

Student/Parent Handbook

***School Year
2008-2009***



Mannheim Elementary School
Unit 29938
APO AE 09086

CIV 0621-730-4705 DSN 380-4705

Principal: Sharon Overstreet

Assistant Principal: Laura McGann
Assistant Principal: Brad Seadore

Website: www.mann-es.eu.dodea.edu
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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.

Mannheim Elementary School Calendar

School Year 2008-2009

FIRST SEMESTER – (92 INSTRUCTIONAL DAYS)

2008

Monday, August 25	Begin First Quarter and First Semester, Grades 1-5
Mon-Fri, Aug 25-Aug 29	Home visits for Kindergarten
Thursday, September 4	MES Open House, 1600-1730
Monday, September 1	Labor Day – Federal Holiday
Tuesday, September 2	First day of classroom instruction for Kindergarten
Monday, September 11	MES Sure Start Begins
Friday, October 10	No School – CSP Staff Development Day
Monday, October 13	Columbus Day – Federal Holiday
Thursday, October 30	End of First Quarter (47 instructional days)
Friday, October 31	No School – Teacher Work Day
Monday, November 3	Begin Second Quarter
Thurs-Fri, November 6-7	MES Parent Conferences (No School)
Tuesday, November 11	Veterans Day – Federal Holiday
Thursday, November 27	Thanksgiving – Federal Holiday
Friday, November 28	Thanksgiving Recess Day – No School
Monday, December 22	Winter Recess Begins

2009

Monday, January 5	Instruction Resumes
Monday, January 19	Martin Luther King, Jr. Day – Federal Holiday
Thursday, January 22	End of Second Quarter and First Semester (45 instructional days)
Friday, January 23	No School – Teacher Work Day

SECOND SEMESTER – (91 INSTRUCTIONAL DAYS)

Monday, January 26	Begin Third Quarter and Second Semester
Friday, January 30	Parent/Teacher Conferences – No School
Friday, February 13	No School – CSP Staff Development Day
Monday, February 16	Presidents' Day – Federal Holiday
Thursday, April 2	End of 3 rd quarter (48 instructional days)
Friday, April 3	No School – Teacher Work Day
Monday, April 6	Spring Recess Begins
Monday, April 13	Instruction Resumes – Begin Fourth Quarter
Friday, April 17	Parent/Teacher Conferences – No School
Monday, May 25	Memorial Day – Federal Holiday
Thursday, June 11	Last day for students (43 instructional days)



**DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
OFFICE OF THE PRINCIPAL
MANNHEIM ELEMENTARY SCHOOL
UNIT 29938
APO AE 09086**



August 15, 2008

Dear Families,

Welcome to Mannheim Elementary School! Our first priority is the child you are entrusting to us. We are looking forward to an exciting, challenging school year. Success for every student is our goal. Our commitment to you is that we will work closely with students and parents to ensure continual growth and improvement for each student. Our staff is fully certified and involved in professional development as we strive for continuous improvement in our instructional programs and practices.

As a team, the Mannheim Elementary community of students, parents, and staff share responsibility for student learning. We believe this partnership between home and school offers the best possible learning environment for your child. We are proud of our programs that are specifically designed to meet the academic and developmental needs of children from pre-school through grade 5. MES offers a rigorous curriculum based on national standards. We have support programs to meet the needs of students whether students require additional instruction or enriched and differentiated educational opportunities. Our teachers understand the unique needs of the military child. We count on you to help us understand the unique needs of your child. We extend to you a warm welcome to visit our school often. Please get to know our teachers and administrators; attend school events, and become active in organizations that support our school. Your interest and involvement in your children's educational life is crucially important to their success.

One of our goals this year is to forge strong home-school communication links. Our school websites have information ranging from curriculum standards and dress code to inclement weather policy. Our bi-monthly newsletter contains important information about upcoming events and topics. Monthly teacher newsletters to you are designed to let you know what students have been learning and what's ahead in the next month. We have formal opportunities for parent conferences several times during the year. At other times you may easily contact our teachers and administrators through the school office or via email when you have questions, ideas, concerns, and suggestions. Each of our administrators has an Open Door policy. We invite you to stay in touch with the teachers who provide services to your children.

