

SPANGDAHLEM ELEMENTARY SCHOOL

STUDENT and PARENT

HANDBOOK

SCHOOL YEAR 2016/2017

Welcome to Spangdahlem
 Seek. Attack. Learn.
Elementary School!

MAILING ADDRESS

**DoDDS/SPES
Unit 3641
APO, AE 09126-3641**

PHYSICAL ADDRESS

**Building 439
Spangdahlem AFB, Germany**

PHONE NUMBERS

**452-6881
065-6561-6881**

SPANGDAHLEM ES WEBPAGEwww.dodea.edu/SpangdahlemES/**DoDDS-EUROPE WEBPAGE**www.dodea.edu/Europe/**DoDEA WEBPAGE**www.dodea.edu**TELEPHONE NUMBERS**

Commercial: 06565-61-6881 or DSN: 452-6881	
From the U.S.: 011-49-6565616881	
Main Office	06565-61-6881 Option #1
Registrar	06565-61-6881 Option #3
Attendance	06565-61-6881 Option #1
Principal / Secretary	06565-61-6881 Option #4
Nurse	06565-61-6881 Option #2
Counselor	06565-61-6881 Ext. 2531
Cafeteria	06565-61-6881 Option #6
Bus Transportation Office	06565-61-6881 Ext. 2620/2641
School Liaison Officer	DSN 452-6942/CIV 0656561-6942

Welcome to School Year 2016/17!

This handbook was designed with you in mind to better help you learn what Spangdahlem Elementary School is all about. We ask that you use this guide as a resource throughout the course of the school year so that you will have a basic knowledge of some of the policies, procedures, and programs that will affect you. Information regarding student expectancies, progress reporting, academic schedules, extra-curricular programs, health services, and school supply listings are just some of the many entries you will find within this handbook. Parents are asked to review its contents and to discuss items with students. Since this handbook offers a snapshot of what Spangdahlem ES is all about, students and parents are encouraged to ask questions to school personnel at any time so individual needs can be addressed and met.

On behalf of the Spangdahlem ES staff, we look forward to another fun and fulfilling school year. In collaboration between the school and home, we invite you to work alongside us at the school site so the educational programs at the school will be enhanced and rewarding for all involved. Our staff is dedicated to providing a myriad of opportunities for learning and success for all of our students and we know that school year 2016/17 will be a satisfying and productive one. We welcome you and look forward to great opportunities and new discoveries ahead!

-Angelique Lamonski, Principal

Spangdahlem Elementary School Daily Schedule

GRADES K-4 (5)	
Mon, Tue, Thur, Fri	
0755	Students Welcomed to Enter Morning Meeting Location*
0805	Instruction Begins
1420 (1435)	Students Dismissed
Wed	
0825	Students Welcomed to Enter Morning Meeting Location*
0835	Instruction Begins
1420 (1435)	Students Dismissed

Extra Curricular After School Clubs	
1435 - 1535	

PSCD	
Mon, Tue, Thur, Fri	
0815 - 1045	AM Session
1135 - 1405	PM Session
Wed	
CSC	AM Session
1135 - 1405	PM Session

SURE START	
Mon, Tue, Thur, Fri	
0820 – 1350	
Wed	
0850 – 1350	

*No supervision is provided prior to the opening of the Morning Meeting locations. Please do not drop your children off prior to 0755 (M, T, Th, F) and 0825 (Wed).

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MISSION STATEMENTS

DoDEA Vision

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

DoDEA Mission Statement

Educate, Engage, and Empower each student to succeed in a dynamic world.

District West/SPES Mission Statement

Our vision statement is currently being developed in conjunction with our district move/reorganization.

Spangdahlem ES Kid-Friendly Mission Statement

SEEK Excellence!
ATTACK Challenges
LEARN Together
SUCCEED!

DoDEA Guiding Principles - Students

Success for ALL students
Trust and respect for others
Uncompromising advocacy for students
Development of lifelong learners
Equal access to quality, rigorous education
New and motivating challenges to inspire excellence
Teaching with high expectations
Safe and stable learning environment

Spangdahlem ES Belief Statements

- Expectations for excellence of ALL
- Everyone will encourage each other academically, socially and emotionally
- Everyone will assist in operating and maintaining a safe school environment
- Everyone will encourage quality communication
- Everyone will support our 21st century, technology rich learning environment



EIFEL COMPLEX COMMUNITY SCHOOLS SCHOOL YEAR 2016-2017 Calendar

Monday, August 22	College and Career Readiness Standards for Language Arts (CCRSL) Training
Monday, August 22	Elementary Teachers Report (Teachers involved in CCRSM Training)
Tuesday, August 23	ALL Teachers Report (Non-CCRSM Training Teachers)
Wednesday, August 24	SPES-CCRSM Training (PK-5 th)
Thursday, August 25	SPES-CCRSM Training (PK-5 th)
Friday, August 26	SMS – New Student Orientation
Friday, August 26	Bitburg HS – New Student Orientation with Burger Burn
<u>FIRST SEMESTER</u>	
Monday, August 29	Bitburg HS-First Day of School (First Quarter/First Semester)
Wednesday, Aug 31	SPES (Grades 1-5) & SMS- First Day of School (First Quarter/First Semester)
Monday, September 5	Labor Day – Federal Holiday Observed
Wednesday, Sept 7	SPES (Kinder & PSCD) – First Day of School
Monday, Sept 19	Sure Start – First Day of School (Start date assigned by SS Teacher)
Tuesday, Sept 20	Sure Start – First Day of School (Start date assigned by SS Teacher)
Friday, October 7	Early Dismissal – Teacher Training, All Schools
Monday, October 10	Columbus Day – Federal Holiday Observed
Tuesday, October 11	No School- Fall CCR Training-All Schools
Monday, October 17	No School – CSI/Staff Development Day, All Schools
Thursday, November 3	End of First Quarter
Friday, November 4	No School • Teacher Work Day
Wednesday, November 9	No School – SPES Only (S/P/T Conferences)
Thursday, November 10	No School – SPES, SMS & BHS (S/P/T Conferences)
Friday, November 11	Veterans Day – Federal Holiday Observed
Thursday, November 24	Thanksgiving – Federal Holiday Observed
Friday, November 25	Thanksgiving Recess Day • No School
Monday, December 19-Jan 2	Winter Recess Begins
Monday, December 26	Christmas – Federal Holiday Observed

.....2017.....

Monday, January 2	New Year's Day – Federal Holiday Observed
Tuesday, January 3	Instruction Resumes
Monday, January 16	Martin Luther King, Jr. Day – Federal Holiday Observed
Thursday, January 19	End of Second Quarter
Friday, January 20	No School • Teacher Work Day
	<u>SECOND SEMESTER</u>
Monday, January 23	Begin Third Quarter and Second Semester
Thursday, February 2	No School – SPES Sure Start Students ONLY (S/P/T Conferences)
Friday, February 3	No School – Pre-K – 5th Elementary School Only (S/P/T Conferences)
Monday, February 6	No School- CCR Winter Training- All Schools
Tuesday, February 7	No School- CCR Winter Training- All Schools
Monday, February 13	No School – CSI/Staff Development Day, All Schools
Monday, February 20	Presidents Day – Federal Holiday Observed
Thursday, March 30	End of Third Quarter
Friday, March 31	No School • Teacher Work Day
Monday, April 3-7	Spring Recess Begins
Monday, April 10	Instruction Resumes – Begin Fourth Quarter
Monday, April 24	No School- Spring CCR Training-All Schools
Monday, May 29	Memorial Day – Federal Holiday Observed
Thursday, June 8	Last day for SPES Sure Start Students Only
Thursday, June 15	Last day for all students, Early Dismissal
Friday, June 16	No School • Teacher Work Day

KEY:

* Please check with high school to confirm SAT and ACT test dates and location.

SPES – Spangdahlem Elementary School; SMS – Spangdahlem Middle School; BHS – Bitburg High School.

The calendar is based on the best information known at the time. The calendar is subject to changes. Please always check with schools for changes.

ACCREDITATION



Spangdahlem ES has met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and is accredited by the North Central Association Commission on Accreditation and School

Improvement.

DoDEA COMMUNITY STRATEGIC PLAN (CSP)

Goal 1: Student Excellence- Challenge each student to maximize his or her potential and to excel academically, socially, emotionally, and physically for life, college, and career readiness.

Goal 2: School Excellence- Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous school renewal, and caring relationships.

Goal 3: Talent Excellence- Recruit, develop, and empower a diverse, high-performing team to maximize achievement for each student.

Goal 4: Organizational Excellence-Build a great, enduring, and responsive organization that provides the appropriate resources, direction, and services in pursuit of highest student achievement.

Goal 5: Outreach Excellence- Foster family, school, and community partnerships to expand educational opportunities for students. (<http://dodea.edu/CSP/index.cfm>)

CONTINUING SCHOOL IMPROVEMENT (CSI)



The student performance goals/strategies listed below are from SY 15/16. Student performance goals are reviewed annually and are subject to change SY 16/17.

SPES is dedicated to our Continuous School Improvement process...	
<u>DoDEA's Mission Statement:</u>	Educate, Engage, and Empower, Each student to succeed in a dynamic world.
<u>DoDEA's Vision</u>	To be among the world's leaders in education, enriching the lives of military-connected students, and the communities in which they live.
<u>West District & SPES Vision</u>	Our vision statement is currently being developed in conjunction with our district move/reorganization.
<u>West District Goals and Strategy</u>	<ol style="list-style-type: none"> 1. Students in the DoDDS Europe West District will improve in mathematical proficiency. 2. All DoDDS Europe West District educators will regularly participate in collaborative activities and analyze student performance data which is supported through professional development.
<u>SPES Mission:</u>	SEEK Excellence ATTACK Challenges LEARN Together SUCCEED!
Student Performance Goal: All students will improve their math performance.	

