available records to ensure the animal’s presence will not trigger student/staff allergic reactions. These animals must also have veterinary clearance, except for animals kept in aquariums or sealed containers.

In event that an animal needs to be brought into the school, they must have written administrative approval and have certificates issued and signed by the local US Army Veterinary Corps Officer indicating that they are safe to be brought into the school/classrooms.

DoDEA-Europe Smoking Policy

The following modification to the DoDEA-Europe Smoking Policy is issued to clarify that the policy is considered to be in effect "in route to or from school".

- Students are prohibited from possessing or using tobacco products during the school day, in route to or from school, on or off school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.
- Violation of the DoDEA-Europe No Smoking Policy will result in disciplinary action/consequence to be determined by the principal which may include referral to counseling or appropriate authority for any student found to be smoking or in possession of tobacco products during the school day whether on or off campus.
- There will be no designated smoking areas defined or condoned by DoDEA-E schools.

Suspensions

The School’s Officer will be notified when a student is suspended. Students who have been dismissed from school for the day, or are serving detention are not permitted to participate in, or attend, any school-sponsored event or activity during that period.

Corporal Punishment

Corporal punishment is defined as the intentional use of physical force on a student for any alleged offense or behavior, or the use of physical force to modify behavior, thoughts, or attitudes of a student. **Corporal punishment is not practiced or condoned by DoDDS.** Permission to administer corporal punishment will not be sought nor accepted from any parent, guardian or school official.

Health Services

The school nurse cares for mildly ill or injured students at school, provides first aid and administers medications prescribed to the child by a physician. Each classroom also has a First-Aid Kit for minor injuries. In the event that your child’s illness worsens or your child is injured, every effort will be made to contact a parent/guardian. If the parent cannot be reached, the Emergency Contact Person will be notified. **It is very important to keep your duty phone and emergency contact phone numbers up to date in the front office.**



If your child has a temperature of 100.0 degrees or greater, vomiting, experiencing diarrhea or have a persistent cough that could be disruptive to the classroom, please keep your child at home. Children should remain at home for 24 hours after their temperature has returned to normal (98.6F), or they have been seen by a licensed health care provider and have a clearance to return to school. Please contact your local medical treatment facility if you have any concerns regarding your child's health. If you are uncertain as to the health status of your child, call your Primary Care Manager's appointment line. The civilian number for those seen in Pediatrics is 06565-61-8333, and for those seen in Family Practice at Spangdahlem, 06565-61-8333.

DoDDS-Drug Free School & Learning Environment Policy

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

The only medication the school can administer is medication prescribed by a licensed health care provider. For the school nurse to administer medication, the parent must provide a **Hold Harmless** letter from the physician. This letter must include information regarding the amount, the time, and use of the medication to be given. Also, the medication needs to be in a bottle or box with the pharmacy label attached, marked with the child's name, type of drug, amount to be administered, and the time to be taken. All medications must be brought in to the nurse by the parent(s). The pharmacy will provide you with a separate medication that can be left at school. Parents should administer the first dose of any medication.

For the safety of all the children, it is against school policy for students to have medicine with them for self-administration. If your child does need medication, other than prescription drugs, you should arrange your schedule to come to the school to administer them to your child. Please do not give them medicine in their backpacks to be used during the day.

The school nurse also conducts several routine screening programs during the school year. The screenings include hearing, vision, height, and weight. Not all screenings are for all grade levels. The school participates in a dental screening program during Dental Health Month. Parental permission is required for participation in any screening.

If you have any question or concerns regarding your child's health, please feel free to contact the school nurse at DSN 452-5070.

Participation in All School Activities

A child who is well enough to come to school should be well enough to participate in all school activities, including physical education classes and all outdoor recess periods.

Lice Policy

Spangdahlem Elementary School has a No-Nit Standard in place in regards to lice. If nits are present upon screening or re-screening, the child is sent home. This makes the task of the school staff more realistic and less subjective. Families assume the responsibility of head lice control and are encouraged to carry out the most effective prevention and safest, most thorough control measures possible.

