



STUDENT/PARENT HANDBOOK

2018/19 SCHOOL YEAR

SEMBACH ELEMENTARY SCHOOL

MAILING ADDRESS

Sembach Elementary School
 (ATTN: Staff Member's First/Last Names)
 Unit 29060, Box 23
 APO AE 09136

PHYSICAL ADDRESS

Sembach Schule
 Heuberg Geb. 17
 D-67681 Sembach

SCHOOL INTERNET WEBPAGE

<https://www.dodea.edu/SembachES/>

EUROPE EAST DISTRICT'S & DoDEA-EUROPE WEBPAGES

<http://www.dodea.edu/Europe/east/index.cfm>

<http://www.dodea.edu/Europe/>

DoDEA WEBPAGE

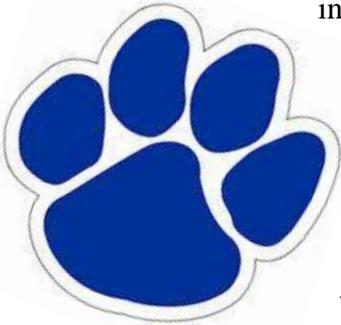
<http://www.dodea.edu/>

TELEPHONE NUMBERS

DSN Prefix: 545-XXXX Commercial Prefix: 0611-143-545-XXXX From the U.S. Prefix: 011-49-611-143-545-XXXX	
Main Office	545-1100/1101/1102/1104
Attendance / Secretary / Registrar	
Nurse	545-1108
Counselors	545-1100/1101/1102/1104
Psychologist	
Information Center	
Kaiserslautern Student Transportation Office (@ Kaiserslautern Elementary School, Vogelweh)	545-1402
AAFES Cafeteria Manager	545-1113
USAG-Rheinland-Pfalz School's Liaison Officer, Ms. Lynn Rice	DSN: 541-9061 CIV: 0611-143-541-9061
86 MSG School Liaison Officers, Ms. Sarah Dorosky & Ms. Jennifer Hahn	DSN: 480-9374 CIV: 06371-47-9374 Building 2118, Room 231 Ramstein AB

Welcome to School Year 2018/19!

This handbook was designed with you in mind to better help you learn what Sembach 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'll 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 Sembach ES is all about, students and parents are encouraged to ask questions to school personnel at any time so that individual needs can be addressed and met.



On behalf of the Sembach 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 and enrichment programs at the school will be enhanced, fulfilling, 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 2018/19 will be a satisfying and productive one. We welcome you and we look forward to great opportunities and new discoveries ahead!

SUSANNE A. MORIN, Principal

Instructional Hours

Grades K-3

0745-0755: Students Arrive on Campus

0755: Students Enter School

0800: Instruction Begins

1425: Students Dismissed

PSCD

A.M. Session: **0800-1030**

P.M. Session: **1150-1420** (Tentatively
scheduled)



Sure Start
0830-1345

Extra-Curricular Clubs
1430-1530+

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Sembach Elementary School Mission Statement



SES Vision:

At Sembach Elementary School we are problem solvers who don't give up!

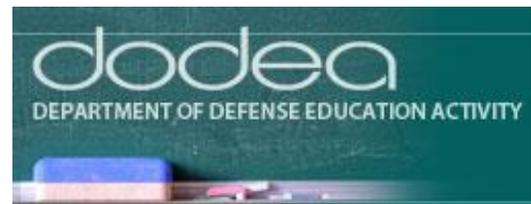
SES Mission:

The mission of Sembach Elementary School is to educate, engage, and empower each student to succeed in a dynamic world.

Europe East District (Comprised of 32 schools from Baumholder to Bavaria)

Vision

The basis of prioritizing and mapping curriculum:
The identification of Priority/Power Standards
The Non-Negotiable/Essential Standards, 21st Century Skills



Data Driven

All assessment data, to include grades, attendance, and performance on a variety of assessments, as well as the "soft" data, to include issues children are dealing with such as deployments and PCS moves, must be addressed in order to maximize student learning.

Student Focused

We are committed to knowing and understanding every child's uniqueness. This means that we are dealing with the "heart and the head" of every child, ensuring his/her needs are addressed, and expecting and working toward every student's maximum potential.

For Highest Student Achievement for All Students

All means each and every child that comes through the doors of our classrooms.

