

Vogelweh Elementary School

Parent/Student Handbook
2008-2009



Unit 3240, Box 435
APO, AE 09021
Telephone: 0631-91222

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Under Executive Order 13160, any individual involved in a federally conducted education and training program (e.g., DoDEA) who believes he or she has been discriminated against on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent may file a complaint with the DoDEA Office of Compliance and Assistance.

Refer to <http://www.dodea.edu/> (under "Administration" - "DoDEA Director" - "Office of Compliance and Assistance") for detailed information on the scope of the program and how to file a complaint.



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



1 August 2008

The Kaiserslautern School District would like to take this opportunity to welcome you to school year 2008-2009. As a new or returning member of the DoDDS family, your contribution to the school and its programs is an important and meaningful part of our partnership in education.

Each school year brings change, and this school year is no exception. As DoDDS-Europe continues to implement new initiatives and refine others, your involvement in all school/district educational programs is essential and greatly appreciated. In addition to our continuing efforts to study data to inform instructional practices, teachers will be involved in the pre-implementation and implementation of new curriculum materials in certain subjects.

I invite you to join the teachers, administrators, support staff, and Kaiserslautern District Office personnel in forging a collaboration of common goals, values, and priorities. In order to have this meaningful partnership, it is incumbent on each of us to maintain effective lines of communication.

Please come to our schools even if it is just to visit or seek information. We also welcome volunteers and hope that you will get involved in PTA/PTO, the School Advisory Committee, and School Board meetings. When all members of the school community commit to an open, honest, and ongoing dialogue, parents are informed of school activities, we are aware of your concerns, and interests, and students understand that they are the focus of our endeavors.

The Kaiserslautern District is committed to providing every possible opportunity for all students to become productive members of society. Therefore, it is our hope that parents will take an active role in the educational process.

Research clearly indicates that when parents take an active role in the education of their children, student achievement increases significantly. In order to ensure the development and continuation of quality programs and optimal educational opportunities for students, I encourage all members of the community to become involved in our schools.

We are committed to working with each child in our schools and doing everything in our power to help them to be successful. In order to do this most effectively, we need your help and involvement.

We hope that you enjoy your stay in the Europe. We look forward to working in partnership with you to ensure an outstanding educational program for your child.

Lawanna H. Mangleburg

Lawanna H. Mangleburg
Superintendent



**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE PRINCIPAL
VOGELWEH ELEMENTARY SCHOOL
UNIT 3240, BOX 435
APO AE 09021**



School Year: 2008-2009

Dear Parents,

Welcome to Vogelweh Elementary School. We are delighted that you and your children are part of our school community and look forward to an exciting and challenging school year. Our commitment to you is to make the learning environment at Vogelweh Elementary School safe and nurturing for your children. We are proud of our programs, which are designed to meet the academic and developmental needs of children from pre-school through grade 5. Additionally, we emphasize the highest academic standards and social behavior for all our students.

We believe a strong partnership between home and school is very important to ensure the best possible educational community for your child and you. We encourage you to visit the school often and become involved in your children's education through volunteering and participating in programs such as School, Home, Community Partnership (SHCP); Parent, Teacher, Student Association (PTSA); and the School Advisory Committee (SAC).

Many of the programs we offer to students are described in this handbook. Please take a few minutes to become familiar with our school policies and procedures.

We wish you and your child a successful and rewarding school year.

Donna Donaldson

Donna Donaldson
Principal

Elizabeth J Page

Jane Page
Assistant Principal



Mission

Vogelweh Elementary School is committed to creating an environment that supports lifelong learning in order for Students to be successful in a global society.

- Expects students to produce quality work, to demonstrate their understanding of essential knowledge and skills, to engage in problem solving, and to acquire tools for ongoing learning.
- Celebrates the diversity of students, while providing a safe, responsible and respectful learning environment among and between students and staff.
- Provides opportunities through a variety of instructional approaches and services to meet the needs of all students by inspiring and challenging them to take their place in the global community.

Student Performance Goals

1. All students will improve reading comprehension skills as applied to all curricular areas.

Essence: At Vogelweh Elementary School, reading comprehension is a complex, interactive process in which the student/ learner makes meaningful connections to a variety of written materials by:

- Recalling and retelling information
- Processing information by
 - gathering
 - organizing
 - predicting
 - evaluating
 - applying

2. All students will improve their analytical thinking skills in all curricular areas

Essence: At VES analytical thinking means students

- analyze data,
- connect information,
- draw conclusions, and
- communicate their thinking strategies through a variety of methods.





CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with jealousy,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with both acceptance and friendship,
He learns to find love in the world.

Anonymous

GENERAL INFORMATION

Contact Information

Mailing Address: Vogelweh Elementary School
Unit 3240 Box 435
APO AE 09021

Phone Numbers

Administration: DSN 489-6810/6988
CIV 0631-536-6810/6988
CIV 0631-91222

Counselor: DSN 489-7776
CIV 0631-536-7776

Fax: CIV 0631-59073

Case Study Committee (direct line):
CIV 0631-57528
DSN 489-7776/68610

School Liaison Officers:

435 MSG/CC-S -- TBA
DSN 489-6771
CIV 0631-536-6771

415th BSB -- Lynn Rice
DSN 489-6490
CIV 0631-536-6490

VES Principal Email: VogelwehES.Principal@eu.dodea.edu

School Hours

Main Office: 0730 - 1600

School Instruction Hours

Entrance Bell	0810 hours
Tardy Bell	0815 hours
Sure Start	0815 – 1350 hours
Developmental Preschool (AM)	0815 – 1045 hours
Developmental Preschool (PM)	1200 – 1430 hours
Grades K-5	0815 – 1430 hours

Website: <http://www.voge-es.eu.dodea.edu/index.htm>

Chain Of Command

Parents are encouraged to resolve student matters (questions, complaints, or concerns) directly with teachers. However, when it is impossible for matters to be resolved at the teacher level, please refer your concern to a school administrator, counselor and/or principal as appropriate. If resolution is not possible at the school level, such matters may be raised higher through the following Chain of Command. Parents are encouraged to seek immediate resolution to these issues. Prompt action frequently prevents complications and more serious problems in the future.

- 1. Classroom Teacher:** Vogelweh Elementary School
Unit 3240 Box 435
APO AE 09021
DSN: 489-6810 / Commercial: 0631-91222

- 2. Grade Level Counselor:** Vogelweh Elementary School
Unit 3240 Box 435
APO AE 09021
DSN: 489-6810 / Commercial: 0631-91222

- 3. Principal:** Vogelweh Elementary School
Unit 3240 Box 435
APO AE 09021
DSN: 489-6810 / Commercial: 0631-91222
Email: VogelwehES.Principal@eu.dodea.edu
Website: <http://www.voge-es.eu.dodea.edu/index.htm>

- 4. Superintendent - Kaiserslautern District**
Superintendent of Schools/DoDDS Kaiserslautern District
Unit 3405
APO AE 09021
DSN: 489-6339 / Commercial: 49-631-35170
Email: KaiserslauternDSO.Superintendent@eu.dodea.edu
Website: <http://www.kais-dso.eu.dodea.edu/>

- 5. Director DoDDS- Europe:** Office of the Director DoDDS - Europe
CMR 443 Box 7000
APO AE 09096
DSN 338-7615 / Commercial: 49-611-380-7615
Email: Director.DoDDS.Europe@eu.dodea.edu
Website: <http://www.eu.dodea.edu/>

- 6. Director DoDEA:** Department of Defense Education Activity
4040 North Fairfax Drive
Arlington, VA 22203-1635
DSN: 226-4462 / Commercial: 001-703-696-4462
Email: DoDEA.Director@hq.dodea.edu
Website: <http://www.dodea.edu/>

Calendar for School Year 2008-2009

2008

Wednesday, August 6
Wednesday, August 20

Reporting date for school administrators
Reporting date for non-administrative educators

First Semester

Monday, August 25
Mon-Fri, Aug 25 – 29
Monday, September 1
Wednesday, September 3
Monday, October 13
Wednesday, October 22
Thursday, October 30

Friday, October 31
Monday, November 3
Tuesday, November 11
Thu-Fri, November 13 – 14
Thursday, November 27
Friday, November 28
Monday, December 22
Thursday, December 25

Begin first quarter and first semester
Kindergarten Home Visits
Labor Day – Federal Holiday
VES Open House (1600 – 1730)
Columbus Day – Federal Holiday
CSP Day – No School for Students
End of First Quarter
(46 days of classroom instruction)
Teacher Workday – No School for Students
2nd Qtr Begins
Veterans' Day – Federal Holiday
First Quarter Parent – Teacher Conferences
Thanksgiving – Federal Holiday
Thanksgiving Recess – No School
Winter Recess Begins – No School
Christmas – Federal Holiday

2009

Monday, January 5
Monday, January 19
Thursday, January 22
Friday, January 23

Second Semester

Monday, January 26
Friday, February 6
Monday, February 16
Tuesday, February 24
Thursday, April 2
Friday, April 3
Friday, April 6
Monday, April 13
Thursday, May 14
Monday, May 25
Thursday, June 11
Friday, June 12

Instruction Resumes

Martin Luther King Day – Federal Holiday
End of Second Quarter and First Semester
No school – Teacher Work Day

Begin 3rd quarter and 2nd semester

No school - Parent / Teacher Conferences

Presidents Day – No school
CSP Staff Development – No School
End of 3rd quarter

No School – Teacher Work Day

Spring Recess Begins
Instruction Resumes – Begin Fourth Quarter
Earliest Acceleration Day for PCSing Students
Memorial Day – Federal Holiday
End of Fourth Quarter and Second Semester
No School for students – Teacher Work Day

GENERAL POLICIES

Attendance

Absences

It is the responsibility of the parent/guardian to call the school every time a student is absent. School personnel assume responsibility for the welfare and safety of students when their parents send them to school. We must be accountable for pupil attendance on a daily basis. Upon return from an absence, the student is required to bring a written excuse from a parent. When a student fails to do this, the teacher will notify the parents of the absence. Students are responsible for obtaining and completing assignments, within an agreed time limit set by the teacher.

Regular attendance ensures students get the maximum benefit from school. Students may be excused from school for illness, family emergencies (severe illness, death in the family, local hardship situation), family trips, and medical necessities, which cannot be accommodated on non-school time. Please keep the teacher advised when these absences take place. Please notify the nurse if your child has been absent three (3) consecutive days due to illness.

We believe that children learn in ways other than textbooks and in school. One of these ways is by family trips. The experiences a child receives from traveling abroad will last a lifetime and cannot be duplicated in the classroom. We encourage parents to take advantage of this wonderful opportunity. If you decide to take a family trip, please let your child's teacher know **at least one week in advance** so that work can be given to take on the trip. This will assist in ensuring your child does not fall behind in class work.