Emergency Contact Information

A child may become ill or injured during the school day. Although there is usually a school nurse on duty, a sick child belongs at home. The nurse is qualified and has the equipment to treat only a limited range of injuries.

It is essential that emergency information be kept up to date. Please call the office or stop in to make changes to sponsor, spouse, home, or emergency contact information as names and numbers change. Our primary means of sharing school-wide information is through email. Please make sure we have your correct email address.

The school should be informed if parents will be TDY or traveling and have left their children with someone else. A note providing the name, unit, duty phone, quarters address, and home phone of the person(s) responsible for the child in the parents' absence should be sent to the school office and the teacher.

Emergency Planning

School may be closed early for a number of reasons, to include an accumulation of ice or snow during the day, or failure of the heating, electrical, or plumbing systems. It is essential that each family designate an alternative destination for their children in case school is closed early. Phone lines quickly tie up in events such as early closings making it difficult to get through with plan changes. **Children need to know where to go if their parents are not home.**

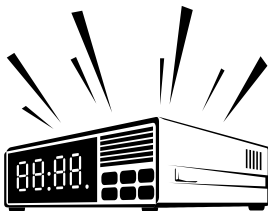
Parents must have an understanding or agreement with their children as to what must be done if buses return or school closes early. Parents must provide their child with instructions as to where they may go in the event the parent is not home. For example, "You may go to our neighbor, Mr. _____ or Ms. _____, and wait for me there." The neighbors or friends need to be contacted ahead of time to plan for such contingencies.

Emergency Schedule Changes

Listed below are special procedures to be followed in the event of fog, snow, and ice emergencies:

1. If weather conditions prevent the safe operation of buses as determined by the Support Group Commander, school will not be in session and children will remain at home.
2. If predictions indicate that road conditions are expected to improve during the morning, the starting time for school will be two hours later than usual. (This means if the regular bus loading time is 0750 hours; the bus will not load until 0950 hours).
3. Notice of weather emergencies and school closures or delays as described in 1 and 2 above will be broadcast on Eifel radio FM 105.1. Parents are urged to listen to the radio on days of severe weather. Please do not call the school for this information.

IT IS EXTREMELY IMPORTANT THAT ALL STUDENTS KNOW WHERE TO GO, IF AN EARLY DISMISSAL OCCURS. Please plan ahead so your child knows where to go and what to do in the event of such a situation.



Cancellation/ Delay of School Bus Transportation

If school bus transportation is CANCELLED, there will be no school that day for ALL students.

School Bus Transportation

School Bus Transportation is contracted with a local bus company and managed by the Student Transportation Office under the direction of the Kaiserslautern District Schools Superintendent Office. Students requiring transportation must be registered with the Student Transportation Office, located in Building 433 on the Spangdahlem Elementary School Compound. Customer Service hours are 0800-1200 and 1300-1600, Monday through Friday. The telephone number is 06565-615340, cell phone 0162-2341792, or DSN 452-5340.

The school has neither the authority nor the responsibility for school bus routing or scheduling. Inquiries about bus routes or about delays in bus arrivals should be directed to the Student Transportation Office. The school cannot always provide answers to technical or logistical questions regarding bussing.



NEW!!!

EIFEL SCHOOL BUS INFORMATION HOTLINE

For up-to-date information on school
bus delays and other pertinent
information, call...



**452-9BUS(9287) or
06565-61-9BUS(9287)**



For questions call the School Liaison at 452-6942 or 06565-61-6942.

Bus Rider Change

The school staff makes every effort to insure students board the correct bus each day. Therefore, parents must send a note if there is any change in a child's transportation home from school.

A CHILD WILL BE SENT HOME ON THE REGULAR BUS UNLESS A NOTE IS RECEIVED.

Riding other than the regular bus must be cleared in advance with the Student Transportation Office. Call Civ: 06565-615340 or DSN 452-5340 to arrange bus changes. The Classroom Teacher **MUST** be informed, as they are the ones that escort children to buses.