DoDEA's MISSION

EDUCATE , ENGAGE , AND EMPOWER EACH STUDENT TO SUCCEED IN A DYNAMIC WORLD.

DoDEA's VISION

TO BE AMONG THE WORLD'S LEADERS IN EDUCATION, ENRICHING THE LIVES OF MILITARY-CONNECTED STUDENTS AND THE COMMUNITIES IN WHICH THEY LIVE.

Sembach ES School Year Calendar, 2018/19 School Year

PTC – Parent Teacher Conferences
CCR – College and Career Readiness
CSI – Continuous School Improvement

August 2018

- 16 New Student Orientation & School Tour @ 1600, Sembach ES Theatre
- 27 First Day of School for Students, Grades 1, 2, & 3
 PSCD & Kindergarten Orientations @ 0830 (PSCD & Kindergarten Classrooms)
 Open House for Grades 1-3, 1230-1425
- 27-29 PSCD Home Visits
- 27-31 Kindergarten Home Visits
- 30 First Day of School for PSCD (0800-1030 & 1150-1420)
- 31 Sure Start Family Orientation @ 0800

September 2018

- 3 Federal Holiday/Labor Day – No School
- 4 First Day of School for Kindergarten, 0800-1425
- 4-12 Sure Start Home Visits
- 13 First Day of School for Sure Start, 0830-1345
- 28 Mid-Term of First Quarter

October 2018

- 5 *Staff Development Day—Students Dismissed @ 1101*
- 8 Federal Holiday/Columbus Day – No School
- 15 *CCR Training Day – No School*
- 26 *CSI Day – No School*

November 2018

- 1 End of First Quarter
- 2 Teacher Work Day – No School
- 5 Begin 2nd Quarter
- 8 & 9 *Parent-Teacher Conferences—No School for Students*
- 12 Federal Holiday/Veterans Day – No School
- 15 *CCR Training – No School*
- 22-23 Thanksgiving Holiday – No School

December 2018

- 7 Midterm of 2nd Quarter
- 16 Winter Break Begins

January 2019

- 1 New Year’s Day – No School
- 2 Instruction Resumes
- 21 Federal Holiday/MLK Day – No School
- 24 End of 2nd Quarter/1st Semester
- 25 Teacher Work Day – No School
- 28 Begin 3rd Quarter/2nd Semester

February 2019

- 8 CCR Training – No School
- 18 Federal Holiday/President’s Day – No School

March 2019

- 1 Midterm of 3rd Quarter
- 5 CSI Day – No School

April 2019

- 4 End of 3rd Quarter
- 5 Teacher Work Day
- 8-12 Spring Break
- 15 Instruction Resumes/Begin 4th Quarter

May 2019

- 10 Midterm of 4th Quarter
- 22 CCR Training – No School
- 27 Federal Holiday/Memorial Day – No School

June 2019

- 6 Last Day of School for Sure Start (full day of instruction)
- 13 Last Day of School for PSCD (AM Program) and K-3 Students/Students Dismissed @ 1101
- 14 Teacher Work Day

*****Based on the best information known at the time.***

As of 19 May 2018.

Please always check with schools for changes.

School Information



Accreditation. Sembach ES and the Europe East District schools have met the requirements established by the AdvancED Accreditation Commission and Board of Trustees and are accredited by the North Central Association Commission on Accreditation and School Improvement as of June 2018. The Europe East District's AdvancED District Accreditation site visit occurred in spring 2018.

DoDEA's Blueprint for Continuous Improvement, 2018/19 SY - 2023-24 SY

Goal 1: Student Excellence- Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life. Key Result Indicator: *All DoDEA students will show appropriate growth within an academic year.*

Goal 2: School Excellence- Develop and sustain each school to be high-performing within a culture of innovation, collaboration, continuous improvement, and caring relationships. Key Result Indicator: *DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.*

Goal 3: Talent Excellence- Recruit, develop, empower, and retain a high-performing workforce that reflects the diversity of our students. Key Result Indicator: *The performance of all DoDEA employees is rated successfully or outstanding.*

Goal 4: Organizational Excellence- Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the mission. Key Results Indicator: *DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.*

Goal 5: Outreach Excellence- Partner with internal and external stakeholders and industry leaders to advance student and organizational success. Key Results Indicator: *DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.*

(<https://www.dodea.edu/Blueprint/index.cfm>)

Continuing School Improvement (CSI).