Objective: All SPES students will achieve specific grade level SMART goals:	
Sure Start	By end of school year 2015-2016 in math performance, at least 80% of all Sure Start students will count to 20, identify numbers to 10 and count 10 objects accurately as evidenced through grade level standards-based checklists.
Kindergarten	By May 27, 2016, all Kindergarten students will demonstrate at least 17/20 (85%) proficiency on the End-of-Year Math Skill Assessment.
1st Grade	By the end of school year 2015-2016, all first graders will increase fluency in addition and subtraction by scoring an 80% or better on quarterly timed tests.
2nd Grade	By the end of school year 2015-2016, 80% of students will score at least a 3 on the quarterly CEPA's by computing accurately and explaining their thinking using multiple strategies as measured by their assessments.
3rd Grade	By the end of SY15/16, 80% of the students in 3rd grade will score in the Top 2 quartiles and no more than 5% in the Bottom quartile on the Unit CEPA's.
4th Grade	80% of students in fourth grade will score in the top quarter and no more than 5% in the two bottom quarters on the Math Diagnostic by the end of the school year.
5th Grade	80% of students in fifth grade will score in the top quarter and no more than 5% in the two bottom quarters on the Math Diagnostic by the end of the school year.
<p>Strategy 1: Use CCRSM and PSCD/Sure Start inquiry based activities to guide mathematics instruction.</p> <p>Strategy 2: Analyze quarterly grade level data to guide intervention for targeted subgroups and ensure student progress toward goal.</p> <p>Strategy 3: Utilize grade level collaboration time when warranted in order to guide instruction and student achievement.</p> <p>Monitoring: See Grade Level Assessment Tables</p>	

RESOURCE PROGRAMS/SUPPORT PERSONNEL

In addition to regular classroom instruction, Spangdahlem ES offers the following resource services:

Morning Meeting Each and every school day at Spangdahlem ES begins with a morning meeting. Parents and family members are welcome to join us from 8:05 - 8:15 am (8:35 – 8:45 Wed). Students lead the morning announcements and various groups and classes participate in short presentations. Morning meeting allows our entire student body and community to focus on our school goals and expectations. Please plan on joining us. We love having you. Stop in and see Dr. Lamonski if you would like to be a part of morning meeting at some point in time.



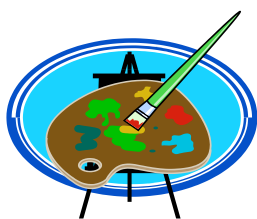
English as a Second Language is provided for students who are not proficient in speaking, reading, and writing English. Services are provided in age appropriate, individual, and small group settings. (<http://dodea.edu/Curriculum/ESL/index.cfm>)

The Gifted Education Program is designed to help those students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess unusual leadership capacity, and/or excel in specific academic fields. Parents and/or staff members may refer student candidates to this resource program, whereby the Gifted Education Review

Committee will then screen, assess, and determine student eligibility to participate in this program. (DoDEA Regulation 2590.1)

Art and Music Students in grade K-5 receive regularly scheduled instruction from resource educators specifically trained in these areas.

Fine Arts Programs –



Provide an environment that encourages the development of student's aesthetic awareness and skills. Provide opportunities in which students are challenged to develop and demonstrate the critical thinking and problem solving processes and proficiencies involved with creation, interpretation, communication, and learning, in and through visual arts, music and drama.

Physical Education Quality physical education programs promote the physical growth and development of all children and youth while contributing to their general health and ability to learn. The DoDEA Physical Education curriculum is based on a planned sequence of experiences in a wide variety of developmentally appropriate learning activities beginning with basic movement concepts and skills and progressing toward more complex game, sport, dance, and other forms of movement and physical fitness activities.

Host Nation Education Host nation education is a unique feature of the Department of Defense Dependent Schools (DoDDS) K-5 school program and is designed to provide elementary school students with an introduction to host nation languages, taught by host nation teachers, as an essential experience of the DoDEA curriculum. In addition, with host nation teachers as guides, students participate in activities which build appreciation and understanding of the culture of the country in which they are located.



As DoDEA endeavors to provide opportunities for students to communicate in multilingual and multicultural societies, the host nation program offers students language skills and cross-cultural understanding that they need in the 21st century. The goals of the Host Nation Program are:

- Students will achieve personal, social, vocational competency and environmental adaptability in the host nation country.
 - Students will achieve functional proficiency in the second language.
 - Students will have an opportunity to implement locally social studies selected themes.
 - Classroom and host nation teachers will develop intercultural collegiality.
 - Parents will have an opportunity to grow inter-culturally with their youngsters.
- (<http://dodea.edu/Curriculum/nationStudies/index.cfm>)

S.T.E.M. (Science, Technology, Engineering and Math) The DoDEA STEM initiative is an educational program designed to provide students with opportunities to be successful in the fields of Science, Technology, Engineering, and Mathematics. Our purpose is to ignite the passion of students to pursue education and careers in STEM disciplines. The three goals of the DoDEA STEM initiative are to:

- Create K-6 student interest, participation, and achievement in higher levels of math,

- science, and technology through the engineering design process,
- Attract and retain students to STEM fields with a focus on underrepresented and female populations, and
- Support the national security focus on the shortage of STEM professionals.

Information Center The role of the DoDEA School Library Information Center program is to support the DoDEA mission of preparing military children for success in a global environment. This mission is achieved by:

- Providing access to print and non-print resource materials that are aligned to the DoDEA curriculum;
- Facilitating library services and literacy programming that fosters a love of reading;
- Defining the essential information literacy skills required for student achievement in the 21st century; and
- Collaborating with educators to design learning strategies and deliver instruction that meets the needs of the military child.

Information Literacy [IL] is the acquisition, interpretation, and dissemination of information. IL encompasses effective methods for locating, evaluating, using, and generating ideas and information. The focus of IL is to help DoDEA students become critical consumers of information enabling them to effectively evaluate information; then successfully apply their knowledge to decision-making, problem-solving, and creative pursuits.

Guidance Counselor provides a comprehensive guidance program to all students in grades PK-5. The school guidance program helps build the foundation for life-long learning by assisting students in developing self-respect, awareness of others and positive learning attitudes. School counselors provide direct and indirect services and activities to students, families, and school staff for developing strategies that deal with education, personal and social challenges that may interfere with the educational process. In the elementary school, the Competency-Based Counseling Program promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. It emphasizes decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of social skills needed for interpersonal relationships. (<http://dodea.edu/StudentServices/counseling.cfm>)

School Psychologist is available to provide short-term psychological counseling that supplements and extends the regular guidance-counseling program. The goal of such counseling is to improve the student's ability to be successful in the school environment. The school psychologist is also available to consult with parents, teachers, and community agencies. (<http://dodea.edu/StudentServices/psychological.cfm>)

School Nurse emphasizes health education at all levels and utilizes available community and school resources to promote an overall healthy lifestyle for students, staff and families. Some of the core services of a school nurse are:

- conducting health screenings
- providing specialized health care and services
- assessing and evaluating individual growth and development

- monitoring of [students immunizations](#)
- acting as a resource for faculty, parents and students
- providing individual health counseling to service emotional and physical health needs
- identifying and referring possible pediatric and adolescent health problems for early diagnosis and treatment
- evaluating and monitoring communicable diseases
- conducting health related classroom instruction such as AIDS prevention, human growth and development, and child abuse prevention
- acting as special education team member for children with special needs.
- serving as a liaison with parents and community health agencies
- providing educational and promotional activities for healthy lifestyles of our students and staff.

The purpose of the School Health Services is to strengthen the educational process by improving the health status and health knowledge of students. The goal of the program is to help students become responsible for their own health and wellness.

The School Health Services cover three areas: health education, health services, and the maintenance of a healthy school environment. It is a comprehensive program that promotes and maintains optimum health for all students.

Academic Support Specialist (AST) provides supplemental instruction to identified struggling readers, writers, and mathematicians, 1st through 5th graders as needed children continue to receive direct instruction in the regular classroom setting. The AST also co-plans units of study, co-teaches lessons, models lessons, encourages reflective practices, assists with small group instruction, helps with assessments, co-creates classroom management techniques to support effective, meaningful instruction.

Special Education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents."

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

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

(<http://dodea.edu/Curriculum/specialEduc/index.cfm>)

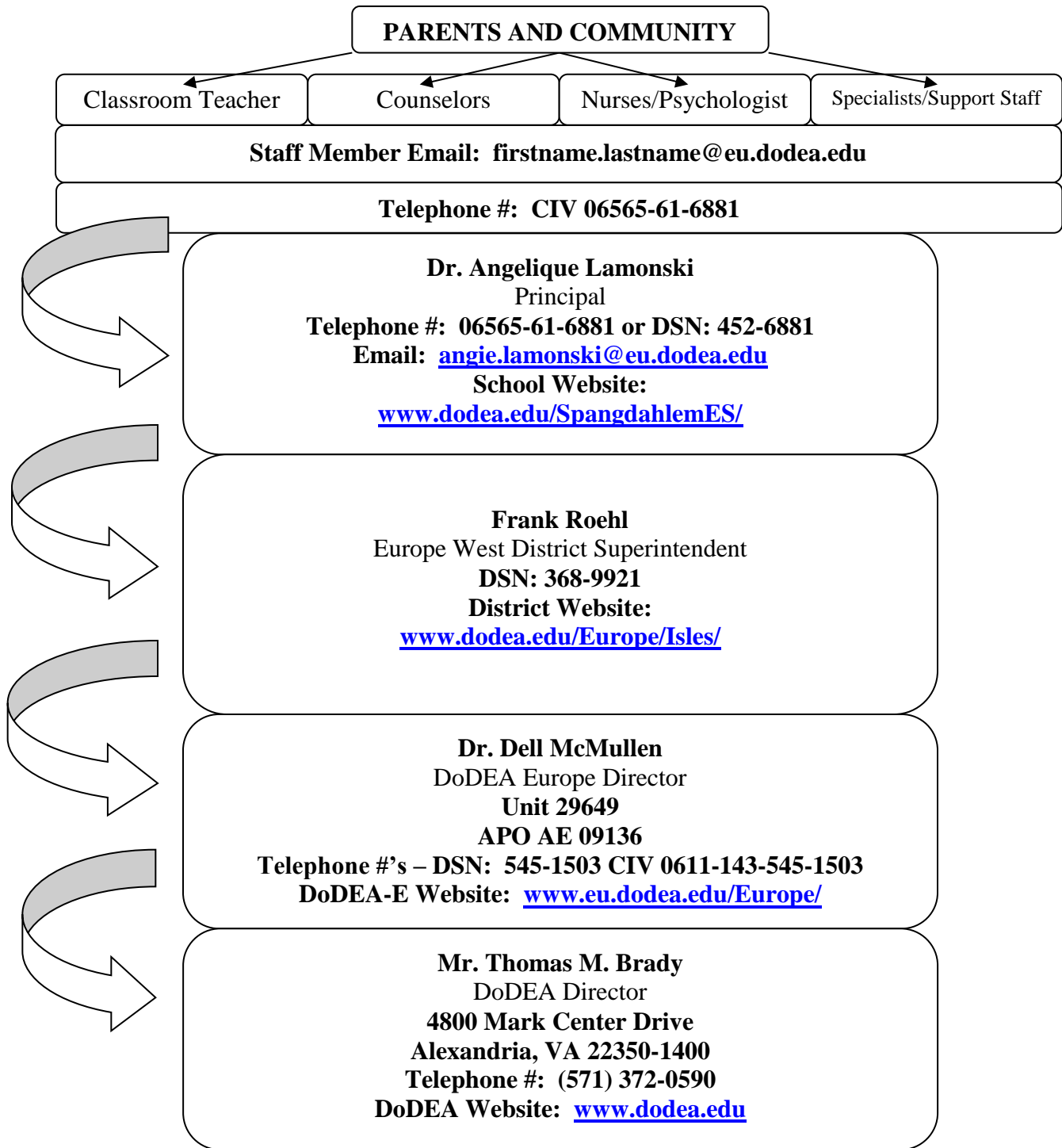
Child Find is the ongoing process used by DoDEA and the military departments to seek and identify individuals (inclusive from birth to age 21) who are eligible to receive special education and related services.