DoDDS-Europe Policy

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

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

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

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

- a. By 10:00 am of the day of the unplanned absence, the school will contact the parent to report the child's absence.

- b. If the school cannot contact the parent they should begin contacting all the names on the contact list.
- c. If contact information is not current/correct, DoDDS-E will initiate contact through the chain-of-command.

This guidance directly supports the education, safety and enforcement of student attendance by outlining the shared responsibility for parents and schools. The requirement to report absenteeism also reinforces sound force protection measures.

Leaving Early

If you pick your child up before his/her regular dismissal time or during the day for an appointment, please send a note to your child's teacher with the specific time you plan to pick him/her up. Then come to the office, **not** to the classroom, at the designated time and sign out your child. Parents will be required to present their ID prior to the student being released. The office will then call your child out of instruction. **Children cannot be released to non-family members or friends without express written authorization in advance that has been confirmed by the office.**

Children will not be dismissed from class to meet parents at any point other than the school office. Children may not walk home or to any other area on post to meet parents. Should teachers receive a request from parents asking that their child be released to walk home, the office will be notified and will inform the parents that they must come and pick up the child at school. If a problem arises, the child will be sent to the office with a note stating the problem. The principal will then determine the best way to handle the situation.

Tardiness

Punctuality is a lifelong habit to be fostered and encouraged. Children should arrive no earlier than 0800. Adult supervision is not available until that time. (On days when we experience inclement weather, teachers will bring children into the school building at 0800.) The first bell rings at 0810 for students to proceed to their classrooms. When the second bell rings at 0815, classes begin; students are expected to be in their seats, ready to start their school day at this time. A student is considered late/tardy when they arrive to school after the tardy bell rings at 0815. Parents are then **required** to sign the student in at the main office and fill out a tardy slip. Students **cannot** be dropped off without any notification by the parents or guardians.

Avoiding Interruption of Classroom Instruction

One of our goals at VES is to enable teachers to teach and kids to learn. In order to accomplish that goal, we are always looking for ways we can protect the valuable instructional time in the classroom from unnecessary interruptions. Parent requests to get messages to their child or the teacher during the instructional day can have a significant interruption on the teacher's ability to keep a concentrated focus on instruction. Therefore, in an effort to cut down on classroom interruptions, we are asking you, our parents, to help us by making every effort to set your day's plans with your children before sending them off to school each day. Inform children, before they leave for school in the morning...

Of any plans for after school that they may need to know such as:

- Who is picking them up after school?
- Who are they to go home with?
- Are they walking home?
- Are they riding the bus?
- Do they need to go to day care today?
- What are they to do if it rains?

- Do they have their homework?
- What they are doing for lunch such as:
- Seeing they take their lunch with them to school
 - Informing the child that he/she is purchasing a school lunch

Please do not call the office to relay messages to your children unless it is an absolute emergency. Every time a request is made for a message to be relayed to a student or teacher in a classroom, the secretary in the office must relay the message by calling the classroom and interrupting the class. Since there is no way to determine if it is a time that would not disrupt learning in the classroom, sometimes these calls are made during important lessons or tests, or even when there are guest speakers. These calls are the ones we are trying to eliminate. Therefore, we are asking you to help eliminate any unnecessary classroom interruptions.

To minimize class disruption and loss of valuable teaching and learning time, discussions with the teacher during class time should be avoided except for urgent emergency situations. Teachers will be happy to schedule conferences during their non-instructional times. Please do not take lunch money or lunches, permission forms, or homework directly to the classroom, but leave such items in the main office. Our office staff will be happy to deliver them during non-instructional times.

These are a few suggestions that can help us to eliminate classroom interruptions. Thank you for your cooperation in helping to preserve valuable instructional time!

Cafeteria and Lunches

The cafeteria is located in building 1178. All students eat their lunch at school. No one walks home for lunch as we have a closed campus. Students may bring a lunch from home or they may purchase a hot lunch (**microwave use is not available**).

Free and reduced price meals are available to families who qualify. Families may obtain further information and an application from the School's Liaison Office in Building 2786 on Kapaun Air Station. Please call 489-6771 for further information with regard to this program.

Lunch/Recess monitors are provided to ensure children's safety on the playground and in the cafeteria. We expect children to give lunch monitors the same respect that children give to teachers during lunch and recess.

AAFES School Meal Auto-Payment System

Through the School Meal Auto-Payment System, parents can deposit money into a meal account for their students. These accounts are set up at the Cashier's Cage at the Vogelweh BX/PX. (Students attending KES, KMS, and KHS would also use the Vogelweh PX/BX.) The child then accesses this meal account at the school through the use of a PIN number. Forms used to enroll your student into the system are available at the school's main office, the School Liaison Office, or at the AAFES Cashier's Cage.

AAFES school cafeterias will also accept cash. Students participating in the Free/Reduced Lunch Program **must** use the Auto-Payment System.

Once the student's account is active, money can be added to the account at the AAFES Cashier's Cage (cash, check or credit card) or at the school cafeteria (cash only). Parents can control or update their student's account daily spending limit at the AAFES Cashier's Cage. Parents who decide not to open a school meal account can still pay cash for their student's meals; however, this does not apply to those who qualify for the Free/Reduced Lunch Program. Parents who will PCS **must** close out their student's account at the AAFES Cashiers Cage. They will receive cash for the account balance.

Cell Phones

We realize that many parents want their children to carry a cell phone for security purposes. If a student has a cell phone with him/her, then cell phones are to remain turned off at all times when students are on school grounds, on the bus, or involved in school activities. The only exception to this policy would be a call made at the explicit request of school personnel or a responsible adult acting on behalf of school authorities, i.e. teachers, substitute teachers, bus drivers, bus monitors, field trip chaperones, etc. Students are responsible for seeing that their cell phone remains secure and out of sight during the school day. The right to bring a cell phone to school implies responsible use; misuse or mishandling could result in the loss of this privilege and/or confiscation of the phone.

It is suggested that you use a security engraver to mark personal identification on the phone. Neither the school, school personnel, nor DoDDS/DoDEA will take responsibility for missing or damaged cell phones.

Change of Address, Telephone Numbers and Emergency Contacts

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

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

If you are deployed or leaving the area (TDY, vacation, going in the field, etc.), the school needs to know the name, address and phone number of the person who is responsible for your children. That person should have a medical power of attorney. Deployments are a huge change for children. Help us work with your child by letting the teacher, guidance counselor, or administrative office know if your family is involved in a deployment. You can update this information by calling the office at 489-6810 or email VoqeES.Registrar@eu.dodea.edu.

Communicating Unplanned/Emergency Changes in Regular School Day Schedule

It may be necessary at some point during the year to cancel/close the school due to emergencies, facility breakdowns, weather, etc. If it is not possible to notify parents in advance, the U.S. Forces radio and TV, AFN, will be used to broadcast changes and any specific directions regarding the change. The decision to cancel school is made by the 435 Mission Support Commander.

Please plan ahead. If school is dismissed early in this type of situation, parents should make arrangements for an alternative place for their children to go when no adult is at home to meet them and inform their children of this alternative.

Communication Between Home and School

Parent newsletters are sent from the school and individual teachers regularly. The *VES Newsletter* contains information for parents on school policies, programs, and upcoming activities. This newsletter is our main means of communicating with parents, and it is important that you receive your monthly copy via email. Last minute announcements of a critical nature will also be sent via email as necessary. You will not receive a hard copy. If you wish to receive a printed copy of the newsletter and parent messages, please notify the office. We will send one copy per family. School related information is also published in the community newspaper, *KA (Kaiserslautern American)*.

Early Dismissals

Occasionally, our school will have half-day **early dismissals** for students – on these days, dismissal will be at 1100. Lunch will not be served.

Enrollment and Eligibility

The following outlines the minimum age requirements:

Sure Start

Children who have reached their 4th birthday on or before October 31 of the current school year.

Kindergarten

Children who have their 5th birthday on or before October 31 of the current school year.

First Grade

Children who have their 6th birthday on or before October 31 of the current school year.

Second-Fifth Grades

Placement will be based on documentation from the school previously attended. Provisional placement may be made based on a sponsor's statement pending receipt of school records.

Special Education Placement For In-Coming Students

Vogelweh Elementary School provides a full range of educational programs for children with learning disabilities. When you complete the registration process to attend VES, it is very important to provide the administrative office with all special and/or confidential documents from previous schools. By providing this information to the office, we will ensure prompt placement for your child(ren). In some cases, further educational assessments may be necessary, to comply with DoDDS eligibility requirements. Should further assessments be necessary, they will be completed well within the legally allotted time frame. You are always invited and expected to attend meetings involving your child(ren) to address their progress and needs. Many medically related services are available through the Educational & Developmental Intervention Services (EDIS). Please make contact with them upon your arrival (current telephone number is 486-7299/7699).

Lost And Found

Please mark all items of personal property, particularly billfolds, sweaters, jackets, coats, notebooks, and lunch boxes. Lost and found property that accumulates and is unclaimed will be disposed of at the end of the school year. Parents are welcome to search through these items themselves, since small children often do not recognize their own possessions. The location of the lost and found area is inside the main entrance of the cafeteria in Bldg. 1178 and by the Main Office in bldg. 1032.

Lost Textbooks

Textbooks and workbooks are furnished for the students. All books are to be turned in if the student withdraws from school and/or upon completion of the book(s). Students are expected to take reasonable care of the school supplies issued to them. The student will be charged as follows for textbooks:

- New Books Full List Price
- In Good Condition 3/4 of List Price
- In Fair Condition 1/2 of List Price
- In Poor Condition 1/4 of List Price

Books must be paid for with a personal check or a money order made out to US Department of Treasury. The cost of the book is determined by the price list in Books in Print. Please make the payment arrangements through the main office.

Information Center and Library Books

The purpose of the Information Center is to support DoDEA curriculum and teaching, help our students become life-long readers and learners, and foster an environment that revels in the joys of books and information. While classrooms visit the library bi-monthly, students may borrow books as often as they wish. In addition to the school day, children may visit the library from 2:30-3:00 every afternoon. All students have an assigned individual account. When a student borrows books, s/he is agreeing that they will be responsible for the care of that item. Should a book be lost or damaged, the family is responsible for paying the replacement cost. The library will notify the child/family of replacement options. All books are lent for a two-week period. Students are limited to the number of books that they may borrow at one time by their grade level:

SS, K, 1 = 1book

2nd =2 books

3rd =3 books

4th, 5th =4 books

Junior Librarians (5th graders only) unlimited

Parents may also open accounts and borrow up to 5 books for two weeks. All books must be returned or replaced before a family PCS's.

Pets

For the health and safety of our children, animals are **not permitted** on the school grounds.

Unfortunately, dogs, cats and reptiles are not permitted in the school. Small hamsters, birds, or rabbits may be allowed, but only with a veterinarian's statement.