If children are to meet educational goals, we must form a partnership that is devoted to helping each child experience success every day so each child becomes the best he or she can be. We hope that parents, too, will join us in class and school activities. That partnership begins with learning about our school, its policies, and procedures. Please take time to read our *Parent-Student Handbook* and keep it as a source of information throughout the year. We hope the *Quick Facts for Parents* serves as a handy reference.

Your voice and your presence are extremely important. We welcome your participation, insights, and suggestions. Our staff is dedicated to serving your child and you. Please feel free to contact us at any time in the event we may be able to help you! Working together with parents, volunteers and our military partners, we are committed to excellence in teaching and learning. Please join us in making this school year the most successful and productive educational experience ever for the children of MES!

SHARON OVERSTREET
Principal

LAURA MCGANN
Assistant Principal

BRAD SEADORE
Assistant Principal

SCHOOL DIRECTORY

OFFICE HOURS:

Main Office: 0700-1630

Registrar: 0730-1630

SCHOOL HOURS:

Students: 0825 -1430

Teachers: 0805-1500

General Inquiries

Main Office

380-4705/4369

Stateside: 011-49-0621-730-4705 CIV: 0621-730-4705/0621-730-4369

Principal

Ms. Sharon Overstreet

Assistant Principals

Ms. Laura McGann

Mr. Bradford Seadore

Registration/Withdrawal

Ms. Pauline Young

380-9382

Tuition Inquiries

CIV: 0621-730-9382

Counselors

Ms. Debra Powell

380-4706

Mr. Pedro Ramirez

CIV: 0621-730-4706

Ms. Katherine Steele

CIV: 0621-730-9201 380-9201

CSC Office

Health Office

Ms. Margaret Makar CIV: 0621-730-4311 380-4311

School Psychologist

Mr. Clifford Young

CIV: 0621-718-809-416

Message for Teachers

Main Office

380-4705/4369

CIV: 0621-730-4705/0621-730-4369

School Cafeteria - AAFES

Ms. Petra Cobb

0621-722-677

School Bus Office

Mr. Billy Stephens

0621-718-809-324

0621-718-809-513



Mailing Address:

Mannheim Elementary School

ATTN: (NAME)

Unit 29938

APO AE 09086

CIV Address:

Americkanische Volksschule

Monroe Str., BFV, Geb. 697

68309 Mannheim

Webpage:

<http://www.mann-es.eu.dodea.edu/>

Heidelberg District Office

Mr. Frank Roehl, Superintendent

Dr. Debby Berry & Dr. Harriet Hunter-Boykin,

Assistant Superintendents

Mailing Address:

Superintendent of Schools

Heidelberg District

ATTN: (NAME)

Unit 29237

APO AE 09102

DSN: 388-9383

CIV: 06221-759-02312

Stateside: 011-49-6221-759-02312

FAX: 06221-761-883

Webpage:

<http://www.heid-dso.eu.dodea.edu/>

Department of Defense Education Activity (DODEA) Community Strategic Plan (CSP)

Vision

Communities committed to success for ALL students!

DODEA Mission

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

Guiding Principles

Success for All Students
Trust and Respect for Others
Uncompromising Advocacy for Students
Development of Lifelong Learners
Equal Access to Quality, Rigorous Education
New and Motivating Challenges to Inspire Excellence
Teaching with High Expectations
Safe and Stable Learning Environment

GOAL 1: Highest Student Achievement

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Outcome A: Student Performance and Assessment

All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and system-wide performance-based assessments.

Outcome B: Opportunities to Learn and Citizenship

All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to meet the standards and foster life long-learning and productive citizenship.

GOAL 2: Performance-Driven, Efficient Management Systems

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Outcome A: Efficient Management System of Facilities, Equipment, and Materials

All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.

Outcome B: Resource Allocation/Academic and Student Support Services

An annual budget plan will be designed and implemented at all levels in direct support of the CSP. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to meet academic standards.