Student Support Team (SST) is part of a DoDEA-wide effort to provide academic and behavioral assistance to students, teachers, and parents. A student is referred to the team if standard classroom interventions are not effective in resolving a concern and/or problem. A student with attendance issues can also be referred to the SST. When referred, a team of school professionals works with the parent(s) and teacher(s) to define the problem, look at effective interventions, and monitor the student for progress. The SST may also make referrals to other agencies or teams for such issues as Attention Deficit (Hyperactivity) Disorder (ADD/ADHD), learning disabilities, and social skills deficits. For more information, please contact the school guidance counselor.

Case Study Committees (2) There are two types of case study committees: CSC Core and Student specific CSC. The CSC Core is composed of school personnel who oversee the special education program. It usually consists of the special education providers assigned to the school, an administrator, one or more general educators and other specialists within the school (e.g., counselor, nurse, etc.) The Core CSC is responsible for a variety of activities that contribute to the effective functioning of the special education programs. The student specific CSC is responsible for those activities directly related to a specific student from the time of referral through Individual Education Program (IEP) development. Parents whose children are being referred for special education services or are currently receiving special education support are part of the student specific Case Study Committee.

SPANGDAHLEM ES CHAIN OF COMMAND

Everyone benefits when the proper chain of command is followed. We request that you attempt to solve issues at the lowest level before requesting resolution at a higher level. It is requested that when a problem or a concern exists, you begin with your child’s teacher and speak with him/her first regarding a classroom issue. Please note our Department of Defense Education Activity (DoDEA) Chain of Command below:



As of August 18, 2016

REGISTRATION

Welcome to the Europe West School District! This section provides information about the registration process in the Europe West District. The school your child will attend is based on where you live. While you are living in temporary quarters, it is encouraged that you register your child based on your temporary quarters address. It is not required to have a permanent address to register your child. If you move into another attendance zone, you will have to register your child in the appropriate school that serves children living in that area. The Eifel Student Transportation Office (ESTO) can be contacted regarding specific address and school attendance information.



To begin the registration process, please visit the registrar in the main office during the school's normal business hours: Monday – Friday 0730 – 1600.

ENTRANCE REQUIREMENTS

- Sure Start: Must be four (4) years of age by 1 September of the current school year.
- Kindergarten: Must be five (5) years of age by 1 September of the current school year.
- First Grade: Must be six (6) years of age by 1 September of the current school year.

REQUIRED DOCUMENTS

In addition to basic enrollment forms, the below listed documents are required:

- Sponsor's Current Orders or Amendments
- Employment Verification Letter (for civilian sponsors only)
- Student Immunization Records
- Previous School Records or Address of Previous School
- Proof of Physical Address (Housing Letter / Approved Rental Agreement)
- Birth Certificate (All Kindergarten and 1st Graders and any child eligible without orders)

TRANSFERS/WITHDRAWALS

Please notify the registrar in the main office of your child's last day of school attendance by completing a **Withdrawal Form**. This should be done **prior** to a transfer or withdrawal from school. A minimum of 10 working days advance notice is necessary to process school records and conduct withdrawal activities for the student. Given advance notice, your child's records will be prepared and ready for you to pick up on the afternoon of his/her last day of attendance. Copies of permanent records may be hand carried by parents. A child may be promoted to the next grade 20 days prior to the last day of school if PCS orders are submitted to the registrar to support this early departure from school.

GENERAL INFORMATION

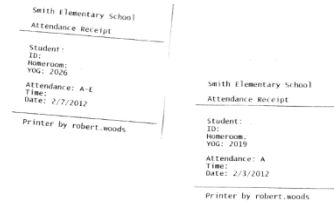
Arriving at School

Children should arrive no earlier than 0755 (M, T, Th, F) and 0825 (Wed). This is especially important during inclement weather. Both the health and safety of your children are involved, so we ask for your utmost cooperation in this matter. Car riders and bus riders enter the doors of the school beginning at 0755 (M, T, Th, F) and 0825 (Wed). Instruction begins at 0805 (M, T, Th, F) and 0835 (Wed). Students arriving after 0805 (M, T, Th, F) and 0835 (Wed) are considered tardy and must report to the main office for a tardy slip before proceeding to class.



Arriving Late

For the safety and security of our students, all students arriving after 0805 (M, T, Th, F) and 0835 (Wed) must come into the main office for a tardy slip before proceeding to class. We ask that parents escort their student into the main office if arriving late.



Daily Schedule

SPANGDAHLEM ELEMENTARY SCHOOL SCHEDULE 2016 – 2017

GRADES K-4 (5)	
Mon, Tue, Thur, Fri	
0755	Students Welcomed to Enter Morning Meeting Location*
0805	Instruction Begins
1420 (1435)	Students Dismissed
Wed	
0825	Students Welcomed to Enter Morning Meeting Location*
0835	Instruction Begins
1420 (1435)	Students Dismissed

Extra Curricular After School Clubs
1435 - 1535

PSCD	
Mon, Tue, Thur, Fri	
0815 - 1045	AM Session
1135 - 1405	PM Session
Wed	
CSC	AM Session
1135 - 1405	PM Session

SURE START
Mon, Tue, Thur, Fri
0820 - 1350
Wed
0850 - 1350

*No supervision is provided prior to the opening of the Morning Meeting locations. Please do not drop your children off prior to 0755 (M, T, Th, F) and 0825 (Wed).

Dismissal

Advise your child at the beginning of the day which mode of transportation he/she will be using to go home. SPES staff will try to accommodate your needs to the best of our abilities but plan ahead.

- **DO NOT** email transportation changes after 1330, phone calls only after that time.
- Changes to transportation may not be made after 1400.
- For your child's safety, your student will only be released to authorized adult(s) as indicated on your emergency contact list.

Inclement Weather/School Closure

In the event of fog, snow, and ice emergencies please refer to the following:

- If weather conditions prevent the safe operation of buses as determined by the Support Group Commander, the school will not be in session and ALL children will remain at home.
- If predications 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 pick up time is 0730 hours; the bus will pick up at 0930 hours.)
- Notice of weather emergencies and school closures or delays as described above will be broadcast on Eifel radio FM 105.1 and are posted on the Spangdahlem website: www.spangdahlem.af.mil. Parents are urged to listen to the radio on days of severe weather.
- If school bus transportation is CANCELLED, there will be no school that day for ALL students.
- 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.



Lost and Found

Parents are urged to clearly and permanently mark belongings with your child's name: jackets, boots, raincoats, sweaters, eyeglasses, watches and all other personal property in order that they may be returned if misplaced. The "Lost and Found" is located in the cafeteria. Unclaimed items are disposed of at the end of the school year if they cannot be successfully donated to a local charity.

School Supplies

School supplies may be purchased at the Spangdahlem Base Exchange. Supply lists are located in the appendix of this handbook.



Standardized Testing

Students will participate in separate system wide assessments:

- The *Terra Nova*, Multiple Assessment, 3rd edition will be given to students in the 3rd, 4th, and 5th grades in March. It is a standardized norm-reference achievement test that compares students' scores to scores of a "norm group".

BUS**TRANSPORTATION**

Both the authority and the responsibility for school bus transportation belong to the Eifel Student Transportation Office (ESTO), which is located in Building 434A, on the Spangdahlem ES School campus. Inquiries about school bus passes, bus routes and delays, delays in students' arrival home after school, complaints or concerns about bus misconduct should be directed to 452-5340 or 06565615340. An additional means to contact the ESTO is via email at eifel.sbo@eu.dodea.edu

Bus Safety

- In Europe, traffic is not required to stop for loading and unloading school buses.
- Children must follow the following life-saving rule: Never cross the street in front of or behind the bus.

Bus Behavior

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

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

In Europe, school bus student behavior and discipline are administered under DoDEA Regulation 2051.1. **All concerns regarding student-related behaviors while riding the bus can be directed to the school principal/assistant principal.**

FOOD SERVICE**School Lunch Program**

The school cafeteria is operated by the Army and Air Force Exchange System (AAFES). Lunch count is taken by teachers each morning to assure preparation of required number of lunches. Lunches from home may be brought and milk may be purchased. Please establish a credit line at the Spangdahlem Main Exchange, Customer Service Counter. Once the account is established, additional funds can be added at the same location, in the school cafeteria or for a small fee at <https://www.mypaymentsplus.com>.

Monthly lunch menus can be found on the AAFES' website at <http://www.shopmyexchange.com/Community/Schoollunch/>.