School Parties

Four one-hour parties are authorized each school year. These parties take place during the last instructional hour of the day (1330-1430). An administrator must authorize any proposed change in this policy. The seasons for these parties are:

- Fall or Autumn
- Winter Recess
- Valentine's Day
- Spring or End-of-the-year

Children like to include classmates in birthday celebrations. While student birthday parties are not appropriate, if a child wants to bring in a treat and the teacher has approved the parent request, it is acceptable. Please coordinate with your child's teacher prior to the event.

School Photos

The PTSA annually sponsors individual student photos taken in the fall and spring. Classroom (group) photos are also taken in the spring.

Student Records

Student permanent records are maintained in the Registration Office (room 116) in building 1178.

The classroom teacher updates permanent records on a yearly basis; however, the permanent records are the property of the child's parents or sponsor. Consequently, the parents or sponsor have the freedom to access these records. A parent must give written permission to have records sent to another agency or school system.

Parents must sign and show an ID card before records can be released. Only copies will be issued to parents. Parents must provide a **minimum** five-day notice before picking up records.

DoDDS policy and regulations require that we comply with the Family Educational Rights and Privacy Act of 1974.

Study Trips

Throughout the school year, children are taken on study trips as a class project. Study trips are arranged to enhance and expand learning. Such trips are funded by the school and are considered to be an extension of the classroom. Costs to the students are generally limited to entrance fees, food, and personal purchases. Parental permission is required for each student to participate in study trips.

The medical authorization slip that was signed in the registration packet is retained in the main office in the child's school file. If a child is on emergency medication or a reactive medication, the parent must accompany the child or appoint a responsible person with a "Hold-Harmless" letter. The child's teacher will handle routine medications.

If a child requires a high degree of supervision, that student may be able to attend only if accompanied by a parent. Adequate supervision is a key to effective study trips. DoDDS requires one adult per five children. Parents who wish to accompany a class on a study trip are not allowed to bring other children.

Items not permitted at school are not permitted on study trips.

Telephone Usage and Messages

School phones are for official business. Emergency messages for students may be called in to the office and every effort will be made to get the message to your child. We recommend that you e-mail or write a note to provide routine messages to students through their teachers.

Please plan ahead with your child regarding activities. Students are not permitted to use the school phones to call home for forgotten homework, requests to stay after school, or requests to go to a friend's house after school.

Tuition Payment

Parents of tuition paying students are reminded that their child cannot attend school until the tuition payment has been received by the District Superintendent's Office. If you have questions about tuition payment, please contact the DSO at 489-6339.

Visiting the School

DoDDS policy requires that **all visitors sign in and receive a pass** at the school office before proceeding to any other area of the school campus. Everyone is welcome, but prior arrangements to visit teachers during the day are necessary. Parent visits to the classroom should be pre-arranged with the teacher usually 24 hours in advance. Exceptions maybe made through the principal. If a conference is desired, please arrange it at a time that is mutually convenient for everyone involved.

Visitors are to enter the building through the main door in building 1178, sign in, receive a visitor's/parent/volunteer pass and sign out when they leave. Please leave your pass when you depart our campus.

Withdrawal/Transfers/PCS

PCS/Transferring Out and Withdrawing

Upon receiving final notification of your departure, please inform the school office personnel at least five (5) school days prior to when you are planning on picking student records with a copy of your new orders. This notification is required to prepare your child's report card and other school records. Current school regulations prohibit promotion/retention of a student prior to twenty (20) school days from the last day of instruction. Consequently, when it is necessary to withdraw a student prior to this date, it is recommended that the student be re-enrolled in another school. If this is not possible, a statement can be written on the student's report card indicating either satisfactory or unsatisfactory progress.

Parents **MUST** pick up the student record from the office on the last day of attendance. The sponsor/spouse must sign for records. It is DoDDS policy that copies of student records are hand-carried. Additional copies can be mailed directly to the receiving school on receipt of a signed parent request.

It is a requirement to clear all debts (payment for lost books, library fines, lunch-tickets) before the last day. All textbooks and workbooks are provided to the students. Each child is held responsible for the care of school property. Students will be required to pay for any damaged or lost property. Reimbursement for lost or damaged property is made by check payable to the U.S. Department of

Treasury. Forms for the payment are available at the school Supply office. Under no circumstances can the school accept any money for damaged or lost items.

Transferring In

Copies of records should be hand carried by the parent/guardian from the sending school to the receiving school. Records delivered to the receiving school prior to 1100 will allow the enrollment process to be completed and the student to begin classes at the receiving school the morning of the next day. Records delivered at the receiving school after 1100 will result in the student beginning classes the next school day.

EDUCATIONAL POLICES AND PROGRAMS

Accreditation from NCA CASI-Advance Ed

To earn accreditation, schools must meet NCA CASI-Advance Ed high standards, be evaluated by a team of professionals from outside the school, and implement a continuous school improvement plan focused on increasing student performance. Vogelweh Elementary School received full accreditation, Feb. 14, 2008.

Accreditation demonstrates to our students, parents, and community that we are focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation staffed by highly qualified educators. NCA CASI-Advance Ed accreditation is recognized across state lines, which not only eases the transfer process as students move from accredited school to accredited school but also assures parents that the school is meeting regionally and nationally accepted standards for quality and successful professional practice.

Accreditation provides an external mark of quality and a proven process for school improvement. The real value of NCA CASI-Advance Ed accreditation is the school improvement process, which focuses the school staff on analyzing student performance data, identifying areas of weakness, and developing clear goals and plans for improvement. We regularly assess and measure our progress in all goal areas, and NCA CASI-Advance Ed holds us accountable for demonstrating growth. The process keeps everyone in the building focused on raising student achievement

Parents and interested community members can learn more about NCA CASI-Advance Ed accreditation at www.ncacasi.org.

Conferences

The VES staff believes that frequent communication between the teacher and parent is essential for ensuring that the best possible learning situation is afforded each child. If you have a question or are concerned about your child's progress in school, please contact the teacher directly or with a note via your child. All conferences require prearranged appointment times.

Parents who desire a conference with the principal should call the school secretary for an appointment to avoid having to wait due to other previously scheduled appointments. If the subject of the conference concerns the policies or practices of an individual teacher, a conference must first be held with the

teacher before involving other people. Parents may also request a conference with other school personnel such as the counselor, nurse, or resource specialists as the need arises.

Formal school-wide conferences are scheduled for all parents at the end of the first marking period. The military commanders support this school-family effort by providing release time to active duty parents so that they may meet with teachers. Report cards are given to parents at that time, and the child's overall performance is discussed. A second report card conference may be scheduled at the end of the second or third quarter if either the parent or teacher requests it. Other conferences may be initiated as needed by either the parent or teacher to plan cooperative strategies to help the child.

Extra-Curricular Activities

VES offers students a choice of many clubs and activities. Please help your children select the ones in which they are most interested. Students must accept the responsibility associated with being in a club and must still find time for quality academic work. The 2008 - 2009 list of extracurricular activities will be provided to students in October. Extra curricular activities usually begin in early October after school at 2:35 and last an hour.

Homework

The amount and frequency of homework will vary from class to class. We encourage parental participation and assistance with homework. Home/School cooperation is a positive benefit for all children. Parents should encourage a home reading program and visit the library. Children always benefit from being read to and/or reading independently. The suggested amount of homework is as follows:

At every grade level

- at least 15 minutes daily of reading or being read to is expected of every student
- older children should be reading at least 30 minutes daily

Grades Hours (Range)

K	No regular assignments and special individual ones as needed
1-3	0-30 minutes daily and special individual assignments as needed
4-5	30-45 minutes daily and special individual assignments as needed

Parent Requests For Student Placement

Formation of classes may appear to be a relatively easy task, however it is not. A great deal of time and thought goes into the process to ensure the best possible placement for every child.

Each class must be balanced relative to student academic ability, gender, ethnicity, behavior concerns, learning and/or physical handicaps, and learning styles. In addition, the needs of each individual child must be taken into consideration.

Due to the complexity of student placement, the school cannot routinely honor parent requests for teachers. Educationally sound reasons, not personal preference, must be the basis for classroom placement.

Progress Reports/Report Cards

Grading System

Kindergarten through Third Grade

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

- CD** Consistently Displayed – student **Consistently** displays skill in this area.
- P** Developing/Progressing –student is **Progressing** or **Developing** the skill in this area.
- N** Not Yet Evident – This student needs **More Developmental Growth** in this area.
- X** Not Addressed – This area has not been addressed at this time.

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

- P** Participates
- +** Shows Strength
- /** More Effort Needed

Grades 4-5

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

- A** 90 - 100%
- B** 80 - 89%
- C** 70 - 79%
- D** 60 - 69%
- F** below - 59%

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

Mid-Quarter Progress Reports

Interim progress reports are sent home at mid-quarter with students experiencing academic difficulties. In addition, teachers will contact parents concerning problems that arise between mid-term and end-of-quarter.

Such problems include a student whose grade has dropped two or more letter grades or a student whose grade is less than a “C” or Satisfactory. Parents should also feel free to contact their child’s teacher when they want information about their child’s progress. Communication regarding student progress is the shared responsibility of teachers and parents.

Report Cards

Parents will be kept informed of the pupil’s progress and achievement through report cards and parent conferences.

Report cards represent the formal report of a student’s progress. Cards are marked quarterly. The first marking period report will be given to the parent at the parent-teacher conference in November. Students must be in attendance for at least 20 days in order to receive grades.

Resource Programs

General Services

Art Program

Students will create works of art and develop art vocabulary and skills while learning about the elements and principles of design. They will demonstrate aesthetic perception; develop awareness, observation, appreciation, and a sense of beauty. While developing knowledge of Art Heritage, students will learn about cultures, individual artists, art masterpieces, and art careers. They will utilize critical judgments in the visual arts: recognition of differences, evaluation, analysis, comparison, appraisal, discrimination, and wisdom in artistic choice. Children will experience creating with a wide variety of materials: drawing, ceramics, weaving, printing, painting, and computer graphics. An art gallery exists in our school foyer of recognized work.

Host Nation Program

The basic objective of the Host Nation program is to foster mutual understanding between German and American people. The program enhances human awareness and provides a means by which individuals become better prepared for national and world citizenship. Emphasis in the elementary grades is on the cultural aspects of Germany and its people. Functional language is an adjunct of the program. Host Nation classes are taught by German nationals who are certified teachers.

Information/Media Center (Library)

The Information Center is designed to support the elementary school curriculum. The center has state of the art computer instruction in the use of the computer for research, locating books of choice, and enjoying technology and media. Children may utilize books, magazines, and reference areas for research, audiovisual materials such as filmstrips, cassettes, videos, games, puppets, and computers. Students may go to the Information Center alone or in small groups. Teachers may arrange to bring their classes for special research projects. You are invited to visit any time.