School Bus Discipline

The behavior of students waiting for the bus, riding the bus, and departing the bus is the responsibility of the parent. Rigid standards of conduct have been established to insure the safety of all bus riders. Students and parents are responsible for compliance with the Standards for Conduct for DoDDS School Buses, which they receive when they register for bus service. Parents are encouraged to help children understand that accepted standards of courtesy extend to the bus ride to and from home.

Enforcement of the school bus rules is a **joint effort** among parents, the Student Transportation Office and School Administration. All infractions will be reported from the bus driver and safety attendants directly to the Bus Office. The Bus Office will send parents and the School Administrators the written report of the infraction. The Principal is the authority for all school bus discipline actions. When necessary, the principal will impose disciplinary action. That action is usually a written warning for first or minor infractions, followed by removal of bus riding privileges for a specific period of time. The written reports from bus drivers, safety attendants, or other responsible adults are the basis for decisions made regarding this action. Any questions or concerns regarding school bus discipline policies may be directed to the School Transportation Office at Civ: 06565-615340, DSN: 452-5340/5352 or cell phone 0162-2341792.

Dress and Grooming Standards

Dress standards help children learn to dress appropriately for the occasion or situation. Proper dress for school helps students to build self-esteem and understand that school is a place for learning. Cropped tops, very

short shorts and similar play clothes are not acceptable dress for school. Students may not wear any item of clothing displaying pictures or writing that promotes any form of violence, gang theme, offensive language, or any language or graphics that is offensive to any gender, race, or nationality. Students may be subject to discipline for violating the dress code and/or refusing to cooperate with requests to comply with the dress code/standards. Exemptions: Exemptions to the dress code may be requested by a parent for religious or philosophical beliefs, disability, medical reason, or due to financial hardship. All exemption requests must be submitted to the school principal in writing. All students must maintain appropriate standards of cleanliness. The following guideline should also be followed:

Health and Safety

Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as physical education and art. Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement are discouraged. Also discouraged are dress styles that create, or are likely to create, a disruption within the classroom. Footwear must be worn at all times. Open-toed shoes or sandals, Wheelies, wedges, and high heels should not be worn, as they present safety hazards on the playground.

Parents should send children to school dressed for prevailing weather conditions. ***It is the policy of Spangdahlem Elementary School that students will have outside recess unless the weather conditions are severe.*** During cold weather, children must wear enough warm clothing so they can remain outside for at least 20 minutes during recess periods. This may include mittens or gloves, a warm jacket, a hat or scarf, and sturdy shoes and/or boots. Remember that boots worn all day make the feet perspire and then become cold when the child goes outside so it is recommended that children bring shoes to change into when inside. Outer clothing, to include hats, will be removed when classes are in session.

Lost and Found



Parents are asked to **label all items of clothing and all school supplies**. Because most school supplies and clothing are purchased at the BX and from the same catalogs, many articles children bring to school are identical to those brought by other children. This can lead to disagreements about ownership. Proper labeling reduces conflict and makes settling disagreements an easy matter. There is no need for students to bring large sums of money or expensive jewelry to school.

Three times a year the Lost and Found Box overflows and the articles are turned over to the Airman's Attic. Among the collection of single mittens, scarves, and lunch boxes are some apparently expensive jackets and sweaters. Every effort will be made to return articles clearly labeled with the child's first and last name to their owners. Glasses, watches, wallets, jewelry, keys and other small expensive items are kept in the office. **The school is not responsible for lost or stolen articles.**

Enrollment Procedures

Department of Defense Instruction 1342.10 governs eligibility for enrollment in DoD Dependents Schools. All command sponsored school age dependents of military and civilian personnel assigned to Spangdahlem AB and living in the Spangdahlem commuting area, as established by the Student Transportation Office, are eligible for enrollment on a tuition free basis. Other persons should contact the school's registrar for determination of eligibility and category of enrollment. Children entering kindergarten must be five years old by 1 September of the current school year. Children need not have attended kindergarten, but must be 6 years old by 1 September of the current school year to enroll in grade one.

Documents required for Registration:

- Copy of sponsors order with student named as a dependent.
- Birth certificate or Passport for verification of birth dates of children between the ages of 4-6.
- Shot Records.
- Previous school records, as available.