*The current prices for lunch are:

Lunch	
Students Eligible for Free Meals	No charge
Students Eligible for Reduced Priced Meals	\$0.40
Grades K thru 5 Students Paying Full Price	\$2.50
Grades 6 thru 12 Students Paying Full Price	\$2.75
Non-Students	\$5.50
Lunch Plus Additional Entrée	\$1.50

Payment Options:

The Exchange School Meal Program utilizes the Horizon "Fastlane" Point of Sale School pre-payment system in all Exchange operated schools in the Pacific and Europe. Parents or students can place any desired amount of money into their account and set daily spending limits. Once an account is set up, deposits can either be made at the school during cafeteria operational hours (though this is not recommended due to students losing the money and slowing the lunch line) or at the Exchange PX/BX Cashier Cage. For even easier payment, parents can add funds via MyPaymentPlus. MyPaymentPlus also sends emails to notify parents of a low balance and they can view purchases made in the cafeteria online. Parents can download a MyPaymentPlus phone app for easier access to their school meal balance. Please note, you must sign up for a Horizon account before you can register for MyPaymentPlus.

Lunch Plus Info:

Only one USDA reimbursable lunch will be served at the advertised prices per student. A second entree can be purchased for \$1.50.

Dropped Tray:

A student will be given another tray at no charge.



If your child has a food allergy, notify the cafeteria manager and school nurse. A doctor's note must be sent to the cafeteria stating the allergy. If replacing one food with another, this too must be included in the doctor's letter (e.g., if the child has a milk allergy, then the doctor's note must include that milk is to be replaced with juice or water).

*Prices are subject to change and all questions regarding the lunch program should be directed to AAFES at 06565-934-5123. Our cafeteria's number is _____ option 6.

National School Lunch Program

Under direction of Department of Agriculture and Department of Defense, the National School Lunch Program is offered at Bitburg ES. Students from families whose income meet eligibility criteria will receive free or reduced lunches at the school cafeteria. You may apply for this program at any time during the school year. Returning families who qualified for free/reduced lunches the previous school year must reapply for this year's lunch program to determine eligibility once more. Applications are available at the school as well as the Spangdahlem School Liaison Office, Building 151, Room 215 or downloaded from the Spangdahlem School Liaison Facebook page: <http://www.facebook.com/SpangdahlemSLO>.



Completed applications are then turned into and processed at the Spangdahlem School Liaison Office.

HEALTH SERVICES

Immunizations

Medical requirements for DoD School enrollment can be acquired from the school nurse or found at <http://dodea.edu/StudentServices/immunizationPgrm.cfm>

Medical Emergency

In case of a medical emergency which requires the child to be taken, by ambulance, to a hospital we will use Bitburg, Wittlich and/or Trier and parents will be notified ASAP. It is very important in case of an emergency for the school to have a current address, home phone, duty phone, cell phone and the phone numbers of your emergency contact person in cases where either parent cannot be contacted.

Medications

It is best practice to administer medications at home. If medication is required 3 times daily, it can be given in the morning, after school and at bed time. All medicine, including over the counter products, need a doctor/dentist or primary care provider's order. The necessary school medication form, the Hold-Harmless Letter, is available from the school nurse and at the Spangdahlem Health Clinic and needs to be completed by the doctor and parent before medication can be administered at the school site. All medicine must be in the original container, labeled with student's name, the medication, dosage, current date, and brought to the school nurse by a person over 18 years old and left in school for the duration of the medication. For everyone's safety, **children are not allowed to transport nor have medication in their possession** (e.g. cough drops, aspirin, ointments). Medications will be confiscated and routed to the school nurse for safe keeping and parent retrieval.



Keeping a Sick Child Home

In order for your child to be ready to learn and to control communicable diseases in school, it is very important for you to keep your child at home for the following reasons:

- A temperature over 100 degrees. Your child needs to remain at home and has to be fever free for 24 hours without the assistance of medication before returning to school, as many children rebound with a fever.
- Been diagnosed with a strep infection. Your child needs to be on antibiotics for 24 hours before returning to school.
- Vomited during the night or in the morning.
- Persistent diarrhea during the night and into the morning.
- A moist productive cough, chest congestion, or discolored nasal discharge.
- Red or swollen eyes that itch/hurt and are draining.

Please send a note with your child when returning from sick leave. A doctor's note is required if your child is absent more than 5 days.

PARENT INVOLVEMENT



Parent Teacher Association (PTA)

The PTA is a school spirit and fund raising organization requiring the support of all parents to fully satisfy our objectives in supporting the school. Anyone interested in working with the PTA should contact the President or Vice-President by calling the main office or emailing PTA directly at: ptsa.ses@gmail.com

School Advisory Committee (SAC)

The SAC established by DoD regulation, composed of an equal number of elected parents and teachers, advises school administrators and/or installation commanders on program matters which impact the quality of education in our schools. Unlike PTA, this is a non-fund raising committee. Meetings are open to all community members, and parents are encouraged to attend these meetings, share concerns and become involved in improving our school programs.

Volunteering

There are many volunteer opportunities at Spangdahlem ES that include, but are not limited to reading to/with students; computer lab support/technology; library support; sharing a hobby/interest; creating artwork; typing students' stories; co-teaching; extra-curricular activities; book binding; book orders; field trips; Xeroxing; upgrading bulletin boards; after-school homework tutoring; playground/cafeteria supervision; provide instructional support in the classroom (i.e., individual or group assistance); SAC and PTSA when available, etc.

As a volunteer for Spangdahlem ES there are (background check) requisites required by DoDEA schools. Please contact the School Secretary to learn more about these requirements and to access appropriate forms so that Spangdahlem ES can best assist and support this important process.



Whether you can give a selected time per week or as your schedule allows, volunteers not only support the school's collective efforts in all instructional and extra-curricular endeavors, but also tells all children they are important and valued.

"Student Led" Parent/Teacher Conferences

For your child's school year to be most profitable, students, parents, and teachers should work closely together. Good school-home relations are vital to the child's attitude toward learning and feelings of personal acceptance. If your child appears to be disturbed about school activities or homework requirements, do make an appointment to talk with his/her teacher for clarification and possible solutions to the problem. Working together will ensure the best educational program for your child.

School-wide student led parent/teacher conferences are scheduled at the end of the first grading period (e.g., November). A conference day is also scheduled at the end of the second and/or third quarters for new families or staff members and families requesting to meet. Teachers or parents may also initiate a request for a conference during these dates. Individual conferences may be initiated at any time during the school year by parents and teachers. A written or telephone request is all that is necessary to schedule an appointment before or after school (class) hours.



Parent Bulletin

The school makes every effort to communicate often with our parents and community members. Every school day throughout the year, you will be advised of school happenings through the official school-parent newsletter. In addition, reminders will also periodically be published to advise you of important events and dates. The primary means of parents receiving copies of this newsletter is via their email accounts. Hard-copies are available upon request.

Report Cards / Progress Reports

Report cards are issued four times a year. First quarter reports are issued at a scheduled parent conference in November. One full day at the end of the second quarter (in February) is scheduled for second quarter conferences, especially for new students and for those parents or teachers wishing to conduct a special conference to discuss possible academic concerns. Parents or teachers may request a conference at any time. Students who are new towards the end of a quarter or PSC in midpoint in one marking term will not receive grades or a report card if they have not been in attendance for at least 20 days.

SCHOOL POLICIES

Attendance / Absences

Regular and prompt school attendance is essential to success and academic achievement. Every effort should be made to ensure your child's full, regular participation in his/her educational program.

- Students are expected to arrive at school on time. If your child arrives at school after 0805 (M, T, Th, F) or 0835 (Wed), please sign your child in at the main office.
- It is recognized that there are times when school absence is necessary for reasons such as the following:
 - Illness
 - Death in the family
 - Cancellation of school transportation
 - Medical / dental appointments
 - Emergencies
 - Participation in special religious services or holidays occurring on school days.
- **It is the parent's responsibility to call the school each time a student is absent from school.**



- Participation in non-school functions – babysitting younger brothers and sisters, helping with housework, missing a school bus and/or oversleeping are examples of inappropriate and unexcused absences.
- Students are expected to remain on the school premises during school time. Please comply with the following administrative procedures which have been established to ensure your child’s protection and safety:
 - If it is necessary that your child return home during the school day, you must either come into the main office to sign your child out or send written instructions to the teacher, designating an authorized adult (as indicated on your emergency contacts) to pick up your child from the school. For the protection of your child, **telephone calls will not be accepted.**
 - Advance written notice is to be given regarding planned student absences for travel, religious holidays/services or stateside leave by completing an Attendance Monitoring Plan form in the main office. Administration can request a meeting with you in reference to the proposed absences.
 - Any student sent home because of illness or injury must be signed out by an authorized adult, preferably a parent.
 - Parents who pick up students from school during the day (or before dismissal) will sign students out in the main office. Teachers should be informed prior to the departure if at all possible.
 - To best maximize learning opportunities for students, children will be released from class once their parent or parent designee arrives in the main office to physically sign the child out from school. Having a child sit in the main office anticipating the arrival time of the adult is a practice the school does not support.
 - Work missed due to emergencies or illness should be completed with the child having as many days to successfully complete the assignments per the number of days absent from school. In the event of extensive absences special arrangements can be made with the teacher involved to adjust this policy.
 - Students returning to school after an unplanned absence should bring a written note signed by the parent indicating date(s) and reason for absence.
 - It is understood that emergencies occur and/or sudden decisions have to be made. Please advise us where we can be of assistance in such circumstances.
 - Students who are absent for more than 5 days due to illness are asked to provide a doctor’s note to support the child’s extended absence from school.
 - Children who are absent from school during the instructional day may not be permitted to participate in after-school activities/events.
 - The Attendance Monitoring Plan is to be completed and arrangements are to be made with the child’s teacher(s) for receipt of all assignments that will be missed prior to departure for the extended period of absence time. The student must complete all of his/her work assignments while away from school during the pre-arranged extended period of absence. The student is responsible for turning in completed work the day he/she arrives back at school.



In compliance with DoDEA’s attendance expectations (DoDEA Manual 1005.1), DoDEA personnel will ensure attendance procedures are followed accurately and enforced in a fair and consistent manner. Violations of the attendance policy will be dealt with in a timely and

efficient manner and in accordance with DoDEA attendance regulations. For students who demonstrate inconsistent attendance, school administration will provide written notification to the child's sponsor first of these concerns; should attendance not improve after this initial notification, the Spangdahlem Schools' Liaison Officer will be notified in writing, seeking assistance from command to ensure that the child attends school consistently.

As DoDEA school personnel, we are legal as well as educational guardians for the children under our care. Thank you for supporting these measures to best safeguard our children.