Music Program

The music program consists of a variety of activities. The activities are designed to help the child develop musical skills and to know and appreciate many different styles of music. Activities include: listening to various music to identify instruments and style, playing simple instruments, performing musical dramas, choreographing body movement to music, and singing songs from

American folk tradition, international songs from around the world, and patriotic and holiday songs.

“Music in Our School Month” is celebrated during the month of March by having various guest instrumental and vocal demonstrations, and other musical experiences.

Physical Education

The PE program is designed to promote life-long recreation and fitness. When students come to physical education classes, they should wear comfortable, loose fitting clothes and good athletic shoes. For the safety of your child and other children, please do not let your child wear boots or slippery-soled shoes. If a student comes to physical education class with improper clothing or shoes, they will be allowed to participate in activities that do not endanger themselves or others. They may be asked to do an alternate activity if the teacher thinks they will be at risk. Improper dress, disrupting the class and not following directions will affect the student’s grade in physical education.

Technology/Computer Program

Students in all classes have access to computers in their own classrooms. Each classroom is designed for Internet usage. Students also have the use of two 30-computer station labs and the computers in the Information Center. Computer literacy goals are part of our curriculum at all grade levels. We encourage home to school communication through the computer. Each student signs an Internet access agreement. Misuse of privileges will result in the suspension of computer access.

Special Services

Child Find

Child Find is an ongoing process used by DoDDS to seek and identify children from birth to 21 years of age, who show indications that they might be in need of special educational services. Child Find activities include dissemination of information to the public as well as identification screening and referral problems. Anyone having contact with a child suspected of needing assistance is encouraged to contact the school promptly.

Child Study Committee (CSC)

This committee is established by and functions according to the Individuals with Disabilities Act (IDEA). The purpose is to provide consultative help, assess identified students, plan individualized-programs and provide services for identified special education students. The team meets weekly and consists of a school administrator, classroom teachers, special educators, counselor, nurse, speech/language therapists, and preschool staff. Parents of students considered for special education placement become part of the team and are required to attend meetings.

Communication Impairment

The communication development program’s primary goal is to meet the special needs of students whose educational performance is adversely affected by speech and language difficulties. Communication problems common to school-age children include articulation, language comprehension, verbal expression, fluency, voice disorders, and accompanying conditions of cleft palate, cerebral palsy, emotional/behavioral disturbance, and autism. The Speech Therapist works in conjunction with the Child Study Committee in identifying areas of special need,

determining eligibility for receipt of speech and language services, and developing individual education programs (IEP's).

English As A Second Language

The English as a Second Language (ESL) program is an essential component of the curriculum of the Department of Defense Dependents Schools (DoDDS) and is responsive to the needs of students of limited or no English proficiency. Through the ESL program, students receive instruction that helps them participate successfully in the total school program. The ESL program is also designed to build self-esteem and promote the development of a positive self-image.

Gifted Education Program

“Gifted learners are children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.” (U.S. Dept of Education, 1993)

The Gifted Education Program serves students via two different approaches. One approach involves "whole class enrichment" in grades one through five using the "resource based learning" approach. The talented and gifted specialist and the classroom teacher together plan an enrichment unit, which will complement the instruction, taking place in the classroom. Many times this unit will involve project development using technology, creativity, and critical thinking. The other avenue of service is a pull out model, which is an identified group of students in grades two through six who meet once a week with the talented and gifted specialist. Students who enter the Gifted Education Program are teacher and/or parent recommended, and have standardized test scores with a total battery of 96 percent or above. Such scores are necessary since these students are being pulled from the academic arena for the program. Activities that these students engage in are specially designed to meet their needs and encourage higher level thinking skills.

DoDEA Gifted Education: A Parent's Guide to Identification of Gifted Students

Why do the DoDEA schools provide gifted education services?

The Department of Defense Education Activity (DoDEA) provides education to the children of eligible military and civilian family members, from preschool through grade 12, at sites in the United States and overseas. Our commitment is to offer an educational program in which students may grow according to their promise. Some students require gifted education services to optimize their potential. Members of the school community can work together to find students who may require such services.

How do people in the school community recognize students who may need gifted program services?

Parents often become aware of unusual behaviors in their children, some of them indicative of giftedness. A parent/guardian may refer his or her child for committee review. This request should be made to the child's classroom teacher or counselor.

Teachers and other professionals in the school see signs of exceptional performance in everyday school activities, some of them indicative of giftedness. School staff members may refer individual students. Students indicate their strengths through daily activities or test performance. Test scores, grades, and rating scales are also used to find likely program candidates.

Which students at our school should be considered for gifted program services?

Students who are recognized as demonstrating intellectual strengths that are highly unusual for their age or grade are referred to the school's Gifted Review Committee. Referrals can be made

by parents, teachers, other school professionals, or the students themselves. The school Gifted Review Committee looks for students with high potential and unusual performance.

What things are considered when committee members review a student's potential and achievement?

The Gifted Review Committee considers all available information on students who are referred. Assessment data includes rating scales, observations, portfolio of student work, grades, test scores, and anecdotal information. Parents/guardians are asked to give permission for the review of information about their son or daughter as a potential candidate for gifted education services.

How do school personnel determine that a student is eligible for gifted program services?

Students who are found eligible for gifted program services have profiles that indicate potential and/or performance at the highest levels. A general guideline is performance and/or potential within the top 3 to 5 percent of our student population for any particular facet of intelligence. This means that a student's potential and/or performances are rather remarkable for that age or grade.

The school committee members review all available information on each student and recommend eligibility for those students who present extreme profiles of strength in intellectual/academic areas. No specific score or set of scores can validate eligibility for gifted program services. Students demonstrate their abilities in a wide variety of ways. It is the quality, intensity, and pattern of strengths that a student displays that provide the identification committee with the information necessary to significantly modify the regular education program for a child.

What happens for students who have been in a gifted program in another school?

Students coming from another DoDEA school are automatically found eligible for gifted program services if they were eligible at their previous school. Students coming from a public or private school outside of DoDEA are referred to the Gifted Review Committee for a determination of eligibility. Parents should provide information related to the gifted services the child received and the child's profile of strengths used for identification at the previous school.

What are the steps in the identification process?

There are four steps in the identification process. First, students are referred to the Gifted Review Committee by a parent, teacher, or someone who knows the student well. Some students are referred as the result of very high test scores; others are referred through nomination or prior participation. Second, parent/guardian permission is sought for the collection of information about a student's strengths, for any recommended testing, and for a committee review. The chairperson of the committee prepares a profile folder containing all available information about a student's strengths. Third, the committee reviews each student's profile and determines whether or not a child is eligible for gifted education services. Fourth, the committee recommends services for identified students. Parents are notified whether or not their son or daughter is eligible for services. Parents/guardians may accept or decline services for identified students.

What about students who are not found eligible for gifted services? Does this mean that they are not gifted?

Intelligence is multifaceted, and every child is quite remarkable in certain ways. All students benefit from enriching activities and educational experiences that recognize their strengths. When a student is found ineligible for gifted program services, it means that the student's strengths can be accommodated within the regular school program without extraordinary measures of differentiation.

School staff members recognize that classroom experiences and school activities must offer an array of opportunities for students to allow every child to reach for high standards and to participate in daily challenges. Each school offers multiple ways of enriching learning activities, both within and outside the classroom. Ask the child's principal and teachers about the variety of options available at his/her school.

Guidance/Counseling

The Guidance and Counseling Program stresses the importance of the student's acquisition of realistic competencies in the educational, personal, social, and occupational areas. To assist students in the acquisition of these competencies, the following services are offered: classroom lessons, group counseling, individual contracts, parenting sessions, testing, and training.

Homebound Instruction

Matriculated students unable to attend classes due to a short-term medically related convalescence (less than 3 months) may be able to receive the services of a home teacher for a short time each day. If you find your child in this situation, contact the school administrator or the guidance counselor for more detailed information.

Preschool Services For Children With Disabilities (PSCD)

The PSCD seeks to identify and serve children with special needs from birth to five years of age. A child may experience delays in one or more of the following developmental areas: speech/language, cognitive, fine and gross motor, and social/emotional. Early intervention provides children appropriate stimulation that promotes growth in all areas of need.

Reading/Language Arts

Reading/Language Arts programs offer a variety of interventions in our literacy program to support children as they read for understanding and with fluency. Our focus is on students and how we offer instruction and interventions between the Compensatory Education or Reading Language Arts Specialists (LARS) and classroom teachers. We use a variety of assessments to identify those students who need additional support in becoming strong readers.

Reading Recovery:

Reading Recovery is an early intervention program for young readers who are experiencing difficulty in learning how to read. Students are selected for the program based on individual measures of assessment and teacher judgment. The Reading Recovery® program is designed to serve the lowest achieving readers in a first grade class. The student's regular classroom instruction is supplemented with daily one-to-one 30-minute lessons for 12-20 weeks with a specially trained teacher. The goal of Reading Recovery is to accelerate a child's progress to the average range of the classroom so that the child can then take advantage of classroom instruction.

Our program in grades 1-3 is designed to increase student achievement in reading comprehension and word recognition. Additional goals include improving student attitudes towards reading by encouraging parental involvement.

READ 180™:

In grades 3-5, we use READ 180™ to supplement the reading instruction in the classroom. READ 180™ expands the amount of time that your child will receive focused support in reading. This is a research based reading program designed to deliver individualized, adjusted reading instruction to move students to grade level, provide practice and application of skills in multiple contexts to increase achievement, and support and motivate students as they progress toward becoming lifelong readers and learners. Our Compensatory Education Teachers will combine the best practices of reading instruction with the most effective use of technology in the classroom. This offers students an opportunity to achieve reading fluency

through a combination of instructional, modeled and independent reading, and individualized instruction in word study, vocabulary, comprehension and spelling.

School Psychologist

The psychologist services Vogelweh and Landstuhl Elementary Schools on a rotating basis. She assists students and families by providing diagnostic, counseling/therapy, and consultation services. Specifically, the psychologist:

- Assists children in the area of school adjustment.
- Administers academic and psychological tests.
- Assists with the identification of gifted students.
- Participates in the Child Study Committee for children who are being considered for services.
- Provides counseling services to individual students and groups of children.
- Assists students in understanding the effects of their behavior.
- Assists Pupil Personnel Service staff in implementing social and personal growth programs.
- Assists parents in understanding the growth and developmental stages of their children.
- Consults with community agencies, and/or serves as a professional resource person to the community.

Students/Staff Support Team (SST)

The SST consists of staff members with diverse talents and expertise who work collaboratively toward the creative resolution of student problems. Teachers may request and obtain assistance from the SST in resolving student problems that impede student performance. The SST augments, supports, and/or compliments other school programs. It provides for immediate support and problem resolution, while other programs may have requirements (paperwork, evaluation processes, waiting periods) that result in a delay of assistance. Please contact the school psychologist or counselor for information about resolving student problems.