Outcome C: Secure and Safe Environment

All DoDEA levels will have a safe, secure, and well-managed environment conducive to learning.

GOAL 3: Motivated, High Performing, Diverse Workforce

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Outcome A: Personnel Management Practices

In support of student achievement, administrators at all levels will continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly diverse, motivated, and committed workforce.

Outcome B: Continuous Professional Development and Training

Personnel at all levels will participate in ongoing professional development and training to support standards that enhance job performance.

GOAL 4: Promoting Student Development through Partnerships and Communication

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Outcome A: Partnerships

All levels of the organization will develop, promote, and maintain partnerships to enhance social, emotional, and academic growth.

Outcome B: All schools, districts, areas, and headquarters will effectively communicate using a planned, systematic approach

(Resource: <http://www.dodea.edu/pubs/csp2006.cfm?cld=fw>)

Heidelberg District Mission Statement

Our mission is to educate all students to become successful citizens in a global society.
In our role as advocates for all students:

We will assure equity for all.

We will provide effective instruction based upon a challenging and standardized curriculum.

We will create a safe, nurturing environment.

We will develop a climate of respect and a sense of community.

We will provide opportunities for character development.

Mannheim Elementary School Vision

Mannheim Elementary School envisions an environment for learning which focuses on the development of the whole child as a productive member of a democratic society. The academic, creative, emotional, moral, social, and physical needs of all children in an elementary school setting are addressed through developmentally appropriate programs. The school-learning climate emphasizes good citizenship and positive human relationships. Our school is committed to a school-home-community partnership designed to facilitate the learning of all students.

Mannheim Elementary School Mission Statement

Our mission is to educate all students to become successful citizens in a global society. We inspire and challenge our students to:

Respect human differences

Explore other cultures

Seek positive life-long learning

Pursue excellence

Embrace technology

Contribute to a changing society

Think and solve problems creatively.



**School
Improvement Program
– CSP**

During the school year, teachers participate in school-wide in-service training that supports the MES CSP plan for improving instruction. The topics for these meetings are determined by the needs of the staff to improve skills and proficiency as well as to keep abreast of new trends in education. On these days, school may be cancelled

or students may be dismissed early. These dates can be found on the school calendar. Parents will be reminded in advance via the newsletters and emails of upcoming school closure days for school improvement activities.

MANNHEIM ELEMENTARY SCHOOL GUIDING PRINCIPLES

1. Each child learns at an individual rate.
2. Each child can experience a pattern of success in school in order to develop personal satisfaction, self-confidence, and a feeling of pride and self-worth.
3. Each child can become a good citizen through the development of positive attitudes.
4. Each child's dignity and cultural/language diversity should be consistently affirmed.
5. Each child has the ability to think imaginatively and openly, to explore ideas, and to realize that subject matter skills are tools used in problem solving.
6. Each child will have the opportunity to develop technology skills to prepare for the future.
7. The DoDEA Curriculum Standards provide the framework for an effective educational program.
8. A school-home-community partnership that encourages open and effective communication, parent involvement, and community support promotes student success.

What Does an MES Student Look Like?

We are very proud of the students who come to Mannheim Elementary School to learn and grow. The children in our MES community are:

STUDENTS who take responsibility for themselves...the way they look, talk, and act.

STUDENTS who attend school regularly and bring a note excusing illness (or an emergency) upon returning to school.

STUDENTS who arrive to class on time with appropriate learning materials and are able to exercise good study skills and work habits; and upon completing assignments, quickly find something constructive to do rather than disrupt others.

STUDENTS who choose challenging activities to improve themselves, are not merely concerned with getting a right answer, but creatively think of several solutions to a problem.

STUDENTS who do their homework regularly, submit assignments on time and correct their own mistakes.

STUDENTS who have good manners...say "please" and "thank you", are friendly, courteous, and show respect to everyone at MES.

STUDENTS who are honest with themselves and respect the property of others.

STUDENTS who follow the basic rules of MES and help other students follow these rules.

STUDENTS who can pick up their own litter and put it in a trash can (and occasionally pick up after others who may not).