Cell Phones

Cell phones may be carried by the student but not used anytime at school. Cell phones must remain in the student's backpack at all times, with phones remaining "off" so as to not interrupt instruction. In the event that the phone is taken out and/or used, the cell phone will be confiscated and turned into the main office for safe keeping until it can be personally returned to the student's parents. Students have access to school phones as situations warrant. The school is not responsible for lost or stolen cell phones and electronic devices. A child that is permitted to bring a cell phone or electronic device to school per the parent, is responsible for the device.

DoDEA Disciplinary Regulation 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at <http://www.dodea.edu> (DoDEA Regulation 2051.1). Highlights that relate to confiscation:

- E3.5.16 Using portable communication devices contrary to school policy (i.e., beepers, cell phones, personal computers, BlackBerry's; other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including; cameras, electronic games, portable radios, compact disc players, iPods, portable DVD players, or similar devices). Such equipment and devices are subject to confiscation by school authorities.
- E3.7 Confiscation of Property. Authorized school officials may immediately confiscate any property belonging to, or in the possession of, any student if the possession or use of that property is inconsistent with the conduct required by (DoDEA regulation 2051.1), or good order and discipline. Unless possession of the item is illegal or dangerous, the confiscating official will return the property to the rightful owner or the student's sponsor as soon as it is practicable and safe, or issue a receipt for its retention until such time as it may be returned. Confiscation is not considered a disciplinary action, but is accomplished to preserve health and safety, or to provide evidence incidental to the exercise of the disciplinary action.

Change of Contact Information / Status



Notify the main office of any changes with your military and/or home address and/or your duty/home/cell telephone number(s) IN PERSON or via E-MAIL (from the email account listed in the student's registration form). CHANGES WILL NOT BE ACCEPTED VIA PHONE. In the event you are to be away for an extended period or you have no home phone/cell phone, please notify the registrar in writing of an alternate phone number and contact name. Should there be a change in your employment status after registration or during the school year, please notify the registrar's office in order to correct your

child's records. Please notify the Eifel Student Transportation Office directly regarding changes in your home address. This should be accomplished several days in advance. In this way, the school can successfully reach you in a timely manner as appropriate, as well as keep our school's student database updated.

Drug-Free School

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

Prescription drugs must be kept with the school nurse. All medicinal items must be hand-carried to the school site by a parent and provided to the school nurse.



Emergency Contact Information

It is essential the school be aware of the sponsor's duty telephone number, spouse's work telephone number, your current home telephone number, as well as an emergency address and the telephone number of a friend or neighbor. If any of these numbers change throughout the year, please notify the office immediately. We MUST have a number to reach you during the day. This is a critical requirement since the health clinic may not treat a child without parental permission.

Family Educational and Privacy Act of 1974

DoDEA Schools are committed to operating within "The Privacy Act", both in terms of the spirit and the letter of the law. It is our intent to:



- Maintain confidentiality of any information to which we have access for the purpose of making educational decisions with you and your child.
- Give parents access to appropriate student records.
- Insure each student "due process" and the opportunity for fair, just and humane treatment and decisions.

Parents, sponsors or legal guardians may request a review of their child's official school records by calling the counselor's office or contacting an administrator. An appointment will be made for a review and explanation of the records at the earliest opportunity, but not later than 10 working days. Parents who wish to challenge the content of their child's school records may do so by requesting an appointment with the principal.

Homework

Homework includes all educational experiences occurring outside of school hours, but directed by the school. The kind and amount of homework depends on student needs. The most beneficial homework is that which strengthens understanding and provides enrichment. Homework is not assigned merely as "busy work" or as a disciplinary measure. It should be recognized that "homework" might not always be paper and pencil tasks. Some of the homework in primary grades will be students reading to parents and parents reading to students, or possibly host nation and creative art activities. It is good practice for parents or siblings to be as involved as possible with homework assignments. The emphasis is NOT on quantity; rather, homework assignments should serve the following purposes:

- To provide students with opportunities to follow up on individual activities.
- To allow exploration in greater depth of the material presented during class. Assigned homework will reinforce skills learned in class; it will not introduce new or unfamiliar concepts or skills.
- To supplement classroom learning with related outside experience.
- To provide opportunities for problem solving and research. Homework assignments are planned to help motivate students. Homework will be checked for completeness and mastery of concepts as appropriate to the nature of the assignment.
- To the greatest extent possible, homework assignments will be coordinated with school events.

The following guidelines show the average range of minutes that may be assigned as a daily total. In addition, extra time may be required at the teacher's discretion for special projects, such as science projects, journal writing and increased daily personalized independent reading.



Grade	Range of Daily Minutes
Kindergarten	10-20 minutes
1 st	10-20 minutes
2 nd	10-20 minutes
3 rd	30-50 minutes
4 th	30-50 minutes



Homework support can also be found on-line at Tutor.com: <http://lhh.tutor.com/default.aspx>

Money in School

Money required for school activities, projects and functions will be collected by the classroom teacher at the beginning of the school day (except for lunch money). **PLEASE** arrange for correct change for each student in your family.



A school lunch line of credit with AAFES eliminates the need for children to carry money daily. The school cannot assume responsibility for losses of money left in such locations as desks, book bags or clothing; however, every reasonable effort will be made to assist your child to search for lost items.

The school does not have a petty cash fund and therefore staff in the main office cannot make change for parents or students.

Participation in All School Activities

Teachers need time before school, during recess and preparation periods to plan lessons and prepare instructional materials, so they should not be requested to supervise children during these times. 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. Unless a written excuse by the doctor is presented to the teacher excusing the student from participating in school activities for a specific time, the student will be expected to participate in all school activities.



PCS Moves – Requesting Records

If you are transferring, **please notify the registrar** and the classroom teacher 10 days in advance of your scheduled departure. School records have to be prepared for you. You may hand carry school progress reports and a copy of all records. The official record will be forwarded directly to the receiving school upon request from that school.

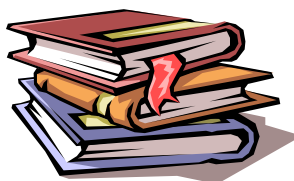
Pets

Due to the unpredictability of a pet's behavior and to remain mindful of children's allergies and one's comfort levels around pets, we ask that family's pets remain off of school grounds during instructional hours, Monday-Friday.



Property/Supply Accountability

Each student is accountable for DoDEA textbooks, library books and/or other instructional materials issued for his/her use. Materials should be handled with care to keep them intact and clean for the next student who will use them. In the event of loss, destruction or misuse of materials or U.S. property, sponsors will be held responsible for reimbursement for the item.



Safety

As required by DoDEA, fire drills are conducted once a week for the first four weeks of school and monthly thereafter for the remainder of the school year (i.e., October-June). Additionally, emergency evacuation drills are taught and practiced during the course of the school year so that students, staff, and volunteers can remain knowledgeable and safe when faced with adverse, unsuspected conditions. Spangdahlem ES also remains in compliance with the required bi-annual inspections, namely fire, safety, physical security, and bio-environmental. For more information on school safety and related requirements, please contact the main office.

Special Note: To remain in compliance with DoDEA's Safe School Program, all exterior doors and perimeter gates of the school remain locked during the instructional day. The main entryway leading to the school's main office is the primary entrance to school when students are tardy, when parents/community members are signing-in to obtain their school visitor's pass, etc. Thank you for partnering efforts to optimize a safe and secure learning environment for students, staff, and families alike when at Spangdahlem ES. Additionally, all volunteers and visitors need to formally sign-in/out of the main office so that we know you're at the school site. All volunteers and visitors are thanked in advance for wearing their visitor's sticker at shoulder height at all times while at the school site.

Sexual Harassment

“Sexual harassment” is defined as unwanted, unwelcome sexual advances or overtones, either verbal or non-verbal, which creates an environment that is hostile or abusive in our schools. Inappropriate behaviors include improper physical contact, lifting another child’s clothing, a student removing articles of their own clothing, dirty language, cussing, or jokes about sex, sexual gestures, comments involving sex or containing sexual language, and asking someone to have sexual contact with them. Please review this serious topic with your child(ren). Students acting indecently or improperly as described above will receive disciplinary consequences.

Any student who believes that s/he has suffered sexual harassment must report the incident to a teacher or administrator. 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.

Student Dress

Students are expected to present a clean, neat appearance. Every effort possible will be made to assist in maintaining this appearance throughout the school day.

Short shorts, spaghetti straps, halter tops, see-through shirts, T-shirts designed as underclothing, pants worn below the normal waistline, and shower shoes are examples of inappropriate classroom attire. Clothing with offensive words, obscene pictures, and other inappropriate designs (e.g., replicas of weapons) are not permitted. Appropriateness of dress outside these parameters will be determined on a case-by-case basis by the administration.



Clothing appropriate for local weather conditions is important in a rainy, chilly climate. If an occasion should arise in which a staff member has concerns regarding the appropriateness of a student’s dress, mutual discussion with the student and parent will be held. Appropriate rain and winter clothing are important for health protection. Clothing should be appropriate for all school situations, including PE and recess (i.e., shoes such as flip-flops and open-toed shoes are inappropriate for school).

Student Rights and Responsibilities

It is DoDEA policy that the following rights are retained by students:

- Right to a public education of high quality, including the opportunity to participate in school activities without regard to race, sex, color, national origin, disability, age, sexual orientation, or status as a parent.
- Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct.
- Rights of freedom of speech, expression of views, and assembly under Amendment I of the U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

- Right to fair and appropriate discipline in accordance with the DoDEA Regulation 2051.1.
- Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. (Reference: DoDEA Administrative Instruction 2051.02)

Additionally, per the school's responsibilities under Section 504 of the Rehabilitation Act of 1973 regarding the provision of extracurricular activities, DoDEA and Spangdahlem ES adhere to the antidiscrimination and accommodation requirements of Section 504, namely

- It is DoDEA policy that students have the "right to public education of high quality, including the opportunity to participate in activities," in accordance with the Executive Order 13160, DoDEA Administrative Instruction (AI) 2500.14 and Department of Defense Instruction 1342.12, "without regard to race, sex, color, national origin, disability, age, sexual orientation, or status as a parent." (DoDEA AI 2051.02, Section 4.a.1., p.2.)
- "It is DoDEA policy that a student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity; or be subjected to discrimination based solely on a disability." (DoDEA AI 2500.14, Section 4.a., p.2.)