Sure Start

Sure Start is modeled after the Head Start program and offers a comprehensive school readiness program for four-year-old children of military families living overseas. It is made up of four equally important components. The *education component* offers a variety of developmentally appropriate learning activities to encourage socio-emotional, cognitive, and physical growth. The *parent involvement component* is designed to unite parents and teachers in common support of children's education. The *health component* provides comprehensive medical, dental, mental health, and special needs services. The *social services component* provides referrals and linkages with all of the community resources on an installation. Vogelweh Elementary has two Sure Start classes with 18 students in each class. More information and applications may be obtained from the main office, DSN 489-6810 and CIV 0631-536-6810.

Testing Program/Assessments

A variety of assessments are utilized to monitor students' progress at VES. A brief overview of the system-wide assessments is listed below.

Diagnostic Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) is a method for assessing and documenting students' development as readers over time within a literature-based instructional reading program. Assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. The DRA can be used on an annual, semi-annual, or quarterly basis to Document change over time in each student's reading. The main purpose of the DRA is to enable primary teachers to systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next.

Terra Nova, Multiple Assessment 2nd Edition

The edition of the TerraNova is an updated version of the assessment used in the previous years and includes norms from 2000. The same general content and formats are used in the updated version, including selected and constructed response items. Students in Grades 3-11 participate. Results will be reported to the schools prior to the end of the school year.

BEHAVIOR, CONDUCT, AND DISCIPLINE

Bullying

Bullying is considered to be a serious matter and is not acceptable in any form at Vogelweh Elementary School. Actions regarded as bullying include persistent teasing, ridicule, name-calling, physical violence, social ostracism, unkind gossip, verbal threats, intimidation, and/or malicious exclusion. This list is not intended to be all-inclusive, but simply an indication of typical behaviors that constitute bullying.

No individual should be subjected to deliberate mistreatment by another. It is the responsibility of the victim and/or witness of bullying to tell the bully that the behavior is unwanted and should stop. It is also the responsibility of the victim and/or witnesses to immediately notify a member of the school staff and/or their parents.

When reported to a school staff member, he/she will evaluate the situation and take appropriate action, which may result in a range of consequences varying from re-teaching to missing recesses to suspension from school for a number of days. Again, this list is neither completely inclusive nor exclusive of possible consequences for bullying behavior.

Our school staff is dedicated to teaching our students positive life skills in order to avoid these types of situations arising in the first place; however, we feel strongly that action should be taken when and if they do happen.

Useful Definitions

- **Bullying:** Bullying is when an individual or group repeatedly uses power with the intent of hurting or humiliating others physically, verbally, or emotionally.
- **Bully:** Any person engaged in the above activities.
- **Victim:** Any person who is upset or troubled by someone who is deliberately, repeatedly harming him or her physically, verbally, or emotionally.

- **Witness:** Any person seeing or hearing any form of bullying directed at someone else. Witnesses have the responsibility to report to a member of the school staff or their parent as soon as possible.

Cafeteria Rules

Please take some time to discuss these 5 rules with your children

- Enter Quietly
- Talk Quietly
- Eat Neatly
- Clean Eating Area
- Exit Quietly

Please discuss these rules of behavior and elaborate on the following:

- Keep food on your tray.
- Throwing food is not allowed.
- Keep your hands to yourself.
- Taking/ruining someone else's food is not allowed.
- Use a quiet speaking voice inside.
- Shouting or yelling is not allowed.
- Walk inside, and keep your hands and feet to yourself.
- Running, pushing or playing in line is not allowed.
- Raise your hand for permission to leave the table.
- Eat your own food.
- Begging others for their food is not allowed.
- Use appropriate language.
- Follow the Lunch Monitor's directions.

Students should raise their hands if they have a special request, i.e. napkin, spoon, etc.

Responsible students use care when emptying and returning their trays.

Food and drink must be consumed in the cafeteria.

- Taking food and drink out of the cafeteria is not allowed.
- Eating and drinking "on the run" is not allowed.

Discipline

Discipline in our school is a cooperative undertaking between the student, the teacher, the parent and the administration. Vogelweh Elementary School expects appropriate behaviors from students. It is our firm belief that teachers have the right to teach and students have the right to learn in a safe, orderly, nurturing environment and a high standard of conduct is expected from all students.

The school operates under one basic set of rules in all settings (classroom, hallways, cafeteria, playground, bus loading and unloading areas.)

- Obey all school adults respectfully and promptly.

- Do nothing, which could cause injury to yourself or others.
- Do nothing to disrupt the learning of others.
- Show respect for school and personal property.

We are all responsible for discipline. The most effective procedure is for the adult in charge – classroom, playground, and hallways – to deal with the problem on the spot. The classroom discipline process we follow is:

STEP 1: Teacher-Student

STEP 2: Teacher-Student-Parent

STEP 3: Teacher-Student-Parent-Administrator

When a child is sent to the administration for disciplinary action, the following process will be utilized:

1. The student/s will tell their side of the story. The story will be checked with the adult/s involved.
2. The administrator evaluating the situation will take appropriate action, depending on the severity of the problem:
 - Counsel the student/s or
 - Fill out a discipline slip and retain it for future reference without sending it home to be signed by a parent or
 - Fill out a discipline slip and send a copy home to be signed by a parent and returned to the school office within two days. (This will be utilized when the administration feels the parent needs to know.) or
 - Telephone a parent immediately for knowledge of and assistance in solving the problem. When intentional harm is inflicted, suspension will occur.

In cases of extreme and continued unacceptable behavior, a student **may be** denied the privilege of attending school until the parents, child, and the principal come to an agreement on a behavior plan to prevent further unacceptable behaviors. **Effective discipline is a three-way responsibility: Parents - Students - School.** When we contact parents about behavior, we are seeking your support and follow-up in helping your child realize that certain actions or attitudes are not appropriate in school. Children rapidly adopt socially acceptable behavior when they realize that the home and the school share the same standards.

Department of Defense Education Activity Regulation 2051.1-dated August 16, 1996 entitled “Disciplinary Rules and Procedures” thoroughly outlines disciplinary expectations and consequences for DoD students. The regulation is on file in the school office or on the DoDEA website for your review.

Dress Code

We ask your cooperation in assuring that your child is clothed properly, with discretion, in keeping with weather conditions. Please label all clothing; it’s easier to get the article to its owner, if it is labeled. Hats may not be worn in school. Students wearing clothing that endorses/advertises sex, cigarettes, drugs, and/or alcohol will be asked to change. Please keep the following guidelines in mind when dressing for school:

- Clothing with offensive words or obscene pictures are not appropriate
- Short-shorts, mid-drifts, halter tops, see through tops, and T-shirts/shorts designed as underclothing are not appropriate
- High heels, long skirts, long shoe strings, pants/shorts that are oversized are considered unsafe in a school setting and are not permitted

- Bandanas or sweatbands are not permitted
- Hats or other headgear will not be worn inside the buildings
- Make-up is considered inappropriate for elementary students at school

During the **winter season** children should have raincoats, hats, umbrellas, mittens or gloves, a warm jacket or coat, hat or scarf, and sturdy shoes and/or boots. Cloth shoes become wet and cold and are not appropriate in the winter. Boots worn all day make the feet perspire and then get cold when the child goes outside. Students are allowed to leave house shoes or cloth shoes at school and change into them during the course of the day.

Fighting at School

Sometimes students tell us “My parents told me if someone calls me a name, (hits me first, etc.) it is okay to fight”. That may be appropriate in situations where children are left on their own and must fight or defend themselves from serious harm. Since students are not left alone this is never the case at school. There are always adults present to help settle disputes between students. If a child feels threatened, or in danger, he/she should immediately report it to a teacher, lunch monitor, principal or an adult. Otherwise the child takes the risk of being disciplined and suspended from school.

One of our primary responsibilities at school and home is to prepare children for adult life. If adults become angry with neighbors or co-workers, they cannot simply throw a punch to settle the grievance. If we encourage students to fight to settle their differences, what sort of message are we giving them? We have peer mediation and character education programs to teach our children how to solve problems and disagree in agreeable ways. Please talk with our counselors and/or your child’s teacher for ways you can support this at home.

Remember, fighting is not allowed at school - EVER. When a fight occurs, the students will be sent to an administrator who will investigate the nature and extent of the problem. Consequences for fighting may range from parent escort to in-school or out-of-school suspension. Please refer to table of consequences on the inside back cover of this handbook.

Gang Awareness and Prevention

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

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

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

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

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

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

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

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

DoDDS-Europe schools prohibit wearing of specific colors associated with or intended to identify the wearer as a gang member wannabe. This can include certain sports franchise merchandise, or certain kinds of jewelry. School dress codes also prohibit wearing clothing that promote or advocate the use of drugs, violence, or other undesirable behaviors.

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

Grounds for Suspension or Expulsion

- Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object. Weapons are defined as items carried, presented, or used in the presence of other persons in a manner likely to make reasonable persons fear for their safety. They include, but are not limited to, guns, look-alike (replica) guns, knives, razors, box or carpet cutters, slingshots, num-chucks, any flailing instrument such as a fighting chain or heavy studded or chain belt, objects designed to project a missile, explosives, mace, pepper spray, or any other similar propellant, or any other object concealed, displayed, brandished in a manner that reasonably provokes fear.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school, government, vendor, or private property.
- Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.

- Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove, smokeless tobacco, including snuff, chew packets, and betel.
- Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug or drug paraphernalia.
- Disrupted school activities or otherwise willfully defined the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Gambling in any form.
- Conduct, including fighting, that endangers the well-being of others.
- Unauthorized presence in the school, on the school grounds, on school buses, or failure to leave promptly after being told to do so by the principal or staff member in charge.
- Cursing, gesturing, or verbally abusing any person, including but not limited to abuse or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
- Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
- Forgery, cheating, or plagiarism.
- Use or possession of fireworks.
- Unauthorized or illegal use of, or access to, computers, software telecommunications, and related technologies; any willful act that causes physical or financial damage, or otherwise disrupts information technology; any use of a computer to communicate threatening, harassing, or indecent messages; or to download obscene material.
- Violation of any law, regulation of the military installation or school, or policy of the DoDDS system.
- Complicity in the violation of any rule described above.

Items That Cannot Be Brought To School

We discourage children from bringing money or valuable items to school such as, Pokeman items (and other trading cards), walkmans, CD players, sentimental items, etc. We ask that, when necessary, students carry money in a neck purse or billfold and **never** leave it in their desk, locker or book bag. **The school cannot be responsible for the security of these items.**

The following are items that may cause injury or create distractions for staff and other students. Parents are requested to assist the school staff by preventing the following items from being brought to school:

- Bicycles
- Skateboards, roller blades, heelies
- Knives (real or toy)
- Caps and cap guns, fireworks, matches
- Darts
- Animals (unless a teacher gives permission for a science project, etc.)
- Razor blades
- Toys and other novelty items i.e., virtual reality toys, Pokemon items
- Radios, tape or cassette recorders, Walkman, portable CD's, Game boys
- Guns (any variety)
- Trading cards of any kind
- Laser pens
- Playground equipment i.e., balls, bats, jump ropes
- Slingshots

- Computer games or IPODS or MP3 Players

Students who do bring the above mentioned items to school will be subject to disciplinary action ranging from a teacher reprimand to suspension from school, to possible confiscation of the item.