During the 2017/18 SY, Sembach ES refined its school improvement goals in alignment to the Europe East District's academic and organizational goals, namely

Academic Goal: At Sembach ES all students will increase reading proficiency with 80% meeting on or above grade level, as measured by the Balanced Assessment System (BAS)

Sembach ES GOALS

- DoDEA Priority One**
All Together!
Implementation of CCR Standards
- Academic Goal**
Interactive Read Aloud
At SES all students will increase reading proficiency with 80% meeting on or above grade level, as measured by BAS.
- Organizational Goal**
Collaborate!
SES will develop, implement and maintain effective weekly collaboration for all educators, as measured by the Europe East Collaboration Rubric.

Organizational Goal: Sembach ES will develop, implement, and maintain effective weekly collaboration for all educators as measured by the Europe East Collaboration Rubric.

During this school year, our Teacher Leadership Team, along with the collective staff, will further refine these goals and related instructional strategies, assessing our interventions to determine and identify progress. Parents are an important part of our school improvement process. You are invited to attend our professional development days and work with Sembach ES staff on meeting our school improvement goals. Teacher Leadership meetings are held every 1st, 3rd, & 5th Tuesday of each month @ 1440 in the school's Information Center. Come!

Resource Programs

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

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, Music, and Physical Education. Students in grade K-3 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 program: 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 Education Activity (DoDEA) K-3 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-3 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.

Foreign Language Elementary Spanish (FLES) The Foreign Language Elementary Spanish program enables K-3 students to use foreign language for personal enjoyment and enrichment, to pursue higher levels of language learning beyond secondary school, to advance career opportunities and become culturally aware and successful as members of the diverse communities in which they live. Some of the concepts and skills learned in FLES include body parts, colors, animals, family (La Familia) animals (animals), and Spanish heritage and culture). Children in grades K-3 receive 90-minutes of FLES instruction weekly.

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.



The **Guidance Counselor** provides a comprehensive guidance program to all students in grades PK-3. 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>)

The **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>)

The **School Health Nurse** provides individualized quality health care for students, 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 effective handwashing, healthy habits/lifestyles, 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.

The **Academic Support Specialist (AST)** provides direct reading instruction to identified K-3 students who are not yet performing on grade level on a short-term basis. The Leveled Literacy Program (LLI) is designed to **supplement**, not substitute, the small-group instruction that children receive in their classrooms. Children who participate in the LLI program receive their literacy instruction from their classroom teachers, with their LLI program being scheduled outside their daily literacy block of time. LLI lessons are provided daily and are of sufficient length to assure reinforcement of new learning and to accelerate student progress. The 30-minute lessons (for K-2) and 45 minutes (grade 3) provide instruction in reading, writing, and phonics/word study, with intervention support lasting 12-20 weeks contingent upon a student's individualized needs and progression in the program. Group size ranges of up to 3 students for K-2 and up to 4 students for grade 3.

Our **AST Math & Literacy Coaches** support the concentrated focus dedicated to enhancing the teaching, learning, and assessing of mathematics and English/Language Arts (ELA) to improve student achievement. Elementary mathematics and literacy specialists are teacher leaders who are responsible for supporting effective pre-K-3 mathematics and ELA instruction and student learning, co-teaching lessons directly in classrooms with the classroom teacher.



Special Education 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.

There are two kinds of **Special Education Committees**: Special Education Department (SPED) and student specific Case Study Committee (CSC). The SPED 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 SPED is responsible for a variety of activities that contribute to the effective functioning of the special education programs. The 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 Case Study Committee.

The **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 or problem. 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.



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 them first regarding a classroom issue.** Please note our DoDEA Chain of Command below.

**Parents
and
Community Members**

**Classroom Teacher * Counselor * Nurse/Psychologist
* Specialists & Support Staff**

Staff Member Email = firstname.lastname@eu.dodea.edu
Telephone: 545-1100/1101/1102
CIV 0611-143-545-1100/1101/1102

Ms. Sue Morin, Principal

Telephone: See Above

Email: susanne.morin@eu.dodea.edu

School Website: <https://www.dodea.edu/SembachES/>

**Mr. Steven Sanchez, Superintendent & Mr. Jason Ter Host & Mr. Josh Adams,
Community Superintendents, Europe East District DoDEA-Europe East District**
Unit 3084, APO AE 09021