Reference: U.S. Secretary of Education, Arne Duncan, "WE Must Provide Equal Opportunity in Sports to Students with Disabilities," blog posting, January 25, 2013:

<http://www.ed.gov/blog/2013/01/we-must-provide-equal-opportunity-in-sports-to-students-with-disabilities/>



Study Trips

Study/field trips are an important part of the educational program. Students are expected to participate in these activities in order to learn about our host nation and its people and to appreciate the diversity and difference of cultures. Participation should be accomplished in a manner which:

- Demonstrates respect for the host nation and its people.
- Reflects credit on the American community and the school.
- Ensures the child's own safety.

Parental permission is required for a student to participate in study trips. Parents are requested to assist by volunteering to accompany classes and help with supervision. Parents must have a background check on file with the main office. Background Check Forms are available in the main office. Younger children and/or siblings cannot accompany parent chaperones on the trip.

Toys

Toys and other non-educational objects are distracting to their owners and to other children and may constitute a safety hazard with a large group of children. They should be left at home.

Knives and toy guns are not allowed in school for any reason.

Scooters, skateboards, roller blades, iPods, radios, MP3 players, infrared laser pointers, pagers and battery-operated games are not allowed at school. These items will be confiscated and will only be returned to a parent at his/her earliest convenience.



Visitors

All visitors, as well as parents, must register and obtain a visitor's sticker at the main office before proceeding to contact students or staff members. Signs are posted in entry/exit points within the school as a reminder. If visiting a classroom, it is important to coordinate with the teacher or the main office prior to visitation. When at the school site, thank you for wearing your visitor's sticker so that we know you've formally checked into the main office and so that all staff members know as such.

Zero Tolerance for Weapons

The DoDEA school system has a "zero tolerance" for weapons. As per DoDEA Regulation 2051.1, weapons, including but not limited to "dangerous weapons" as defined in section 930(g)(2) of 18 U.S.C. (reference (j)), are items carried, presented or used in the presence of other persons with the intent of threatening or harming any individual. Also included are items that are capable of causing death or serious bodily injury as defined at section 1365(h)(3) of 18 U.S.C. (reference (k)). They include, but are not limited to: guns, ammunition, knives of any blade length, swords, razors, box or carpet cutters, slingshots, nunchucks, blackjacks, brass/metal knuckles, throwing stars; any flailing instrument such as: a fighting chain, heavy studded or chain belt, or objects designed to project a missile; explosives, mace, pepper spray, or any similar propellant; or any other object or instrument that is made or used in a manner to either inflict or threaten to inflict bodily injury or instill fear (e.g., replica/look-alike gun, baseball bat, laser pointer, letter opener, etc.).



Incidents involving weapons on school grounds during the school day will involve a report to the military police for subsequent investigation and action, in addition to any consequence of suspension or expulsion applied by the school.

For weapons' incidents, as well as in cases of serious infractions for which a suspension is proposed in excess of a total of 10 school days, or for which an expulsion would be the appropriate consequence, a disciplinary hearing will be held to formulate a recommendation to the principal on the consequence for the Student. Parents are invited to attend such hearings and full attention is given to according due process rights to the student.

STUDENT BEHAVIOR EXPECTATIONS

At Spangdahlem ES, our school wide approach to managing student behavior *consists primarily of teaching and reinforcing positive attitudes and behaviors*. We view our students' behavior as a responsibility shared by students, parents, school staff, and the community. Adults guide students from direct discipline to self-discipline through consistent positive examples, reinforcement of appropriate student actions, and conversations with them when they make inappropriate behavior choices.

DoDEA DISCIPLINARY REGULATION 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at <http://www.dodea.edu> (DoDEA Regulation 2051.1).

Student and School Wide Expectations

Students are expected to behave in ways that demonstrate the following:

The Three R's

1. **Respect** yourself.
2. **Respect** others.
3. **Respect** property.



Stay SAFE!

Stay on task.

Accept responsibility.

Follow directions of all staff.

Encourage others.

Teachers have class rules, which are based on these expectancies and which give students more specific information about the rules and what the teacher expects of them. Parents receive information on classroom discipline plans when their child enters the teacher's program.

SPANGDAHLEM ES PLAYGROUND RULES

- Student should always play safe and be considerate of others.
- If there is a problem with a peer, students will try to talk it out and ask a school adult for help.
- Students will follow playground rules and use all playground equipment safely.
- Students will ask a recess monitor if they need help or would like to see the school nurse. A student should never leave the playground area without permission from a monitor.
- Students will respect school grounds and property. Trees are for admiration, not climbing.
- Students will listen to and be respectful of recess monitors and school adults on the playground at all times. Monitors always have the final say.
- Students will only use school equipment. No equipment from home or class may be brought out to the playground (balls, toys, paper, pencils, etc.) as this causes arguments.
- Tackling, pushing, shoving or play fighting is not permitted at ANY time.

- If the monitor decides play is too rough or unsafe, play stops for the day and possibly longer.
- Once the recess bell sounds, students will walk to line up with their class and wait quietly for their teachers.

SPANGDAHLEM ES PLAYGROUND EQUIPMENT USEAGE RULES

- Students will take one item at a time to play with and return the item when done using.
- Balls and other portable equipment must stay in the ball play area.
- **SLIDES**
 - Students will climb *up* the latter only and slide *down* the slide only.
- **CLIMBING WALL**
 - Students will not climb over the top of the wall.
 - Students will call a recess monitor for help if they are stuck.
- **SWINGS**
 - Students will sit on their bottoms and swing front to back. Standing up in the swing seat is not permitted.
 - Students will not jump off of the swing or twist the swing ropes/chains.
 - Students will avoid running in front of back of swings for safety reasons.
 - Students will count to 100 for their turn on the swing.
- **TAG/GAMES**
 - Any student who wants to play in the game should be allowed to play.
 - Tag will be played with two-hand touch only.
 - Students will remain alert while running and keep their eyes open.
 - If a ball leaves the field area, play must stop. Students should ask permission from a recess monitor to leave the area and retrieve the ball. Play may resume once the ball has been brought back into the play area.
 - If there is tackling, tripping or wrestling on the playground, play stops for the day and possibly longer.
 - Play is only allowed on the grass covered areas. The field area may not be used if it is excessively wet and/or muddy. The recess monitor decides if the field is in a condition to be played on.

MONITORS ALWAYS HAVE THE FINAL SAY.

CAFETERIA EXPECTATIONS

- Students will be escorted into the cafeteria by their teacher.
- Tables are assigned for each class and students must sit at their assigned table.
- Students will always WALK in the cafeteria.

- Students purchasing lunch will get in line.
- Students may talk quietly while in line and at the lunch table.
- Students should follow directions and be respectful of monitors and school adults in the cafeteria at all times.
- Students will remember to bring a jacket to the cafeteria (per weather conditions) if needed.
- Students will remain seated at their assigned tables and raise their hand if they need assistance.
- Students will clean up after themselves and wait for a cafeteria monitor to dismiss them from the tables.

In the lunchroom and as a school as a whole, healthy eating habits are promoted, as per DoDEA Health Curriculum Standards. Hence, sugary temptations such as baked goods and junk food favorites should be kept to a minimum, while soda consumption should be avoided with water, milk, and natural juices being the mainstays to healthy eating.

INAPPROPRIATE BEHAVIORS

When students act in ways that do not reflect Spangdahlem ES' expectations, such incidents become opportunities for teaching responsibility and how to make better choices.

In common areas of the building, all staff members share the responsibility for enforcing the school-wide rules and monitoring individual student behavior. Therefore, any staff member may and should take the opportunity to discuss observed inappropriate behavior with students, and if warranted, refer the student to the classroom teacher or an administrator.

When incidents occur on the playground or lunchroom or when a teacher makes a referral for a specific incident in the classroom, the principal will investigate the referral, to include talking to all students with relevant information. If it is determined that the student has behaved unacceptably, the administrator will apply a consequence.

First offenses generally result in a warning. For serious first offenses or for inappropriate behaviors after that initial event, consequences are matched to the student after consideration of his/her age, prior behavior history, and of course the circumstances surrounding the referral. Discipline infractions are recorded in the school's student information system and kept on file.

Possible consequences include:

- student/parent conferences
- behavior contracts
- restriction from use or access to a place or activity for a specified time
- lunchtime or after school detention
- attending school on a non-school day (such as Saturday)
- suspension from school
- contact with sponsor's chain of command



SERIOUS INFRACTIONS

DoDEA Regulation 2051.1 states: “Disciplinary consequences and other behavior modification techniques that are within the experience of the teacher, must be exhausted prior to resorting to disciplinary consequences that remove a child from the school, except when a child poses an *immediate* threat to his or her safety or the safety of others in the school.”

Spangdahlem ES is able to offer a range of support services to assist classroom teachers and parents in changing repeated inappropriate student behaviors. These include the classroom teacher, a school counselor, a school psychologist, small/large group specialists, a range of special education personnel, and school administration.

SUSPENSION/EXPULSION

Suspension and expulsion are disciplinary consequences used to modify the undesirable conduct of a Student who is unreasonably disruptive to the education program and for whom other behavior management techniques and disciplinary consequences have proven futile. (DoDEA Regulation 2051.1)

The following list of most severe behaviors would generally result in a suspension and could also lead to expulsion:

- Possession of firearms, weapons, or explosives.
- Possession, use, or sale of drugs.
- Violence directed towards other individuals causing a deliberate, serious, physical injury.
- Deliberate physical assault of an individual.
- Making a bomb threat.
- Deliberately setting off a fire alarm.

Other types of serious behaviors may result in suspension/expulsion after consideration of such factors as the age of the student, his/her prior behavior history, and circumstances surrounding the events.

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 development 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

DoDEA DISCIPLINARY REGULATION 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at www.dodea.edu (DoDEA Regulation 2051.1). Highlights from this particular regulation that relate on imposing disciplinary sanctions for bullying include:

- E3.5.15 Bullying (including cyberbullying) another, or a group (e.g., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing another person; including but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to...characteristics of another person or the associates of the other person.

Managing Student Behavior

When a student repeatedly does not respond to the classroom rules and behavior plan, the teacher should consider the following steps in addressing the disruptive or inappropriate behaviors.