Students may be registered daily. During the school year, children will start school the following day of registration if all the paperwork has been completed & turned in to the registrar before 11:00 a.m. Otherwise, the student will start two days later.

STUDENT PLACEMENT PROCEDURES

Situations occasionally arise in which either teachers or parents request a change of class placement for a student. These requests cannot be taken lightly. Our school policy for school-home relations emphasizes teacher-parent cooperation in order to **ensure** the appropriate environment and support necessary for the student **to learn**, develop, and grow. When problems arise between school and home, it is often due to faulty communication. In order to enhance the communication process, there are certain procedures, which, if followed, may resolve the conflict satisfactorily for the benefit of the student's education.

The procedures of this policy provide fair and equal treatment for all concerned. The practice of honoring an individual parent request for a specific teacher is not condoned, as it could deny equal educational opportunity to some personnel. These procedures are:

- a. In compliance with DoD Regulation 2000.3, a committee is established to consider lateral grade adjustments. The committee will include the following: counselor (chairperson), nurse (recording secretary), classroom teacher, parent, administrator and any appropriate resource teachers.
- b. Upon a parent request for a classroom change, a conference with the teacher and parents must be held to attempt to identify all areas of concern. If the problem is not solved, a conference must be held with the parent, teacher, and administrator to develop a written action plan to help solve the problem.
- c. If after a reasonable trial period, step **b** is not successful, and the parents want to continue the request for a change, the request must be put in writing. The written request will be given to the committee chairperson, who will initiate any testing or observations that would be appropriate.
- d. The chairperson will arrange for a meeting of the committee to discuss possible lateral grade adjustment.
- e. During the meeting, a Grade Level Adjustment Placement Form will be completed by the committee members. If possible, consensus will be reached.
- f. The committee's recommendation for grade adjustment is then forwarded to the principal for final approval/disapproval.
- g. If the recommendation for grade level adjustment is approved, the move is conducted after the administration consults with the receiving teacher, who will usually be the teacher of the classroom with the lowest enrollment.

Required Immunizations

No student will be permitted to attend school without updated immunization. If immunizations are not current, the school nurse will notify parents. Five days are given for the shots to be updated and verification brought to the nurse.

Early Withdrawals/Transfers

The school office, as well as the classroom teacher, must be notified at least two weeks prior to the last day of attendance so student records can be prepared. Parents can pick up records after school on the last day of attendance. Records cannot be sent home with students.

Volunteer Program

Volunteers are an important part of the school program. They help by providing assistance and attention for the children or by helping the teachers. This makes it possible for the teachers to spend more time with the students and with smaller groups of children. Volunteers learn much about the educational program. They work with many interesting children and teachers, and receive in-service training from the school.

Volunteers may help during special programs and study trips or they may work with a particular teacher or special student on a regular basis. Some activities may be non-instructional, such as correcting papers, typing, preparing materials, or arranging bulletin boards. They may also tutor a student, work with a small group, or read a story.

Volunteers often have their own special interests or talents to share with the students. The Red Cross coordinates the volunteer program. If you would like to volunteer your time or wish more information, contact the Red Cross at DSN 452-7202 or contact the school office at DSN 452-6881/6170. We welcome you here!

Parent Teacher Student Association (PTSA)

The PTSA is an organization of parents and teachers whose major goal is the support of the school's programs. Financial, as well as direct volunteer support is given generously.

All parents are encouraged to get involved in the projects, activities and functions of the PTSA. Some of the projects for which volunteers are needed include Book Fairs, School Pictures, the Yearbook, Holiday Store, and many others. If you are able to help with PTSA activities, please step forward and volunteer. Meetings are announced in the Parent Page and the PTSA newsletter.

School Advisory Committee (SAC)

Each school in DoDDS has its own School Advisory Committee or SAC. SAC is strictly an advisory body that has no budget and is restricted from fundraising. SAC is made up of four parents and four educators. The committee meets at least 4 times a year to discuss suggestions, issues, and make recommendations to the principal or the military command. Throughout the year, SAC does the following:

- Reviews SES policies and programs currently in place.
- Helps resolve safety issues and other community concerns about SES.
- Lobbies for change when a current situation needs improvement.
- Encourages community involvement in the education of children.