Telephone: 0611-143-545-1774, DSN: 545-1774

District Website: <http://www.dodea.edu/Europe/east/index.cfm>

Dr. Dell McMullen, Director, DoDEA-Europe

UNIT 29649, APO AE 09136

Telephone: DSN 545-1503, CIV 0611-143-545-1503

DoDEA-E Website: <http://www.dodea.edu/Europe/>

Mr. Thomas M. Brady, Director, DoDEA

4800 Mark Center Drive, Arlington, VA 22350-1400

Telephone: (571) 372-1885

DoDEA Website: <http://www.dodea.edu>

Registration

Welcome to the Europe East School District! This section provides information about the registration process in the Europe East 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 Kaiserslautern Student Transportation Office 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 7:00 a.m. – 4:00 p.m.

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



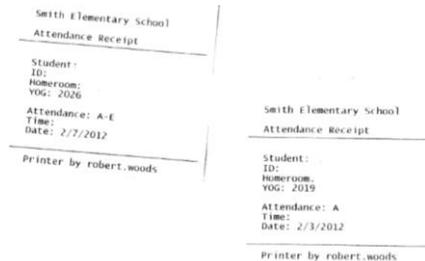
Arriving at School

Children in PSCD, Kindergarten, and first through third grades should arrive no earlier than 0745 (i.e., Sure Start to arrive no earlier than 0820). 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. Walkers, car riders, and bus riders gather in the rear playground of the school and students enter the building at 0755 (i.e., 0830 for Sure Start, side-entrance to Sure Start wing). Instruction begins at 0800 (i.e., 0830 for Sure Start) and after this time, students are considered tardy and must report to the main office for a tardy slip before proceeding to class.

Arriving Late/Early Dismissal/After-School Routines

For the safety and security of our students, all students arriving after 0800 **must be signed in by a parent/sponsor in the main office.** Sure Start Students arriving after 0830 must also be signed into the main office prior to arriving to class; PSCD students arriving after the 1150 start for the afternoon session also need to be signed into the main office prior to arriving their class.



If it is necessary that your child be dismissed from school earlier than the regular dismissal time, **the parent and/or adult designee must come into the main office to sign the child out from school.** In all instances, advanced notification of an early dismissal is appreciated so that a timely and seamless transition from the classroom setting to the main office can occur (i.e., Sure Start and kindergarten classes in a separate annex from the school's main building, a student may be in a different learning environment other than his/her homeroom setting at the time of the parent is arriving to school).

As the administrative staff in our school's main office becomes familiar with all of our students and their families and for the protection of your child, there may be instances when a staff member may ask the parent calling the school for specific information to best identify the caller. Additionally, when at the school site to meet the child, the assisting staff member may ask the parent/adult designee for picture identification to ensure the information we have on file at school is the same individual greeting/assisting the child prior to escorting him/her from the school site.



Similarly, because of the end of every-instructional day is busy with student-centered transitions, please know that at times, the administrative staff may be unsuccessful in relaying last minute changes to a child's typical after-school routine. When calling the school site to provide an after-school update on behalf of your child(ren), please do so as soon as possible. Phone calls received at/after 1345 every afternoon can cause increased uncertainty for some children as they have little-to-no-time to process the change in his/her routines. **Planning and communicating with your child ahead of time, as well as a handwritten note to the classroom teacher at the start of the day are the best means to ensure your child's after-school plans are successful.** Email communications to staff members during the instructional day are not a guarantee either as our school staff's primary focus remains the children and their educational programming while under our care and supervision.



Daily Schedule

Grades K-3

0745-0755: Students Arrive on Campus

0755: Students Enter School

0800: Instruction Begins

1425: Students Dismissed



Sure Start
0830-1345

PSCD

A.M. Session: **0800-1030**

P.M. Session: **1150-1420** Tentatively
Scheduled

Extra-Curricular Clubs
1430-1530+

Inclement Weather / School Closure

The determination of the status of school during inclement weather is made by the USAG-Rheinland Pfalz Military Commander. School closure information can be obtained from the radio station FM 105.1 (Kaiserslautern frequency).