- ✓ STEP 1 Teacher attempts to modify student's behavior by selecting a different strategy than those used for the remainder of the class.
- ✓ STEP 2 Teacher holds parent conference to modify student's behavior.
 - * Teacher repeats Steps 1 and 2 as long as the strategies change the student's behavior, even if each does so only for a limited period.
- ✓ STEP 3 Teacher consults with resource staff for ideas on other strategies that could be tried. Teacher may also request an observation by the resource



educator of the student in the setting in which most inappropriate behaviors take place. If the resource is the counselor, then alternative interventions become part of the counseling plan. Written documentation of behavior contracts, classroom discipline strategies and modifications, and results of consultations with school resource staff are set up and maintained. Parent conferences are held at intervals to share information on choices and progress.

- ✓ STEP 4 Teacher meets with supervisor to discuss the student's behaviors and the steps taken thus far. A plan is developed cooperatively for conditions under which the student will be referred to the main office and for an appropriate expected response when such referrals take place.

* Steps 3 and 4 may occur close together in time, or even at the same time, particularly if a behavior contract is being developed or another strategy is put in place, which requires a consistent response from an administrator if the child is referred to him/her by any staff member.

- ✓ STEP 5 Resource educators, teacher, student, parents, and administrators, work as a TEAM to modify student's behavior.
- ✓ STEP 6 If the staff working with the child suspect's issues of ADD or ADHD, a referral is generated to the school nurse and the point of contact for the Student Support Team (SST) that manages these medical referrals. A meeting of that group is held after the appropriate forms, documentation, and information is gathered.

* If the student is identified as ADD or ADHD, the Student Support Team (SST), under the school nurse's direction, will work with the teacher to monitor the student and his/her behavior.

- ✓ STEP 7 If inappropriate behaviors persist over time, even when identified strategies are consistently applied, then the classroom teacher and the resource educators that have been working together consult with the Case Study Committee Chairperson. They determine what additional documentation (other than Step 3 materials) or actions will be needed to pursue a formal referral for possible identification for special services/referral to EDIS. The behavior management specialist becomes the case manager. During the period of the referral and assessment process, the classroom teacher and resource educator team continue to document the results of the strategies they are using with the student.
- ✓ STEP 8 If the student is determined eligible for special education; an Individualized Education Plan (IEP) is developed. Any further concerns about student behavior are addressed through CSC meetings in which IEP goals are reviewed and type and amount of services are modified to address needs.
- ✓ STEP 9 If the student is not determined eligible for special education, the classroom teacher and resource educator team continues to use Steps 1-5 to address concerns.

At this point, it would also be appropriate to discuss with the administrators what other community resources need to be involved in the problem, (**e.g. sponsor's command, civilian misconduct officer, social services, etc.**).

Managing Severely Disruptive Students

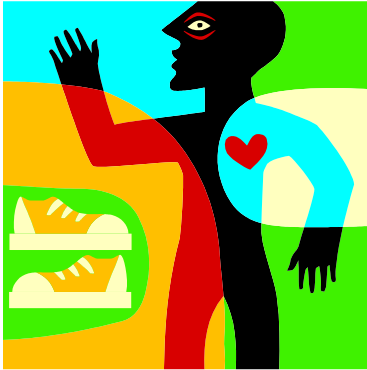


1. Upon first evidence the student is physically disruptive and has potentially unsafe losses of self-control, the teacher will consult with an administrator.

* If the first incident occurs without any forewarning or time to prepare, common sense and good professional judgment will be exercised to get additional assistance and work through the incident until the child is safe and unable to disrupt. Following this, the teacher should proceed to address #2 and #3 swiftly and set up the conference as soon as possible for developing the plan outlined in #5.

2. Review school records. If special education records are available, review these also and request a CSC meeting to discuss and resolve the remaining steps to be taken, including those issues discussed in #5 below.
 - a. If special education records are active, modifications to the IEP should be carefully considered. Discuss how other staff members who work with the child will be informed of necessary information to manage his/her special needs.
 - b. If special education records are inactive or the student was not eligible for services based on assessment results, CSC should discuss other appropriate eligibility criteria or additional information at hand that could re-open the eligibility decision to reconsideration.
3. Have school psychologist and behavior management specialist observe. Be sure to inform them of whether or not special education records exist, and whether Student is on an IEP.
4. Set up a conference with parent(s), administrator and resource educators (identified through #2 and #3 and discussion with administrator). If there are active special education records (2a above), a CSC meeting would usually take the place of a conference.
5. Develop a crisis response plan with all of the above individuals which includes:
 - A. a signal for securing additional adult assistance
 - B. a back-up plan with colleagues in the adjacent classrooms for signaling for assistance
 - C. plan for removing other students from harm's way, if needed
 - D. the clearly identified set of behaviors/circumstances for which this plan would be activated

- E. a clear understanding of the appropriate manner in which to exert physical restraint, if that is an issue with the Student, and the documentation for such incidents
- F. clearly identified roles of the psychologist, behavior management specialist, counselor, or other staff who will provide support in such incidents
- G. plan for briefing all staff members who work with the child on the above
- H. the parents' full knowledge and consent for the above steps, and for their own identified role/response.



Wellness Plan

Spangdahlem Elementary School values the health and well-being of every student and staff member and plans and implements activities and approaches that support healthy lifestyles. Per DoDEA requirements, Spangdahlem ES relies upon its School Advisory Committee, as well as all stakeholders, to be its “Wellness Committee.”

SCHOOL SUPPLY LIST 2016-2017

Kindergarten

2 packs of pencils
 1 pack of 2 rubber erasers
 1 box of colored pencils (erasable, if possible)
 12 glue sticks
 1 bottle of glue
 2 boxes of crayons (16 count)
 1 watercolor paint set
 1 box colored markers
 catcher)
 1 child's round end scissors (plain)
 2 boxes of tissue
 1 book bag that fits 8.5x11 folder & library books (prefer no rolling)

First Grade

Crayons
 10 plain #2 pencils
 Colored Pencils
 Markers
 Scissors
 1 package of glue sticks
 2 PRIMARY composition notebooks
 2 folders
 Watercolor paint set
 2 tissue boxes

Second Grade

2 packs of #2 pencils
 Erasers
 Scissors
 Crayons
 catcher)
 Colored Pencils
 Glue Sticks
 Bottle Glue
 2 pocket folders
 1 supply box
 2 composition notebooks (hard black covered)
 Water color paint set
 Markers
 Tissues
 Book bag
 Dry erase markers
 White t-shirt

Third Grade

Pencil with erasers
 2 pocket folders
 Crayons
 Glue stick or white glue
 Set of colored pencils
 Pair of scissors **Very important!*
 2 Mead composition books
 1 box of Kleenex
 Supply box for supplies
 Dry Erase Markers

*Note: A supply box to hold crayons & pencils is very helpful since we do not have desks.
 Please do not send binders or notebooks. Our tables quickly become crowded with extra materials.*

Fourth Grade

1 pair of earbuds (no large headphones)
 1 zipper pencil pouch
 2 packs of pencils
 1 pack of colored pencils
 2 glue sticks
 1 pair of scissors
 1 pack of crayons
 1 pencil sharpener (manual only with shavings)

 5 pocket folders
 1 multi-pack of highlighters
 1 multi-pack of dry erase markers
 1 dry eraser/old sock/glove
 1 pack of loose leaf paper
 1 empty shoe box (for extra supplies)
 1 pack of pencil top erasers
 3 block erasers
 2 boxes of Kleenex
 2 wide ruled composition notebooks
 1 backpack

Fifth Grade

1 pair of earbuds (no large headphones)
 1 zipper pencil pouch
 2 packs of pencils
 1 pack of colored pencils
 2 glue sticks
 1 pair of scissors
 1 pack of crayons
 1 pencil sharpener (manual only with shavings)

 5 pocket folders
 1 multi-pack of highlighters
 1 multi-pack of dry erase markers
 1 dry eraser/old sock/glove
 1 pack of loose leaf paper
 1 empty shoe box (for extra supplies)
 1 pack of pencil top erasers
 3 block erasers
 2 boxes of Kleenex
 2 wide ruled composition notebooks
 1 backpack
 1 binder

CHILD SUPERVISION POLICY

Age of Child	Left without sitter in quarters 2 hrs or less	Left without sitter in quarters for more than 2 hours	Left alone overnight	Outside unattended (includes playground)	Left in car Unattended	Child Sit Siblings	Baby sitting
< Age 4	No	No	No	No	No	No	No
Ages 5-6	No	No except at age 6 may walk to and from school	No	Yes on playground or in yard only with immediate access (visual sight/hearing) to adult supervision	No	No	No
Ages 7-9	No	No except may walk to and from school	No	Yes with ready access to adult supervision who assumes responsibility for the child	Yes except in hot weather; keys removed and hand brake applied; 15 min in other weather; adult within sight	No	No
Ages 10 - 11	Yes with ready access to an adult who accepts responsibility for the child	No	No	Yes	Yes keys removed and hand brake applied	Yes 11 years old or 6th grade minimum. Maximum of 2 hours. Home alone trained by youth center and red cross babysitting training or equivalent	No
Ages 12-14	Yes	Yes during daytime hours before curfew No after curfew	No youth 15 or 9th grade may be left alone overnight with access to adult supervision; sponsor must be in local area	Yes	Yes	Yes Home alone training by youth center or other source required	Yes Red cross babysitting training or equivalent. 12 years of age or 7th grade minimum
Age 15>	Yes	Yes	Yes 16 year olds may be left alone for short temporary duty assignments or leaves, not to exceed 5 consecutive days. Must have access to an adult who accepts responsibility for the child and who makes periodic checks.	Yes	Yes	Yes Red cross babysitting training or equivalent required.	Yes Red cross babysitting training or equivalent.

NOTE: Red Cross Babysitting Training is required for 10-11 year olds and strongly recommended for all baby sitters.

PARENT/VISITOR GUIDELINES

Be our guest!

In order to maintain an orderly, respectful and secure educational environment for the students and staff of Spangdahlem Elementary School, it is essential that all parents and visitors in our building be aware of their responsibilities and adhere to the expected code of conduct.





Parent/Visitor GUIDELINES

Spangdahlem Elementary School
Principal: Dr. Angie Lamonski
Assistant Principal: Mrs. Sara Schmidt
UNIT 3441 BOX 30
APO AE 09126-3441

DSN: 452-4881
CIV: 04561-946-30
E-mails: angie.lamonski@eu.dodea.edu
sara.schmidt@eu.dodea.edu
Website: <https://www.dodea.edu/SpangdahlemES/index.cfm>

Parent/Visitor GUIDELINES

Welcome!
To Spangdahlem Elementary School

Your student's success begins with YOU.