We realize that many parents want their children to carry a cell phone for security purposes. If a student has a cell phone with him/her, then cell phones are to remain turned off at all times when students are on school grounds, on the bus, or involved in school activities. The only exception to this policy would be a call made at the explicit request of school personnel or a responsible adult acting on behalf of school authorities, i.e. teachers, substitute teachers, bus drivers, bus monitors, field trip chaperones, etc. Students are responsible for seeing that their cell phone remains secure and out of sight during the school day. The right to bring a cell phone to school implies responsible use; misuse or mishandling could result in the loss of this privilege and/or confiscation of the phone.

Bicycles, skateboards and scooters should not be ridden to school. There are no facilities to secure them.

Minor Offenses

The regulation states in part that a student may be disciplined for relatively minor or first offenses through a variety of interventions deemed to be appropriate by the teacher or administrator. Such minor offenses in our school include, but are not limited to:

- Disrupting the learning process in the classroom by talking, laughing or moving about the room, when the teacher determines that such conduct is inappropriate to the classroom activity
- Failing to follow instructions
- Minor damage to classrooms or materials or to the property of any other person on or about school grounds
- Disrupting classrooms while moving through the hallways
- Running or horseplay in the hallways or classrooms
- Lying
- Disturbing student work displayed on hallway walls and bulletin boards
- Dribbling or bouncing balls in the hallways
- Littering
- Eating food in unauthorized areas such as classrooms and hallways, unless during special occasion parties
- Wearing hats inside the building (except during special occasions)
- Chewing gum
- Use of offensive language

Recess/Playground Rules

The safety of our students is a number one priority at VES. Everyone is responsible for bringing any unsafe conditions, incidents, or situations to the attention of administration. Please let administration know of things you see both inside and outside our building that may pose an unsafe condition to children and adults.

Please teach children the acceptable behaviors; the unacceptable are examples of behaviors that will result in consequences.

Acceptable Behavior	Unacceptable Behavior
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Looks and/or Sounds like	Looks and/or Sounds like
Playing safely and carefully on equipment!	
<u>Slides</u> <ul style="list-style-type: none"> ▪ One person slides at a time ▪ Sit feet first ▪ Slide down only <u>Swings</u> <ul style="list-style-type: none"> ▪ One person on a swing at a time ▪ Sit only on swings ▪ Stand and walk away from the swing 	<u>Slides</u> <ul style="list-style-type: none"> ▪ Walking or running up the slide ▪ Putting/throwing dirt, rocks on slides. <u>Swings</u> <ul style="list-style-type: none"> ▪ Standing behind, running in between or in front of, and/or jumping out of swings. ▪ Putting/throwing dirt, rocks on swings.
Respect the rights of others and keep one another safe by keeping hands, feet, and inappropriate and hurtful words to self. Use courteous language	Fighting, pushing, shoving
Keep rocks, sticks and snowballs on the ground.	Throwing rocks, sticks, snowballs, and other harmful objects in general or at someone.
When the bell or whistle sounds, stop play , walk to your line-up areas and stand quietly.	Continuing to play. Running to and pushing or shoving to get in line.
Personal toys and balls remain at home.	Bringing toys and games to the playground from home.
Eat lunch, drinks, and snacks only in the cafeteria.	Eating on the playground includes candy, gum, etc.
Remain in the recess or playground area. In case of emergency, see the lunch monitor or teacher.	Leaving the playground or recess area without the permission of a lunch monitor or teacher.
	Climbing fences or trees.

After a student receives two playground/cafeteria discipline slips, the classroom teacher will notify the parents. After a third offense an administrator will counsel the student and contact the parents. After a third offense, the teacher may refer the student to an administrator for counseling and parent contact. The fourth offense will result in suspension from the playground and cafeteria.

Student Behavior and Conduct

The goal of a school is to help students realize their full academic, behavioral, and social potential. In order to help achieve this goal, teachers and administrators have developed some very basic rules and guidelines through which students take responsibility for their own behavior. These are as follows:

- Students may not engage in activities which are dangerous to themselves or to others or which will likely destroy property.
- Students' behavior will always be governed by good manners, respect and courtesy.
- Students are to refrain from noisy, unruly behavior that is disruptive to the learning environment.

Students have the responsibility for conducting themselves in a manner that does not violate the rights of other people. They share with the administrators and teachers the responsibility for developing a climate within the school that is conducive to productive learning.

Students and parents must be responsible for properly maintaining the textbooks and equipment used by students, for respecting property, for obeying school rules, and for accepting reasonable and appropriate consequences if their responsibilities are not fulfilled.

Please refer to the table of consequences at the end of the handbook.

Suspension

Suspension is used only by the administration when other methods of discipline have been tried unsuccessfully. Any child who commits a serious breach of conduct or who persistently violates school rules and regulations may be suspended from school. In such cases, parents will be notified and conditions will be established for the student's return to school. When a child is suspended, he/she is entitled to make up missed assignments and tests. The work must be accomplished in a timely manner. Suspension normally ranges from one to five days, with a maximum of 10 days per school year.

Weapons And Related Prohibited Items

DoDDS practices a full awareness program enforcing a "no tolerance" weapons policy shared by the faculty, students, parents, and military community. Weapons and prohibited items are defined in each Military Service's governing regulations for the applicable school location. Possession or use of these weapons or prohibited items on DoDDS property is a crime and will be reported as such. It is appropriate to prohibit items that may not be legally classified as a weapon but are still detrimental to the safety and security of students and faculty. In addition to reporting criminal situations to the appropriate authorities, school disciplinary measures may range from suspension to expulsion.

TRANSPORTATION POLICIES

Parent Drop-off/Pick-up

Our ONLY designated drop off area is located in front of J-Wing Bldg 1178. We ask our parents or childcare providers to observe the following guidelines for the safety of our children:

- Drop off is for cars to drop off in the morning or pull in and pick up in the afternoon. Pull in, have your child get out on the curbside and walk through the walking gate onto the school grounds. Watch for other children departing cars and safely pull out of the drop off area. In the afternoon, students will stand away from the drop off area until the parent's car is pulled in and stopped. Students will load into the car from the sidewalk on the passenger side of the car. At no time should students use the street side to get into or out of the car.
- Park in one of the parking lots that are near the school by Bldg 1032 or Bldg 1179 (kindergarten). Please escort your child through the parking lot and at least to the school gate. The bus zone (1032 parking lot) is the area adjacent to the curb. Parents may not park in this area.

School Bus Policies

The Department of Defense Dependent Schools (DoDDS) District Superintendent's Office (DSO) manages all DoDDS school bus services in the Kaiserslautern District. In the Kaiserslautern Military Community (KMC) there are two student transportation offices (STOs) that support specific schools in the community. All students requiring bus transportation must be registered each year at the appropriate office. Office hours for both offices on non-school weekdays are 0730-1200 and 1230-1600. Customer

service hours during the school year are 0900-1200 hours Monday thru Friday. STOs are closed US Holidays.

Kaiserslautern Student Transportation Office (Kaiserslautern, Sembach and Vogelweh Schools and all KMC Special Needs)

Building 2010, Room A6, Kaiserslautern School Complex
Phone: DSN 489-2877 Commercial 0631-536-2877
FAX: Commercial 0631-98137
Email: Kaiserslautern.SBO@eu.dodea.edu

Mr. Jensen Moors Transportation Operations Specialist/QAE
Mr. Gustav Just Transportation Specialist/QAE

Bus Services

DoDDS school bus operations in the KMC are by commercial bus companies providing services specifically defined in contracts with DoDDS. The KMC STOs conduct quality assurance of those contracts to ensure that services are provided as required. All inquiries about DoDDS bus services should be addressed to the STOs and not directly to the bus companies, drivers or company employees.

Centralized Bus Stops

Bus stops are established based on the size of a community or neighborhood to minimize commute times and provide fair and equitable transportation services for all registered riders. Maximum walking distances are 1 mile for Kindergarten to 6th grade and 1.5 miles for 7th to 12th grade. DoD Transportation Policy mandates centralized stops and does not allow establishment of bus stops solely for convenience.

Alternate Bus Stops

Daily commute transportation is provided to and from centralized bus stops within walking distance of your primary residence. If you have reason to request an alternate location, such as before and after care, you may request an alternate bus stop location. This request must be in writing and taken to the appropriate STO for review of impact on bus routes, costs, etc. If the request is approved, a new or additional bus pass will be issued. For approval, an alternate bus stop location must be an existing school bus stop and within your commuting area. For security reasons, frequent requests or changes to a student's assigned bus stop are strongly discouraged.

Bus Passes

Students requiring DoDDS school bus transportation need to be registered each year with the appropriate Student Transportation Office (STO). The bus pass contains the bus stop location and scheduled times as well as the route number and information on the student and sponsor. A different color of pass is used each year and expires at the end of the school year. These passes are used to ensure only authorized persons are on the school buses and are critical to identification of student and sponsor in case of accident or incident. No authorized student will ever be denied transportation to school. Each bus driver should have a list of students authorized to ride that bus, based on registration records at the STO. However, if students do not have a valid bus pass, they may be denied transportation home and the sponsor will be notified to pick them up at school. Bus passes are only valid for the route indicated on the pass. If a bus pass is lost or damaged, please contact

your STO for a replacement. **SWAPPING, EXCHANGING OR FALSIFYING A BUS PASS IS PROHIBITED**, and could result in suspension of bus privileges.

Bus Stop Awareness

We highly recommend that you visit your scheduled bus stop with your student(s) to determine the safest route to the stop, the traffic flow in the area and know the location of the nearest phone or other place to go in case of an emergency. Pointing out landmarks, house numbers, street names, etc., will assist the students in being able to identify their stop when on the bus. We also suggest that you and your student(s) review all of the safety do's, don'ts and other safety factors while at the stop. During the winter months, most of the bus routes are serviced prior to full daylight. Prior familiarization of the stop will minimize limitations caused by poor light conditions.

Bus Schedules

Times for each stop are departure times for the inbound (AM) run and arrival times for the outbound (PM) run. Recommend that riders be at the bus stop 5-10 minutes before scheduled departure time in the morning. This will ensure that riders will be ready to board the bus when it arrives.