STUDENTS who volunteer to do a little extra to make their class, MES, or our community a better place.

SCHOOL CALENDAR YEAR

DoDDs has a mandatory minimum of 180 instructional days for all students. The 180 days of instruction is an NCA CASI accrediting agency requirement. Two additional days will be used to conduct staff development in-service. Parent conference days are considered instructional days.

NCA CASI ACCREDITATION

The North Central Association Commission on Accreditation and School Improvement accredits Mannheim Elementary School. In April 2007, an NCA CASI peer review team visited MES to validate our School Improvement Plan and accredit our education program.

ATTENDANCE

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. (*Call the school or send an email before 0900 to: esmannattend@eu.dodea.edu)

Students absent from school should bring a note from home, signed by the parent/guardian, explaining the absence. Excused absences are granted for the following reasons:

- Illness
- Family emergency (severe illness, death, local hardship, etc.)
- Medical necessities that cannot be taken care of during non-school time.

At Mannheim Elementary School, the educational program is organized on a basic assumption that all students will attend school regularly and that they will be punctual. Adherence to the school attendance policy is the responsibility of the sponsor, parents, and students. When students have an extended absence, academic progress is often affected. Therefore, we encourage you to consider the school calendar when planning long vacations or trips.

Each teacher will maintain an accurate record of daily attendance for each student, including teachers of special subjects and special education. The teacher will maintain attendance records electronically.

Excused absences are granted for illness, family emergencies (e.g., severe illness or death in the family, local hardship situations), religious observances, family trips and medical or dental appointments that cannot be arranged during non-school time. All other absences (including suspension) will be considered unexcused.

Students are encouraged to make up all work missed during their absence. Failure to do so may result in a lower overall grade on the progress report.

When a student is absent from school part or all of a school day and is found to be truant, the teacher or teachers of the student will hold a conference with the sponsor/parents and student as soon as possible, to elicit reasons for truancy. The teacher will submit, in writing, the outcome of this conference to the school principal within five days after the conference. If a student leaves a class or the school campus and returns during the school day, this is considered to be truancy.

Excessive and unexcused absence or truancy is considered to be disruptive behavior. An effective policy requires that sufficient diagnostic and counseling services be provided so that disruptive student behavior will be met with therapeutic or administrative action.

IN ORDER TO RECEIVE GRADES ON A PROGRESS REPORT, A STUDENT MUST HAVE BEEN IN ATTENDANCE AT LEAST 20 SCHOOL DAYS OF THAT QUARTER.

THE FOLLOWING WILL APPLY TO ALL PRE-PLANNED ABSENCES:

- Assignments and materials given out during the student's absence will be placed in a folder and given to the student upon his/her return by the teacher(s) rather than given to the student to take during the absence.
- The student will be allowed a number of school days equal to his/her absence to complete and turn in assignments missed.
- It is understood that many in-class activities (example: science experiments, participation in discussions, lectures, films, demonstrations, tests) are impossible to make up and may result in the lowering of grades.
- Request forms for pre-planned absences may be picked up at the school's office and completed requests must be returned to the school office PRIOR to the first day of the absence to ensure that assignments/materials and requirements may be determined as noted.

******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. (*Call the school or send an email to: esmannattend@eu.dodea.edu)**

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:

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

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

- **By 1000 of the day of the unplanned absence, the school will contact the parent to report the child's absence.**
- **If the school cannot contact the parent they should begin contacting all names on the contact list.**
- **If contact information is not current/correct, DoDDS-E will initiate contact through the chain of command.**

The expectations in this memorandum apply to all parents and school personnel. 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. (Resource: Memo dated 8/10/06, original signed by DoDDS-Europe Director, Diana J. Ohman)

TARDINESS

Students arriving at school after 0830 are considered tardy. If you know that your child will be late to school, please make certain that a note is sent explaining the tardiness. She/he should take this note to the main office to sign in before reporting to class. A signed appointment slip from the dentist or doctor may be used in lieu of a note from parents. Parents should come to the office to sign in students; or a signed note is requested from parents. **Students who are tardy due to government transportation or delayed by a medical appointment are excused.** A tardy student should report to the office for a "Late Slip" before going to his/her classroom.