You can bring your questions or concerns to SAC simply by dropping a letter in the SAC box located in the main office, send a note marked for SAC to school with your child or write to SAC c/o the school using the school's MPS address:

Spangdahlem Elementary School
52 MSG/CCSE-S
Unit 3640 Box 50
APO AE 09126-4050

School Accreditation

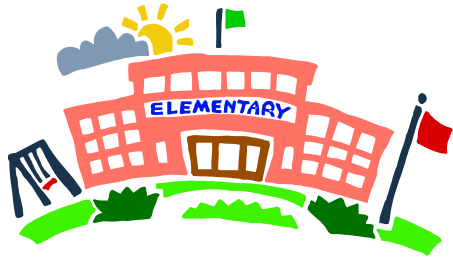
AdvancED (Advancing Excellence in Education) is the accreditation authority. (<http://www.advanced.org>) The North Central Association of Colleges and Schools Commission of Accreditation and School Improvement (NCA-CASI) is now a part of AdvancED. This accrediting program requires a thorough visit and

inspection by NCA members every five years. Spangdahlem Elementary School has been accredited since 1985. The last site visit was in February of 2011 and we were found fully accredited!

In accordance with AdvancED standards, the school staff is of sufficient quality and number and appropriately assigned so that the school can achieve the goals of the school.

School Campus and Staff

Spangdahlem Elementary School has 25 general purpose classrooms, 6 Kindergarten classrooms, 1 preschool handicapped classroom, an information center, a computer lab, a gymnasium, a music room, an art room, 12 special purpose classrooms, a Sure Start room, administrative offices and play areas for the students.



Safety and Security

The school is inspected regularly for compliance with fire and safety regulations. Evacuation drills are held each week during the first four of school and at least once a month thereafter. “Lock Down” drills and other evacuation drills are conducted throughout the school year.

In the event the 52nd Fighter Wing declares a high level of threat conditions, the school will also be under the same force protection measures. The only entrance and exit for visitors will be the main entrance doors. All parents and visitors will be required to show a valid identification card. SES also participates in Random ATRP Measures (RAMS). At such times, we follow the same procedures that are used in other locations on the base. **Proper ID may be required at any time, without prior notice (RAMS)**

Visitors

As a Force Protection Security Measure precaution and to minimize class disruptions, we require visitors to report first to the main office before going to any classroom or other part of the school. All visitors are required to sign in at the main office and to obtain a visitor’s pass.

Parents are always welcome and encouraged to visit classrooms, the cafeteria and the playground. We do ask that parents notify the teacher a day or so in advance to arrange a mutually agreed upon time for a class visit. An unscheduled visit in the classroom may needlessly interrupt a lesson, project or examination.

Study Trips



A study trip is an outgrowth of a classroom project, Host Nation study, or learning activity. Chaperones must be parents of students, members of the school staff, or adults approved by the school administration. Parents are encouraged to support such trips by acting as chaperones. Only students assigned to the classes participating in the study trip may attend. No siblings, visitors, or Host Nation friends or students, either younger or older, may attend. (DoDEA-M 1005.1, 10.9, p. 42.)

The discipline standards stated elsewhere in this handbook are in force while on study trips. Additional rules of conduct and order pertinent to the activities of the study trip, such as conduct in public places, will be developed by the school sponsors and distributed to all students attending and their parents. In some situations, either based on past performance of the student, the nature of the trip or other extenuating factors, parents may be requested to attend the trip as a condition of the student's attendance.

In the event that a field trip has to be cancelled due to FPCON changes that prohibit travel and associated fees are non-refundable by the study trip site, the fees paid will not be reimbursed. Every effort is made to establish study trips so that in the event of a cancellation, the site costs are refundable.

In case of a medical or other emergency, the teacher will contact the proper authorities directly, and then call the school. Either the school administration or the school nurse will contact the parent.