Additional References

Call 480-COLD (06371-47-2653)

Watch AFN Television

Listen AFN 105.1 FM

Visit www.ramstein.af.mil
www.rp.army.mil

Monitor Facebook & Twitter

- * [facebook.com/RamsteinOfficial](https://www.facebook.com/RamsteinOfficial)
- * twitter.com/ramsteinairbase
- * [facebook.com/afnktown](https://www.facebook.com/afnktown)
- * [facebook.com/army_rp](https://www.facebook.com/army_rp)
- * twitter.com/USAG-RP

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 outside of the school's Information Center (library). Unclaimed items are disposed of at the end of the school year if they cannot be successfully donated to a local charity.

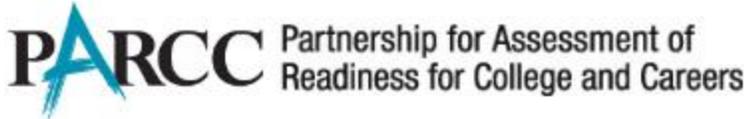
School Supplies

School supplies may be purchased at the AAFES Exchanges, one's preferred online sources, and/or local stores off-post. Supply lists are located in the main office and in the appendix of this handbook.



Standardized Testing

The DoDEA Comprehensive Assessment System (DCAS) is a rigorous, comprehensive system that includes several types of assessments delivered systematically within DoDEA as benchmark, end of course, and summative assessments. The primary criterion-referenced measure of academic proficiency of students in grades 3-8 in mathematics and/or English Language



Arts is the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment; for Sembach ES, third graders take the PARCC in the area of mathematics each spring. For more information on the DCAS and/or PARCC assessment, please visit these online sources:

<http://dodea.edu/assessments>

<https://parcc.pearson.com/tutorial/>

<https://parcc.pearson.com/practice-tests/>

NAEP

The National Assessment for Educational Progress (NAEP), commonly known as the "Nation's Report Card," is administered to students in 4th grade (and 8th) every other school year. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, economics, geography, and / or history. The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in the (chosen) various subject areas. Sembach Middle School, grades 4-8, hosts the NAEP.

Bus Transportation



Both the authority and the responsibility for school bus transportation belong to the Kaiserslautern Student Transportation Office (STO), which is located in Building 2010 on Vogelweh at the Kaiserslautern Elementary School campus. Inquiries about school bus passes, bus routes and delays, delays in students' arrival home after school, complaints or concerns about bus driver misconduct should be directed to DSN 545-1401/1402 or Commercial 0611-143-545-1401/1402. The best means to contact the STO is via email at

Kaiserslautern.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.

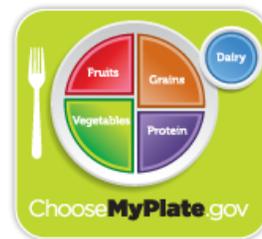
Please reference the Europe East District’s School Bus Discipline Matrix, 2018-19 SY, located in the Appendix section of this handbook.

In Europe, school bus student behavior and discipline are administered under DoDEA-Europe revision to Enclosure 7 of DoDEA Regulation 2051.1, Disciplinary Rules and Procedures. **All concerns regarding student-related behaviors while riding the bus can be directed to the school principal.**

Food Service

School Lunch Program

The school cafeteria is operated by the Army and Air Force Exchange System (AAFES). Orders/count of lunches are 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 Baumholder Main Exchange, Customer Service Counter. Once the account is established, additional funds can be added at the same location or for a small fee at <https://www01.mypaymentsplus.com/Availability.aspx>. Students will have their own individual pin numbers to purchase lunch. Cash is also accepted. Monthly lunch menus can be found on the AAFES’ website at <http://www.aafes.com/about-exchange/school-lunch-program/>. *The current prices for lunch are:



2017/18 SY AAFES’ Lunch Prices*	
Students Eligible for Free Meals	No Charge
Students Eligible for Reduced Price Meals	\$0.40
Grades K-5 Students Paying Full Price	\$2.75
Grades 6-12 Paying Full Price	\$3.00
Non-Students	\$5.50
Lunch Plus (Additional Entrée)	\$1.50
*At the time of this handbook’s publication, the 2018/19 SY prices were unavailable; please check the AAFES website at https://www.aafes.com/about-exchange/school-lunch-program/ for updates.	

If your child has a food allergy, please 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 DSN 545-1113 or CIV 0611-143-545-1113.