ARRIVAL OF STUDENTS AT SCHOOL

For safety reasons, students should not arrive on the school grounds before 0820. Students arriving before the designated time may be sent home. **The supervision of students begins at 0820.** Doors open for students at 0825. The instructional day begins at 0830 and ends at 1430.

Kindergarten students and below may not walk to and from school or other supervised activities alone. First through fifth grade students may walk to and from school and to supervised activities alone however they can not provide supervision for kindergarten students. Children with a history of Attention Deficit Hyperactivity Disorder

(ADHD), Attention Deficit Disorder (ADD), Developmental Delay, behavioral problems, impulsivities, psychiatric problems or other impairments should not be given the degree of self-management/responsibility allowed in this policy. (See Enclosure 1 – Child Supervision Guidance)

Parents are ultimately responsible for the welfare and actions of their children. Failure to exercise those parental responsibilities may constitute child neglect. Incidents of unsupervised children will be reported to the Family Advocacy Program (FAP), who will ensure that incidents are investigated. (Resource: Memo on Child-Supervision Guidance, original signed by BG Russell Fruitger, <https://www.aeaim.hqusareur.army.mil/library/>)

BEHAVIOR EXPECTATIONS

At MES, we expect students to Be Safe, Be Respectful, and Be Responsible (See Enclosure 2). Management of student behavior is a responsibility shared by students, parents, the school, and the community, and consists principally of teaching and **reinforcing positive student attitudes and behaviors**. We expect students to come to school ready to learn. If a child's behavior inhibits his/her learning or the learning of others, we expect parents to become involved in a solution. Dependents are responsible for their own behavior and conduct, and sponsors are held accountable as well. Students are expected to maintain standards of behavior that will bring credit to themselves and their families as well as show recognition and consideration for the rights of all MES community members. No dangerous acts to self or others are permitted. Students are expected to obey all adults in the school environment.

Discipline is handled first by the classroom teacher, specialist and/or with a paraprofessional. All staff members are responsible for correcting students in an appropriate manner and as the situation dictates. The administration will meet with students to review and emphasize appropriate behavior guidelines and the disciplinary consequences of inappropriate behavior. Proper supervision by classroom teachers, specialists, or paraprofessional aides is essential to the development and maintenance of appropriate discipline standards.

The Mannheim Elementary School discipline program is based on:

- Solving problems at the lowest level.
- Treating all students fairly and consistently.

Classroom teachers are expected to resolve the majority of discipline/behavior problems in the classroom. Procedures to resolve problems may include but are not limited to:

- Teacher counsels students.
- Teacher notifies parents of misconduct.
- Teacher discusses problem with counselor, administrator, or Student Support Team.
- Teacher meets with parent and student for a conference.
- Teacher seeks administrative assistance.

For repeated offenses or more serious infractions, the student is referred to the administration. Infractions are categorized as minor and major and consequences follow a rubric established by the school administration. These consequences range from a verbal warning, parent conference, counseling programs, lunch detention, work detail, and other behavior modification techniques that are within the experience of the teacher to in-school suspension, out-of-school suspension, and in extreme cases - expulsion. Behavior modification techniques must be exhausted prior to resorting to disciplinary consequences that remove a child from the school, except when a child poses an immediate threat to his or her safety or the safety of others in the school.

Counselor consultations should be made in cases of recurring behaviors that disrupt the class, or where there is evidence that shows a lack of student responsibility and/or student-task orientation. The counselor is not directly involved with discipline, but does assist in developing appropriate and positive student behavior patterns. Counseling procedures may include suggesting techniques to modify student behavior as well as regularly-scheduled counseling sessions that focus on specific behaviors.

Discipline referrals to the main office will be documented in the Student Information System (SIS) Discipline Record. All referrals are kept on file with the assistant principal and electronically. These will remain in the students' records. A copy of the discipline referral is sent home for parents to sign and return to school the next day which documents the incident.

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 the 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 of fighting may range from parent escort to in-school or out of school suspension.