DoDEA-E Student Activities Student Behavior Expectations

These expectations are based upon DoDEA Regulations 2051.1 (August 16, 1996) and are designed to make student participation in DoDEA-Europe student activities positive. Students are expected to comply with these expectations from the time of departure to the time of return from the activity.

Standards of Conduct on DODEA School Buses

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply 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, monitor 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 OR AROUND SCHOOL BUSES STUDENTS WILL NOT:

1. Fight, push, shove 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 the bus windows.
7. Engage in horseplay.
8. Obstruct aisles, steps or seats.
9. Engage in public displays of affection.
10. Eat, drink or litter the bus.
11. Using profane or abusive language or make obscene gestures.
12. Spit.
13. Harass or interfere with other students.
14. Disrespect, distract or interfere with the actions of the bus driver.
15. Damage private property.
16. Sit in the bus driver's seat.
17. Open or try to open the bus door.
18. Throw or shoot objects inside or out of the bus.
19. Tamper with bus controls or emergency equipment.

Minor infractions will result in restrictions and obligations being placed on the student (i.e. loss of privileges, cleaning tables, etc.)

Serious infractions of any of the above items, as well as those discussed at the activity by the supervisors/chaperones will result in student removal from the activity. Except for attending meals, the student(s) will be restricted from the activity. The parents and the principal will be immediately notified.

The student will be sent home at the earliest possible moment. Since the cost of return travel is not authorized under such circumstances, parents will be responsible for the cost of return travel of students removed from the activity.

Extra-Curricular Activities

A variety of extracurricular activities is offered to provide enrichment and student leadership opportunities*. The selection of extracurricular activities changes from year to year, depending upon teacher sponsorship of the clubs. If a child is absent due to illness, he/she will not be allowed to participate in an after school event the day of the illness. Sponsors for extra-curricular activities are selected from a list of teacher and/or substitute applicants to serve as sponsors/advisors of school sponsored student activities, and in accord with any extra-duty compensation requirements. These sponsors/advisors supervise all activities of identified extracurricular activity.

**Students participating in extra-curricular activities are expected to consistently display "I Care" behaviors as a pre-requisite for participation. Students who choose not to abide by the "I Care" standards may be dismissed from participation in the identified activity.*

Special Education Programs and Services for Exceptional Students

Special Education

Special Education is any specially designed instruction, support, or equipment a student may need in order to reach his or her fullest potential. These services are available to eligible students, ages 3 through 21 years of age within DoDDS, and may include changes to the education program, commonly known as classroom modifications. A student may also receive services in the general education classroom, a resource room, self-contained class, or other appropriate setting. Special education services provide the additional support or assistance your child may need to be successful.

Related Services

Children who are on an IEP and qualify may receive related services as needed. These could include; Social work services, clinical psychological services, audiology, occupational therapy, physical therapy, and transportation.

Placement of Students

If a parent has a concern about the placement of a student, they should contact the school counselor or an administrator. If a change in the placement is desired, parents will be provided a copy of the student placement policy on how to proceed to address those concerns.

When a student placement does not seem to be in the best interest of the child, their parents, teachers, and other staff meet as the Student Placement Committee to share information and to discuss recommendations. Recommendations, which may include a management plan, are sent to the principal for final approval.

Sexual Harassment

Sexual harassment is a particular type of sex discrimination. Like all sex discrimination, it will not be tolerated. Sexual harassment in a school is defined as: "deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature." Such behavior is observable, explicitly sexual, contains sexual overtones, and is

deliberate or repeated. Spangdahlem Elementary School will enforce a “zero tolerance” policy for acts of harassment. Consequences can range from counseling to suspension.

SOME EXAMPLES ARE:

- Jokes: Ways to express hostility, make someone a fool, or put down a group of people.
- Comments: on someone’s body or dress.
- Sexual Remarks: from subtle hints to direct proposition.
- Physical Harassment may include: bumping, touching, stroking, cornering, pinching, kissing, hugging, grabbing.
- Other types may be: leaving notes, displaying sexist cartoons, pictures or magazines.