Special Needs Transportation

Curb to curb bus service is provided only to special needs students that have a transportation requirement in their Individual Education Plan (IEP). These requirements are sent to the STO by the school, and do not require the parents to prepare a separate bus registration. Students will be transported in a vehicle that has appropriate restraints (i.e. safety seat, seat belts, harness, etc.) as identified in the IEP and the driver or safety aid will ensure each student is properly seated and safety restraints are used. Parents are responsible for taking their students to the curb for the pickup run and meeting the bus at the curb on the return trip. The driver and safety aid are not required to go to the door to pickup or drop off a child. For pickup service, the driver is required to wait until the scheduled departure time. If the student is not present the driver will continue on the scheduled route. For drop off service, if a parent or other designated person is not present to receive a student, the driver is required to wait until the scheduled arrival time at the stop and then contact the STO for guidance. In most cases the student will be returned to the school and the parents will be required to meet them there.

Cancellations and Changes

If your **special needs** student will not need bus service for a relatively short period of time due to illness or other temporary reason, please contact the **Kaiserslautern STO (DSN 489-2877 or 0631-536-2877)** so the STO can advise the driver not to stop at your stop for that period of time. If there is a permanent or long-term change to the schedule, please notify the school to make the change via the IEP. Daily commute students do not need to notify the STOs of day-to-day changes to ridership. We do ask that you contact the appropriate STO when you no longer need the bus service or there are permanent changes to your requirement. If you move to an area served by a different bus stop or route, you will need a new bus pass. Recommend that you drop by your STO before the move to make the transition smoother and allow us time to adjust schedules and routes as required.

Temporary Bus Passes

If your student needs to ride a different bus on a temporary basis, contact your STO for a temporary bus pass. The parent may also provide a signed, written request for the student to bring to the STO. The same procedure applies for students who normally do not ride a bus, but are visiting a bus rider.

For security and student accountability, all riders must have a bus pass issued for the bus on which they are riding and temporary bus passes must be signed for when issued. **Using a bus pass for a different bus is prohibited.**

Safety Attendants, Security Attendants, and Bus Monitors

Safety Attendants

Safety attendants or safety aides are contractor employees assigned to buses for special needs students and buses with only kindergarten through second graders. Their job is to provide assistance to the students and maintain a safe environment on the bus.

Bus Security Attendants

Bus security attendants are contractor employees who are assigned to buses for **force protection**. Funding restrictions preclude having a security attendant on every bus, every day. The security attendants are assigned to buses on a rotational basis to ensure the widest coverage to meet force protection requirements. In deference to force protection guidelines and operational security, the security attendant schedule is not published or disseminated to the public.

Bus Monitors

Bus monitors are volunteers who ride the bus to monitor student behavior and report misconduct. Their tour of duty is two weeks or longer and is strictly on a volunteer basis. If you wish to volunteer as a bus monitor, contact the Ramstein STO for more information.

Inclement Weather, Late Bus, and Early Release Procedures

Weather conditions during the winter months can cause delays or cancellation of bus services. The decision to delay the start of the school day, release schools early or cancel the school day altogether rests with the KMC Commander. Delays are normally determined and announced on AFN stations beginning at 0600 hours. For local KMC weather reports and road conditions you can call the Ramstein Air Base weather announcements at **480-COLD (06371-47-COLD)**. For information on school delays or closings listen to AFN radio (FM 100.2 or AM 1107 for the KMC). If you live in an area that does not receive a AFN radio broadcast, you should make arrangements with someone who does to contact you in case of delays or closings. If you have specific questions about school schedules, you should call the specific school office.

Several villages in the KMC have stops that are often inaccessible during inclement weather even when most of the routes have no problems. The families living in those villages receive specific information on procedures to get to an alternate bus stop during inclement weather. However, anyone that feels a specific weather condition makes access to their bus stop doubtful, is authorized to use any bus stop on their bus route.

Early release of school will be determined by the KMC commander in coordination with the school administration and announced according to community procedures. It is recommended that you **do not come to the school** to pickup your student(s) for an early release, especially if the release is due to bad weather. Students are much safer on the bus than in a smaller vehicle on treacherous roads.

At times there may be a delay of one or more routes due to localized conditions or mechanical breakdowns. The bus company is required to notify the STO of any delays in excess of 30 minutes. The STO will make every attempt to contact the sponsors of students on the delayed route to inform

them of the delay. Therefore it is critical that you provide your STO with current phone numbers and emergency contact information.

School Bus Loading and Unloading

Each of the KMC schools has its own procedures for the safe arrival and departure of students. STO personnel assist in the morning unloading and the afternoon loading when possible. Buses will not depart the loading zone in the afternoon until the scheduled departure time or when released by school officials. Once the scheduled bus departure has begun, the drivers are not permitted to stop except for emergencies. If a student is not on the bus by the scheduled departure, or a parent attempts to retrieve a student from the bus after bus departure has started, the driver is not permitted to open the bus door or otherwise delay the departure. If you wish to pick up your bus rider at the school, please let them know ahead of time where to meet you - somewhere other than the loading zone. If your student is still on the bus at departure time, you will have to meet them at one of the scheduled bus stops or at home.

Loading Zone Safety

Due to the large number of students that have to be unloaded or loaded in a short amount of time, loitering or playing in the vicinity of the loading zone is highly discouraged. In the past we have had “near misses” when students were bouncing or throwing balls that bounced into the loading zone in front of moving buses or under parked buses. Please advise your children that playing, bouncing or throwing balls in the loading / unloading zone is putting them and others at risk of injury, or worse. The same rule should be observed at the bus stops. In Germany there is no requirement for vehicles to stop for a loading or unloading school bus. However, on US military installations, passing a loading or unloading school bus is prohibited, the same as in the US. For the safety of all our students, please do not drive through the loading / unloading zones when school buses are loading or unloading.

No cars are permitted to park in the bus-loading zone. Students depart and load onto the sidewalk, walk on the sidewalk to the gate for their building. Kindergarten students will be met by a kindergarten aide or teacher and will walk as a group to the kindergarten building.

School Parking

During school bus unloading and loading times, the bus zone is for school buses only. Most locations are posted with the hours closed to all but school buses, and some areas cannot be used anytime, except by school buses. Suggest you contact your school to determine the parking that you may use.

Missed Bus Stops

Occasionally, a student will miss their stop on the return run. If this happens, we strongly suggest that the student remain on the bus. If a student is not completely comfortable that a stop is the proper one, remaining on the bus is the safest thing to do. The bus company and the STO have procedures for getting the student to the proper stop or return to the school for parent pickup.

Misplaced or Lost Student Procedures

If a child misses their bus stop and stays on the bus, the driver will report this to the contract manager who will contact the STO. The STO will contact the parent, or emergency contact, to arrange a drop off or parental pickup of the child. Unless the bus driver receives specific

instructions to the contrary, the student will be returned to their school and the parent or designated adult will be required to pick up the student at the school. If your child does not arrive home (or other designated location) after school as expected, you should contact your STO immediately. The STO staff will stay on duty and work with the school office until your child is located and returned to you or a designated adult. Our experience has been that “lost” students often are with friends, neighbors or at a location which they thought was the agreed upon place for them to go after school. When you call the STO about a lost student, it would help to have the names of the student’s friends who ride the same bus. It would also help for us to know that the parents and or care-providers have been in contact with each other to determine if the child is with either of them. If you locate your child after you contact the STO and school, please give a courtesy call to the STO and school to let us know that the child has been located.

School Bus Discipline

Safe and secure transportation of DoDDS students is our mission. Proper student behavior and parental support of the discipline program is a key element of that mission. Although riding the school bus is a privilege, with that privilege is every student’s right to have a safe and unencumbered ride to and from school. Request that you review the enclosed Behavior Standards with your child and stress the important part that they play in making the school bus ride an enjoyable and safe experience for all.

Complaints or Suggestions

If you have a concern about the operation of a bus route or student conduct on the buses, please contact the applicable Student Transportation Office (STO). Do not address your issue to the bus driver or security attendant unless it is an emergency. Complaints and misconduct reports should be submitted in writing (email, fax, letter) or on a customer inquiry form that is available at the STO. If you have an emergency or safety issue please call your STO, but follow it up with a written statement so we have a detailed first-hand record of the report.

Expected Behavior

Please take the opportunity to review these simple rules and corresponding sanctions for infractions with your children. Ultimately, the parent is responsible for their child’s behavior on the bus. We look forward to working together with families to enhance the overall safety and security of our children. Balls and skateboards are not allowed to be transported on the school buses.

The 10 School Bus Rules

All children are expected to follow the 10 simple rules while on the school bus. Violations of these rules and any other conduct detrimental to good order and discipline may draw a suspension.

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.

Older students are expected to behave more maturely and thoughtfully than younger students; therefore, they will be held more responsible for the consequences of their conduct. Older students are expected to set an example for the younger students.

Walking to/from School

Since our students walk to school and must cross busy streets, please review these rules periodically with your children:

- Do not play in the street.
- Cross only at street corners and regular cross walks; never in the middle of the block.
- Never cross a street between parked cars.
- Stop at the curb; look both ways before crossing.
- Always walk on the sidewalk and leave the streets for vehicles.
- Pay attention to crossing guards. Parents will be informed when students display rude behavior.

Our students walk from many directions in Vogelweh Housing to get to school. We have one crossing guard for the crosswalk in front of Bldg 1178. Please help us by teaching and modeling for your children that we (adults too) only cross streets where there are crosswalks. Remember it is worth it to take the extra seconds or minutes to use a crosswalk to maximize student safety.

EMERGENCY, SAFETY, SECURITY, AND HEALTH POLICES AND PROCEDURES

Accidents/Illnesses

If an accident or illness occurs at school, the teacher will notify the nurse. If it is necessary for the child to go home or to be referred to a medical facility, the nurse will contact one of the parents, or the person listed under the emergency contact. In the event of serious illness or injury requiring immediate medical attention, an ambulance will be called and the parents notified. For those children on prescribed medication, the nurse will administer and keep the medication for the children. No medication will be dispensed at school unless the nurse has a Hold-Harmless Letter signed by the physician.

Emergency Evacuation Procedures

In the event of a fire drill or other emergency evacuation procedures, a loud, continuously ringing bell will be sounded. Students will follow the evacuation plan posted in the room, and leave that room in an orderly manner. **STUDENTS ARE NOT TO RETURN TO THEIR ROOMS DURING OR AFTER EMERGENCY EVACUATION PROCEDURES UNTIL GIVEN PERMISSION BY AN APPROPRIATE AUTHORITY.**

Emergency evacuation procedures will be practiced once a week during the first month of school and once a month thereafter. In addition to the regular monthly drills, two other drills will be conducted during the school year.

Evacuation to Another Facility

The purpose of this procedure is to provide accommodations to students when they must be away from the main campus for an extended period of time.

Evacuation locations for students are as follows:

Bldg. 1032	Armstrong's Club (bldg. 1036)
Bldg. 1178 (J-wing)	Youth Center (bldg. 1057)
Bldg. 1178 2 nd Floor	Youth Center (bldg. 1057)
Bldg. 1178 1 st Floor	SAP (B&A) (bldg. 1028)
Bldg. 1179	SAP (B&A) (bldg. 1028)

Lockdown Drill

The purpose of a lockdown is to protect students and adults from hostile intruders or other events, which necessitate keeping students safe in classrooms. During this drill, the interior and exterior doors of the buildings will be locked.