- AAFES lunch and Free & Free and Reduced Meal Online Application: <https://freeandreducedapps.aafes.com> (The student ID numbers needed to set up this account are available from the School Registrar, Sembach ES).
- My Payments Plus: www.MyPaymentsPlus.com

National School Lunch Program

Under direction of Department of Agriculture and Department of Defense, the National School Lunch Program is offered at Sembach ES. Students from families whose income meet eligibility criteria will receive free or reduced lunches at the school cafeterias. 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.



Health Services

Immunizations

Medical requirements for DoD School enrollment can be acquired from the school nurse or found at

<https://www.dodea.edu/StudentServices/immunizationPgrm.cfm>

Medical Emergency

In case of a medical emergency, the child will be transferred by ambulance to a German hospital / Landstuhl Regional Medical Center (depending on the medical circumstances) 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, Permission for Medication, is available from the school nurse and at the Military Health Clinics 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

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



- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated. Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.

- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please send a note with your child when returning from sick leave. A doctor's note is required if your child is absent more than 3 days.

Parent Involvement



Parent Teacher Organization (PTO)

The PTO is a school spirit and fund raising organization requiring the support of all parents to fully satisfy our objectives in supporting the school. Meetings are typically held each quarter. Anyone interested in working with the PTO should contact the President or Vice-President by calling the main office or emailing PTO directly at sembachelementarypto@gmail.com. PTO's Facebook page is <https://www.facebook.com/groups/SembachElementaryPTO/>.

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 PTO, 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. SAC meets a minimum of four times during the course of the school year.

Volunteering

There are many volunteer opportunities at Sembach 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 PTO when available, etc.

As a volunteer for Sembach ES there are (background check) requisites required by DoDEA schools. Please contact the School Secretary to learn more about these requirements and to access the appropriate form so that Sembach 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.

Parent Conferences

For your child's school year to be most profitable, 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 conferences are scheduled at the end of the first grading period (e.g., November). 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 Newsletter

The school makes every effort to communicate often with our parents and community members. Every other week throughout the school 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 bi-monthly newsletter is via their email accounts. Hard-copies are available upon request and in the main office.

Report Cards / Progress Reports

Report cards are issued four times a year. First quarter reports are issued at a scheduled parent conference in November. Parents or teachers may request a conference at any time. Students who are new or are PCS'ing midpoint in one marking term, report cards are issued after 20 days of attendance. **For the 2018/19 SY, student/parent/teacher conferences dates are 8 & 9 November 2018 (first quarter).**

Grading and Grading System ([DoDEA Policy Memorandum 09-E-001](#))

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

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

Progress Reports/Report Cards ([DoDEA Regulation 2000.10](#))

It is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and

fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

School Policies

Attendance / Absences ([DoDEA Regulation 2095.01](#))

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 departs from home too late to arrive at school after 0800 (i.e., 0830 for Sure Start students, 1150 for afternoon PSCD students), please sign your child in at the main office.
- It is recognized that there are times when school absence is necessary; DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school-related activities:
 - 1). Personal illness
 - 2). Medical, dental, or mental health appointment
 - 3). Serious illness in the student's immediate family
 - 4). A death in the student's immediate family or of a relative
 - 5). Religious holiday
 - 6). Emergency conditions such as fire, flood, or storm
 - 7). Unique family circumstances warranting absence and coordinated with school administration
 - 8). College visits that cannot be scheduled on non-school days
 - 9). Pandemic event
- **It is the parent's responsibility to call the school each time a student is absent from school.**
- Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.
- Daily student attendance is identified based upon a quarter of the school day formula. Students will be identified as present or absent, based on the following criteria:



- 1). Absent up to 25% of the school day = absent one-quarter of the school day.
 - 2). Absent between 26%-50% of the school day = absent one-half of the school day.
 - 3). Absent 51%-75% of the school day = absent three-quarters of the school day.
 - 4). Absent 76%-100% of the school day = absent full-day.
- 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 if the caller cannot be readily identified.
 - Advance written notice regarding planned student absences for travel, religious holidays/services or stateside leave by completing a Family Trip form in the main office.
 - 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.
 - Arrangements should be made with a child's teacher to complete as many of his/her work assignments as possible in advance of planned absences or during his/her absence. Students are responsible for checking on required make-up assignments when they return (age permitting). Work missed 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.
 - If this absence is due to leave travel, plan a special project of foreign study with your child's teacher prior to the trip.
 - 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 3 or more 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 will not be permitted to participate in after-school activities/events.