We're so happy you are joining us!



Public Conduct on School Property

Schools are a place of work and learning. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building principal or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to our school:

- All visitors to the school must report to the office upon arrival. Visitors are required to sign in, get a visitors sticker which must be worn at all times. The visitor needs to sign out again in the office before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings, student presentations or public gatherings are not required to sign in and out.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the principal and classroom teacher, so classroom disruption is kept to a minimum.
- Teachers are expected to **NOT** use class time to discuss individual matters with visitors.
- Unauthorized persons on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave.

Visiting the actual classroom —

- The teacher will greet the incoming visitor and show him/her where to sit to observe.
- Visits to the classroom are for the purposes of becoming acquainted with school instruction and programs, personnel, your child's interactions and behaviors and the operations of the overall facility.
- Parents/Visitors will refrain from making comments and evaluations to personnel, their child and/or other students during the classroom visit.
- At NO time will a parent/visitor make comments or evaluations to another student while on school grounds.
- Parents/Visitors will not assist in delivering the day's instruction nor respond to questions posed by the teacher unless prompted by the teacher for input.
- If a school visit leaves a parent/visitor with a concern, it is requested the visiting party report immediately to the office. The concern should be addressed by the school principal or other administrator prior to the visitor leaving.

The entire staff of Spangdahlem Elementary School encourages its parents and patrons to visit the classrooms and the school. However, not every day is the most advantageous time for a parent/visitor to view actual instruction or student activity. For example, the school would not want visitors during the week of standardized testing.

Spangdahlem Elementary School stands ready to assist students and parents. We are just a phone call away in working to find solutions together. We are sincerely grateful for the opportunity we have in serving our country's finest — America's active duty members, their spouses and children.

Please visit us at your earliest convenience.

Parent/Visitor GUIDELINES

Spangdahlem Elementary School
Angie Lamonski, Principal
Sara Schmidt, Assistant Principal

E-mails: angie.lamonski@eu.dodea.edu
sara.schmidt@eu.dodea.edu

TUTOR.COM FOR MILITARY FAMILIES

10 THINGS PARENTS SHOULD KNOW ABOUT TUTOR.COM FOR U.S. MILITARY FAMILIES

tutor.com/military



Tutor.com for U.S. Military Families is funded by the Department of Defense MWR Library Program and the Navy General Library Program.

1 Safe, Anonymous Learning Environment

Every tutoring session is anonymous and takes place in a secure online classroom. No personal information is ever shared between the tutor and the student.

2 Personalized On-Demand Student Support

Every Tutor.com session is one-to-one between the tutor and student. Your students get help with their own specific questions or assignments—right when they need it.

3 Students Love It

We get thousands of comments every day from students who tell us they “absolutely love Tutor.com” and the boost it gives their grades, confidence and interest in schoolwork.

4 Accessible From Anywhere

Wherever your students have online access—at home, at school and anywhere in between—they can connect to a tutor using any internet-enabled computer or mobile device.

5 All Subjects, All Skill Levels

Students can get help in 40+ math, science, social studies, English and world language subjects, including algebra, statistics, biology, essay writing, Spanish, German and French. Tutors can also help students prepare for the SAT, ACT or other standardized tests.

6 Expert Tutors You Can Trust

All of our tutors—almost 3,000 of them—complete a rigorous application and qualification process that includes an extensive third-party background check.

7 Builds Confident Learners

Students of all skill levels—from elementary to honors—can get help from a tutor. In fact, 86% of students are more likely to take an AP course if they have on-demand access to Tutor.com.

8 Extends The Learning Day

When students are struggling with homework after school, on the weekends and at midnight, our tutors are available to help any time, any day.

9 Help Is Free For Eligible Military Families

The Department of Defense funds access to Tutor.com at no cost for eligible military families worldwide. (Approx. \$40/hr. civilian cost.)

10 It's Quick And Easy To Get Help

Students in military families create an account at tutor.com/military. After logging in, a student selects a subject and asks a question to start working with an expert tutor in just a couple of minutes.

“I love tutor.com! It's a great way to learn, especially if you have challenging classes! My dad is often deployed and doesn't have time to help me out with my calculus, but tutor.com always helps me! It improves grades and helps students to think logically!”

- 12th Grade Army Student

“I love this website. It really helps me with my work and I feel better knowing that if I'm having problems I can come here - no matter what time - and get the help I need. Thank you!!”

- 11th Grade Air Force Student

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Tutor.com for U.S. Military Families Fact Sheet



Tutor.com for U.S. Military Families Program Overview

The Department of Defense MWR Library Program, Yellow Ribbon Reintegration Program and Navy General Library Program provide online tutoring and homework help from Tutor.com at no charge to all K-12 students in National Guard, Reserve and Active Duty military families. Many adults are also eligible for college and career transition help. Tutor.com for Military Families allows students to connect to a live tutor online at any time for one-to-one help with homework, studying, test prep, proofreading and more. Eligible students can create an account and log in at www.tutor.com/military.

Free Around-the-Clock Help

Access to Tutor.com for Military Families is free 24 hours a day, seven days a week—no appointment needed. Regardless of where they attend school, students worldwide can access the online service using any internet-enabled device, including smart phones.

40+ Subjects, All Skill Levels

Math: Elementary, Mid-Level, Algebra I and II, Geometry, Trigonometry, Calculus, Statistics, AP level

English: Essay Writing, Grammar, Literature, AP level

Science: Elementary, Earth Science, Biology, Chemistry, Physics, Anatomy, AP level

Social Studies: U.S. History, World History, AP level

(NEW!) World Languages: Spanish



Students go to www.tutor.com/military and click on their service to get a tutor.

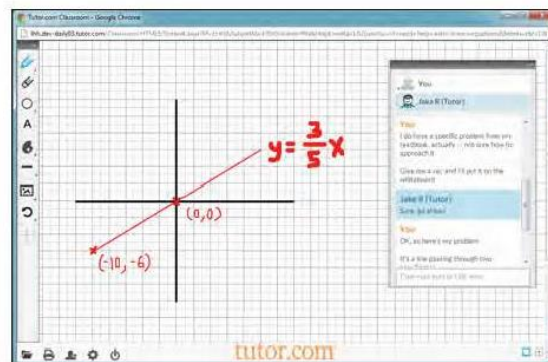
Expert Tutors

Every Tutor.com tutor is a carefully screened expert. Our team of more than 2,600 tutors includes certified teachers, college professors, graduate students, select undergraduates from accredited universities and other professionals. We employ military spouses, and approximately 9% of our Tutors are affiliated with the military. Tutor.com tutors are primarily based in the U.S. and Canada, with some bilingual specialists located internationally.

Safe, Secure, Anonymous

Our commitment to safety starts with our rigorous tutor application process, an extensive background check, and a probationary period before an applicant becomes a certified Tutor.com tutor. Students and tutors always work anonymously and no personal information is shared during sessions. Ongoing session review and mentoring ensures that our tutors maintain the highest standards of quality and safety at all times.

Eligibility: Go to www.tutor.com/military/eligibility to see who is eligible to access Tutor.com for Military Families.



Students work one-to-one with a tutor in a secure, online classroom, which features an interactive whiteboard, file sharing and instant messaging.

DoDEA ATTENDANCE POLICY

OUR PARENTS

HOW YOU CAN HELP

- Know the DoDEA attendance policy.
- Report absences immediately.
- Model the value of education and stress the importance of attendance.
- Send your child to school every day, starting in kindergarten.
- Instill in your child that attendance is non-negotiable, unless they are truly sick.
- Ask teachers or the principal for missed school work, arrange to pick it up, and make sure your child completes the work.
- Contact the school if you become aware of an absence.
- Take an interest in your child's school work and be involved in the school as much as possible.
- Check each night to ensure your child understands and completes the day's homework assignments.
- Locate potential sources of anxiety.
- If your child frequently appears upset or reluctant to go to school and cannot tell you why, schedule an appointment with their teacher or school counselor to talk about possible sources of the anxiety.
- Keep updated on school events and announcements such as back-to-school night and parent-teacher conferences.

MORE RESOURCES

FIND THE ATTENDANCE TOOLKIT ON OUR WEBSITE
www.dodea.edu/attendance

- Attendance Policy
- Videos
- Posters
- Brochure



Bitburg Elementary School
 Office Hours
 M-F 7:30am - 4:30pm

School Hours
 M-F 8:20am-2:40pm

Please call front office at 06561-94630
 prior to 9:00am if your child will be absent.



www.dodea.edu/attendance

ATTENDANCE POLICY

KEY FEATURES

- Implementation of a system-wide attendance policy that is consistent with stateside schools.
- Attendance policy establishes 180 days of school required per year.
- Consistent implementation in all DoDEA schools.
- Students who have approved extended absences greater than 5 days are required to complete missed class work identified in the Student Education Plan.
- Increased communication with parents regarding their child's daily school attendance.
- Referral of students with seven days of absences to the local Command for appropriate intervention and support.



SCHOOL ATTENDANCE

MORE FACTS AND STATISTICS

- Family involvement in a child's educational program can improve school attendance (Epstein & Sheldon, 2002).
- Early identification of students with attendance problems and targeted interventions to support students increases attendance rates (Chang & Romero, 2008).
- Nationally, nearly 1 in 10 kindergarten and first grade students miss a month of school every year. Even at this early age, absences start to affect student performance. (Attendance Works).
- Students with poor kindergarten attendance rates, missing 10 days or more, gained roughly 14 percent fewer literacy skills than their peers with average attendance rates (Read, 2010).
- Students who are chronically absent from school score an average of 15-20 percent lower on state assessments than students who attend school more regularly (Baltimore Education Research Consortium, 2009).
- 90 percent of youth in juvenile detention have a history of chronic absenteeism (Colorado Foundation for Families and Children Study, 2002).

IMPORTANCE

OF ATTENDANCE

- Research has shown that there is a high correlation among school attendance, academic performance and success.
- School attendance impacts the likelihood of students graduating from high school.
- School absence is the greatest cause of poor academic achievement.



- Learning is progressive. Students who miss school miss out on carefully planned sequences of instruction. New lessons build on the previous day's instruction.
- Lectures, discussions, learning activities, and social interactions cannot be made up.
- Regular school attendance fosters the development of student independent behaviors and responsibility.