It is **essential** that each family designate an alternative destination for children in the family in case school is closed early. Children need to know where to go if their parents are not home.

First Aid Emergency Care

Every accident in the school building, on the school grounds, or at any school-sponsored event must be reported immediately to the person in charge. A school nurse administers first aid when minor accidents occur during duty hours. If a student does not need to be sent home, first aid will be administered as appropriate and the student will be sent back to class. If a student is ill and needs to be sent home, one of the following actions will be taken before releasing the student from school:

A parent or other adult previously identified by the sponsor will be contacted to take responsibility for the student's transportation home or to a medical facility. Under no circumstances will a student be sent home without a parent or other adult previously identified by the sponsor.

The emergency contact provided by the parent will be contacted if the parent is not available.

The sponsor's supervisor will be contacted to pick-up the student if the parent or emergency contact person is not available.

If a student needs to be medically evaluated, a parent or the emergency contact provided by parents will be notified. If neither parents nor the emergency contact is available, the sponsor's supervisor will be notified.

A student under the age of 18 must be accompanied to the base medical facility by a responsible adult.

Food Allergies

Food allergies, including peanut/nut allergies, are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening situations. There are different situations that can contribute to an exposure. Exposure can result from:

- **Accidental Exposure:** A student unknowingly eats a food item that contains the substance that he/she is allergic to, touches a surface that has residue from the food item, or inhales the substance.
- **Personal Choice:** A student chooses to ingest a food item to which he/she is allergic.
- **Unknown Allergy:** A student has an allergic reaction to a food item that has not been previously diagnosed.

In an attempt to raise awareness and prevent an unnecessary exposure during school hours, VES is implementing the following steps to address food allergies. These include:

- Notification to the school nurse of ANY food allergy by the parent/sponsor
- Medication/doctor's order/parent permission provided to the school nurse for those students whose primary doctor has prescribed/recommended medication.
- Establish an Emergency Plan of Care for those students with documented food allergies, signed by parent, principal, teacher, and school nurse
- Student education regarding food allergies
- Establish a No Trading Food Policy.
- Classroom restriction of all foods that could lead to a potential exposure for a student with a documented food allergy.

Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff at VES. Your assistance and support in helping us maintain a safe environment for every student, staff and visitor is greatly appreciated.

Force Protection

Students are encouraged to “Think Safety” while on the school campus. Any safety hazards noted in class or outside the building should be reported to the teacher or to the office.

The staff makes a sincere effort to maintain a safe environment and encourages safe behavior from students. These are some of the actions taken to eliminate hazards and injuries:

- Fire safety instruction with regularly scheduled drills.
- School and/or classroom rules and lessons to eliminate fighting, running, and misbehavior.
- Cautioning students about construction areas.
- Lockdown and evacuation drills.
- I-SAFE- Internet Safety Instruction

Health Services and Medication Policy

The school nursing/health program is designed to promote the student's education by decreasing or removing health-related barriers to learning and by promoting an optimal level of wellness. Information on family life, smoking, drugs, HIV/AIDS, human growth and development, and basic body functions will be supplied to appropriate age groups. Parents are encouraged to see the nurse to review programs and materials.

In order for parents to understand the capabilities of nursing care granted by state licensure and DODDS policies, please review the following:

Emergencies

If a student is in need of emergency care the quickest and safest means of obtaining medical care will be utilized. Most of the time this will be by ambulance, other times, you as the parent may be called to pick your child up. Parent/guardian will be notified of the child's condition and where s/he will be taken. If a parent cannot be reached, then the emergency contact will be notified. If the emergency contact is unobtainable, the parent's command will be notified and asked to be present until parent can be located.

Illnesses – phone calls, pick up

If your child is ill, please do not send him/her to school. For his or her benefit it is best that s/he gets the proper rest, nutrition and care by his/her parent at home. This will allow for a faster recovery and return to his/her routine. This also prevents other children from being in contact with those germs that can lead to illness.

There are times when your child will become ill during school, when this occurs, the parent will be notified by phone. Phone calls will be made at the discretion of the nurse. Due to the volume of children the nurse sees, s/he is not able to call every parent re: the child's visit.

The times that you will be called to pick up your child are based upon the assessment and evaluation of the school nurse. The following are a few examples: A temperature greater than 100 degrees; active vomiting or diarrhea; an illness, which presents contagious symptoms (conjunctivitis/pink-eye, ringworm, varicella/chickenpox), which has not been cleared by your physician.

To return to school, your child must be without symptoms for a complete 24 hours before sending him/her back to school. If your child is placed on antibiotics, s/he must be on antibiotics for a complete 24 hours before s/he can return to school.

Immunizations

It is the parent's responsibility to have upon registration, a legible, if necessary translated, copy of their child's immunizations for review by the school nurse. This will be placed in their child's school record.

To attend the DoDD School, all children, regardless of nationality, must meet American immunization requirements for enrollment. This is for the wellness of your child, as well as, those s/he are in contact with. DoDD Instruction 6205.1 gives parents TEN DAYS in which to provide documentation satisfying the requirements, prior to dis-enrolling the student.

Medication Administration

Medications are administered for short term and long-term illnesses. There will be times when your child's physician will determine that it is necessary for him/her to receive medication during school hours. The school nurse will administer this medication only under a doctor's order. S/he cannot lawfully administer medication without a physician's order.

Therefore, when it is necessary for your child to take medication at school, the following requirements must be met:

- The Permission for Medication Form has been completed by the physician and signed by the parent. Permission for medication must be obtained annually.
- The medication is in its original container with the child's name, the medication's name, the dosage to be given, the time to be given, and the doctor's name.
- The school nurse will administer the medication as directed by the physician. No medication will be given that does not come from a pharmacy. Parents must bring the medication to school and talk to the nurse. Do not send medication to school with your child.
- For study trips, the nurse may place the single dose routine medication in an envelope labeled with the child's name and time to be given. This will be given to the teacher, who will be responsible for the medication. If you do not want the teacher or a volunteer to give your child the medication, you must inform the teacher or the school nurse. If the child is on

emergency medication or a reactive medication, the parent must accompany the child or provide a responsible person with a “Hold-Harmless” letter (see Study Trip).

Programs

Asthma

Our goal is to keep asthmatic children in school as much as possible. Prompt and appropriate treatment is only possible if the school is aware of the treatment regimen your child is receiving and has the medication available for administration in the school setting.

The use of the peak flow monitoring has been useful in the early treatment of asthma attacks, thus reducing the severity of the attack. This will be established for your child, upon the knowledge of the diagnosis.

Attention Deficit Hyperactivity Disorder

This program is initiated through the nursing office. If you have concerns about your child and his attention to school work/detail, please contact the school nurse for more information.

Screenings

Scoliosis

Scoliosis starts as a slight bend in a growing child’s spine. It may remain slight and non-progressive, or it may progress over time, sometimes rapidly during adolescent growth years, 10 to 15. The screening is conducted for fifth and sixth graders in the spring. This is also dependent upon the support services available to the nursing office.

Vision and Hearing

Ideally, all students are screened upon entry into school (kindergarten, first grade) and then every three years thereafter. This is dependent upon the support services available to the nursing office.

A child will be screened if referred by a parent, instructional staff, physician, or student, as well as if being evaluated for Special Education Services.

PARENT OPPORTUNITIES

Continuous Student Progress: School-Improvement & The School- Home Partnership

One of the areas VES has focused on in its School Improvement Plan is that of the School-Home-Community Partnership. This partnership includes:

- A two-way school-home communication plan to assist parents and teachers in sharing information, setting expectations for student academic performance and monitoring student growth.
- A school/home partnership program in support of activities such as fund raising, volunteering, and before/after school activities.
- Learning activities for all parents and teachers on ways to work collaboratively as well as methods to develop school-wide parent involvement plans and home learning practices.
- A partnership in the school’s curriculum and extra-curricular program.
- A partnership in the decision-making process of their children’s education.

Parents are involved as: Co-Communicators; Co-Supporters; Co-Learners; Co-Teachers; Co-Advocates, Advisors and Decision makers. Throughout the school year, many opportunities will be provided for parents to participate in this collaborative process.

Parent Involvement

Research demonstrates that parent involvement is essential to student success. Although you cannot become involved in all committees and support organizations in the school, we invite some parent participation in the following activities:

- Have lunch at school with your child
- Volunteer in your child's classroom
- Establish a daily study time at home (even when there's no homework)
- Keep informed of school events and activities by reading the parent newsletter
- Communicate frequently with your child's teacher
- Prepare for and participate in parent-teacher conferences
- Ensure your child has breakfast and comes to school with homework, lunch money/ticket, and school supplies.
- Join our PTSA.

Volunteers, especially moms and dads are always welcome at VES. Our parents are partners with us in education. Volunteers are an integral part of our school program and provide extra benefits that otherwise would not be part of the curriculum. Contact your teacher for volunteering in the classroom. Contact the PTSA or office for other volunteering opportunities within our school. Some ways that volunteers may give service to VES are:

- Assist in the Information Center
- Work with reading groups or work with individual students
- Preparing instructional materials
- Share special talents or expertise
- Assist in the computer lab
- Assist in vision and dental screening
- Lunchroom or recess monitor
- Career information
- Homeroom volunteer
- Special craft talent
- Tutoring
- PTSA
- SAC
- Photography of special events
- Making displays of students' work

Parent/Teacher/Student Association (PTSA)

The Parent Student Association (PTSA) plays an important role in the education of all students at Vogelweh Elementary. It organizes and sponsors many programs and activities for the students geared toward education and enrichment. The PTSA is a volunteer organization that continually recruits new volunteers to help manage our programs and create new programs for the benefit of the students. Be a part of your child's education. Please leave your contact information in the PTSA mailbox and a volunteer will contact you with details.

School Advisory Committee (SAC)

The School Advisory Committee (SAC) goal is to ensure that faculty, parents, and students, as well as the community at large, have a forum in which to voice concerns and contribute to the decision-making process of their school. The SAC is made up of an equal number of parents and teachers. Members are elected for a two-year term. Faculty, parents, and students are invited to the general meetings held the third Thursday of the month. For additional information contact the Chairperson. All parents of VES students are eligible to run for election and to vote for representatives to the SAC.

Every parent or teacher of a VES student is welcome. One does not need to be a committee member to attend meetings. Parents are encouraged to submit items for discussion. Exact times and dates of the meetings will be published in the Eagle Edition.

Volunteers/Red Cross

Volunteers who come on a regular basis can work under the sponsorship of the Red Cross. This provides a documented volunteer record. Our PTSA or office can assist with the Red Cross connection. We ask that if you plan to volunteer in the classroom your younger children do not accompany you.

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