<http://www.dodea.edu/StudentServices/Attendance/index.cfm>

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 USAG- Rheinland Pfalz or the 86 MSG School Liaison Officers 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 taken 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.



Change of Contact Information / Status

Please notify the main office of any changes with your military and/or home address and/or your duty/home/cell telephone number(s). In the event you are to be away for an extended period or you have no home 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 Kaiserslautern 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 keeping 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 that 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.

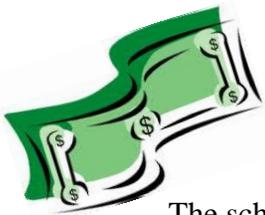


Grade	Range of Daily Minutes
Kindergarten	10-20 minutes
1 st	10-20 minutes
2 nd	10-20 minutes
3 rd	30-50 minutes
Homework support can also be found on-line at Tutor.com: http://military.tutor.com/home .	



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. Sembach 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 Sembach 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 pass" 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 Sembach 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:

<https://blog.ed.gov/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, audio/music devices, 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 pass 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 pass 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:



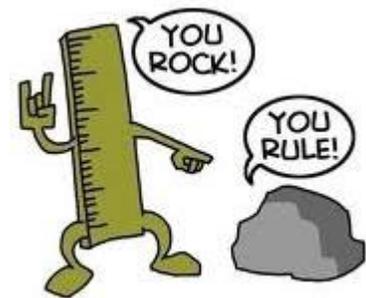
guns, ammunition, knives of any blade length, swords, razors, box or carpet cutters, slingshots, nunchucks, blackjacks, brass/metal knuckles, throwing stars; any flailing instrument such as: a fighting chain, heavy studded or chain belt, or objects designed to project a missile; explosives, mace, pepper 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

At Sembach 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.



Student and School Wide Expectations

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



- I take **responsibility** for myself and my actions.
- I behave in **safe** ways.
- I treat everyone with kindness and **respect**.
- I make good choices to allow myself and others to learn.

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.

Playground Expectations

During our recess times, we:

- Finish all food/drinks before going outdoors (food and drinks can choke us when playing).
- Invite/include others to play.
- Use the equipment appropriately:
 - Slide down the slide feet first
 - Use the playground equipment for climbing, sliding and walking – not for playing “tag” or chasing others.
 - Stay at least 10 steps back from those people who are swinging on the swings.
- Share and give others a turn.
- Ask an adult to go to the school nurse before leaving the playground.
- Pick up after ourselves.
- Save the trees for nature and admiration (e.g., tree climbing is prohibited, playground climbing structures are available on the playground).
- Line up when it is time/when you are called.

Cafeteria Expectations

In the lunchroom we:

- Walk
- Stay at our tables
- Pick up our areas (tables and floors)
- Use inside voices
- Raise our hands to seek permission to use the bathroom
- Know to bring a jacket to the cafeteria (per weather conditions). If we forget these items in the classroom, then we remain in the cafeteria if a comparable piece of outerwear in the school’s Lost and Found cannot be used.
- Know that the clapping pattern is the way to let us know that we need to lower our voices.
- Wait for the adult to dismiss us from our 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 Sembach 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, and in a disciplinary record being established in the school's student information system. 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.

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."

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

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

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



Discipline Procedures for Bullying in School

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

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

Disciplinary Regulation / DoDEA Regulation 2051.1

Disciplinary rules and procedures for all DoDEA schools can be found directly on the DoDEA website at <http://www.dodea.edu/Offices/Regulations/index.cfm> (DoDEA Regulation 2051.1). Highlights from this particular regulation that relate on imposing disciplinary sanctions 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.
- E3.5.16 Using portable communication devices contrary to school policy (i.e., beepers, cell phones, personal computers; other similar devices capable of receiving or transmitting audio, video, picture, or text message; portable electronic devices, including; cameras, electronic games, iPods, portable audio 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.

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 (CSC). 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 continue to use Steps 1, 2, 4 and 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.

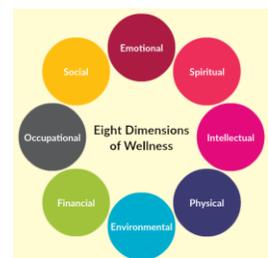
4. Set up a conference with parent(s), administrator and resource educators (identified through #2 and #3 and discussion with administrator). If there are active special education records (2a above), a CSC meeting would usually take the place of a conference.

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.