The school will promptly investigate and respond to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. Complaints may include, but are not limited to, incidents of discrimination, harassment (to include sexual harassment), intimidation, hazing, bullying (including cyber bullying or retaliation.)

No retaliation is taken against a student for raising concerns, reporting, claims, or filing complaints alleging discrimination or harassment (including sexual harassment), intimidation, hazing, or bullying (including cyber-bullying) based on race, color, sex, national origin, disability, religion, age, sexual orientation, or status as a parent or for testifying, assisting or participating in any matter in an investigation or other proceeding raising such claims. A student who is found by the administration to have made an intentional false claim, complaint, etc., may be disciplined in accordance with rules, regulations, policies, and procedures.

Standards for Disallowing Student Expressive Rights, Enclosure 4 of Administrative Instruction #2051.02 (April 2012), states that: “The principal shall deny or curtail student expressive rights, including access to facilities, described in this Administrative Instruction, when the principal determines that a student or student group has or is likely to:

1. “Interfere with orderly conduct.
2. “Endanger health, safety, or well-being of others.
3. “Be perceived to advocate misconduct.
4. “Engage in inappropriate language or conduct.
5. “Engage in inappropriate school performances.
6. “Discriminate.
7. “Violate laws and policies.”

Under Executive Order 13160, any individual involved in a federally conducted education and training program (e.g., DoDEA) who believes he or she has been discriminated against on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent may file a complaint with the DoDEA Office of Compliance and Assistance. Refer to <http://www.dodea.edu/> (under "Administration" - "DoDEA Director" - "Office of Compliance and Assistance") for detailed information on the scope of the program and how to file a complaint.

Facility Use: General standards of access to the school facilities and support apply, (i.e., reasonable time, place, and manner in which an activity may be held in the school are based on matters other than the philosophical, religious, or political content of the student activity to be held in the school.) All requests for facility usage, must be preapproved. Paperwork requesting usage can be obtained by contacting the (AO) administrative Officer at the school. That paperwork must be funneled through the command via the School Liaison Officer (SLO), with proper signatures indicating that the base commander states that there are no other facilities available for the requesting activity/sponsor.

Open Forum: As per Administrative Instruction (AI) 2051.02, dated April 2012, the principal shall “Decide whether to allow a limited open forum to operate on the campus. Nothing in this Administrative Instruction requires the principal to establish a limited open forum; however, if a school has at least one noncurricular related student group, it must either discontinue its practice of allowing such groups access to school facilities, or provide equal access to all other non-curriculum related student groups.”

Supply Lists

The following is the recommended list from DoDDS-Europe. Please check below for your Grade Level supply lists. ***Before purchasing, check with your child’s teacher since all items are not needed by all students.*** Please note that our great PTSA sells pre-packaged grade-level supplies for your convenience. See the office bulletin board for details.

Parents:

Parents are expected to provide the following for their children as needed:

All Schools Levels:

- Pens and pencils
- Rubber eraser
- Colored pencils
- Glue (sticks, bottled)
- Pocket folders
- Paper – loose leaf (grade 4)
- Book bag or backpack
- Spiral notebooks (grade 4)
- Plastic supply box
- Notebook dividers (grade 4)
- Bound composition book
- Highlighters
- Notebook – 3 ring binder (grade 4)
- Paints (watercolor)
- Colored markers
- Tissues (1 box, max.)
- Planners (grade 4)
- Gym shoes (on P.E. day)

For Elementary Schools only:

- Child's round end scissors
- Crayons
- Paint shirt (Kindergarten)

Schools:

Schools are expected to purchase the following items and have them available in August for the beginning of school:

- Rulers (ES & MS only)
- Paints (tempra)
- Pencil Sharpeners
- Toilet Paper
- Paper - Graph
- Index Cards
- Calculators
- Dishwashing Detergent
- Plastic Bags
- Paper Towels
- Contact Paper
- Liquid Soap
- Baby Wipes
- Hand Sanitizer
- Locks (as required)
- Copy/Printer Paper

Parents are not to be expected to purchase the above items.