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

In accordance with the DoDEA-Europe Standard Operating Procedure (SOP) for Responding to Threats of Suicide and/or Violence, a clear protocol has been established for School Administrators, School Psychologists, School



Counselors, and School Nurses. In caring for the mental, emotional, psychological, and physical well-being of students and employees, school crisis screening personnel complete a threat screening upon notification that a student has made statements or engaged in actions which may indicate a threat of self-harm and/or harm to others. All findings and recommendations are reported to the school administrator. In all cases, regardless of the level of threat determined by the screening, parents are directly notified of the concern. Results of some screenings may result in law enforcement involvement and/or transportation to Emergency services.



Wellness Plan

Sembach 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 (<http://dodea.edu/wellness/index.cfm>), Sembach ES relies upon its School Advisory Committee, as well as all stakeholders, to be its “Wellness Committee.” Formally adopted by all stakeholders in spring 2018, the tenets of Sembach ES’ Wellness Plan include Sembach ES

- Being committed to providing a school environment that promotes and protects children’s health, well-being, and the ability to learn by supporting healthy eating and physical activity.
- Engaging students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Providing opportunities to all PK-3 students to be physically active on a regular basis.

Additionally, our school’s Wellness Plan

- Discourages the sharing of foods and beverages during student lunch times given the concerns of various food allergies and other restrictions on some children’s diets,
- Promotes classroom snacks to be healthy,
- Discourages the use of foods and beverages as rewards for academic performance or good behavior, and
- Encourages classroom celebrations that involve food to ensure that no more than one food or beverage does not meet the nutrition standards, promoting and leading a healthy fare for students to still enjoy.

A complete copy of the school’s Wellness Plan is available upon request.





Sembach Elementary School

Supply List SY 2018-2019



Kindergarten

- | | |
|---|--------------------------------|
| 1 box of 8 regular (skinny) Crayons | 1 box of 24 Crayons |
| 1 set of watercolor paints | 1 box of fat markers |
| 2 box of Kleenex | 8 large glue sticks |
| 2 pkgs of #2 pencils (minimum 20 pencils total) | 12 small glue sticks |
| 1 bath towel (for resting/nap time) | 1 primary composition notebook |
| 1 bottle of white liquid glue | 1 Plastic pocket folder |
| 1 large back pack (Non-rolling, no wheels big enough to hold a letter-sized piece of paper) | |

First Grade

- | | |
|--------------------------------|---|
| 1 bottle of white liquid glue | 2 pkgs of #2 pencils (minimum 20 pencils total) |
| 1 box of fat markers | 1 family size box of Kleenex |
| 2 3-prong folders | 2 primary composition notebook |
| 1 large backpack (no wheels) | 2 boxes of 16 or 24 Crayons |
| 4 large or 6 small glue sticks | 1 folder (2 pockets) |
| 1 pair of child's scissors | 1 large eraser |
| 1 box of colored pencils | |

Second Grade

- | | |
|---|--|
| 2 pkgs of #2 pencils (minimum 20 pencils total) | 1 large box of Kleenex |
| 1 pencil eraser or 1 pkg. pencil top erasers | 1 pair scissors (student Fiskars preferred) |
| 1 bottle Elmer's glue (no paste or gel) | 3 composition notebooks |
| 4 pocket folders | Large back pack (non-rolling, no wheels) |
| 2 boxes of colored pencils | 1 box of Crayons-box of 24 |
| 5 glue sticks | 1 box colored markers (skinny-not fat markers) |
| 1 pencil box or supply zipper bag | 1 package of notebook paper (wide ruled) |
| 1 Three ring binder (1.5") | |

Third Grade

- | | |
|---|--|
| 2 pkgs of #2 pencils (minimum 20 pencils total) | 1 backpack (non-rolling, no wheels) |
| 1 pair of scissors | 1 soft pink or white eraser |
| 1 box of 24 crayons | 1 box colored pencils |
| 1 large box of Kleenex | 1 package of notebook paper (wide ruled) |
| 3 pocket folders (no trapper keepers!) | 1 set of watercolors |
| 1 box thin markers | 2 glue sticks |
| 1 plastic supply box | 2 red pens |
| 3 Ring binder (1"-1.5") | 3 composition notebooks |

During the course of the school year your child will need occasional replenishments. Thanks for reading communications from your child's teacher when particular school supplies run low.



Family Notes...