ITEMS PROHIBITED AT SCHOOL

Toys (including basketballs, footballs, etc.) are *not* allowed at school. Toys resembling weapons are strictly prohibited. Please do not allow your child to bring large amounts of money or expensive jewelry to school.

CHEWING GUM: Chewing gum is NOT PERMITTED at Mannheim Elementary School.

WEARING HATS/HEADGEAR: Wearing hats, hoods, bandanas, scarves, caps, or headgear in the building is NOT PERMITTED at Mannheim Elementary School. This applies to both boys and girls.

MEDIA PLAYERS/CELL PHONES/GAMES: MP3/C D players, iPods, radios, laser pens, and electronic games are NOT PERMITTED at Mannheim Elementary School.

Discipline for Offenses

A student may be disciplined for relatively minor or first offenses with written or oral reprimands or notice to parents. Suspension of school or extra-curricular privileges, in-school suspensions, time outs, teacher/student/parent conferences, and by any other teacher intervention deemed to be appropriate. These minor offenses include any conduct that is not conducive to the good order and discipline of the school. Examples of conduct for which minor discipline may be appropriate include, but are not limited to:

- Tardiness
- Unexcused absence
- Chewing gum or eating food in class or at outdoor recess
- Being unprepared for class
- Running or horseplay in the halls or classroom
- Cheating or lying
- Possessing items in violation of school rules
- Use of offensive language
- Minor damage to rooms, materials or failing to follow instructions
- Disrupting the class by talking, laughing, or wandering
- Engaging in inappropriate behavior on the school bus

Nothing in this paragraph precludes the impositions of more serious discipline, such as suspension or expulsion, when a child engages in repeated or multiple acts of misconduct which individually might not warrant suspension or expulsion. The teacher or principal may determine that the nature of the offense, in the context of all circumstances, warrants a more severe consequence.

Discipline procedures SHOULD NOT INCLUDE:

- Isolation of a student or students outside of the classroom.
- Use of corporal punishment.
- Use of ridicule, sarcasm, or inappropriate language.
- Assignment of homework and/or written sentences as punishment.

NO STUDENT WILL BE KEPT FROM SPECIALS, COMPENSATORY EDUCATION, GENERAL EDUCATION, SPECIAL EDUCATION, OR ESL FOR DISCIPLINARY REASONS, FOR MAKE-UP WORK ISSUED WHILE ABSENT, OR INCOMPLETE ASSIGNMENTS.

BEHAVIOR: STUDENT DUE PROCESS RIGHTS-DoDEA POLICY:

In enforcing attendance and discipline policies, it is essential that due process be followed. DoDEA 2051.1, "Disciplinary Rules and Procedures", dated August 16, 1996, defines the DoDDS policies on student discipline and due process. In essence, due process affords students the right to protection from arbitrary, capricious, and unreasonable decisions. Four important elements in due process procedures are:

1. Students have the right to be informed in writing of the rules that regulate behavior as well as situations that will result in disciplinary measures.
2. Students have the right to an informal hearing in all disciplinary actions, including the suspension process.
3. Students have the right to a formal hearing in the expulsion process.
4. Students have the right to appeal all decisions and be informed of all appeal procedures available to them.

BEHAVIOR: SUSPENSION AND EXPULSION-DoDEA POLICY:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
2. Caused or attempted to cause damage to school, government, vendor, or private property.
3. Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.
4. Possessed or used tobacco or any product containing tobacco or nicotine products. including, but not limited to, cigarettes, cigars, miniature cigars, clove, or smokeless tobacco - including snuff and chew packets.
5. Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
6. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
7. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
8. Inappropriate or violent conduct; including fighting, that endangers the well being of others.
9. Unauthorized presence in the school, on the school grounds, or on school buses or failure to leave promptly after being told to do so by the principal or staff member in charge.
10. Possession or control of a cell phone or similar portable communications device unless authorized by the principal. Cell phones or similar communications devices are subject to confiscation by school authorities.

11. 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.
12. Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
13. Forgery, cheating, or plagiarism.
14. Use or possession of fireworks.
15. Violation of attendance regulations.
16. 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.
17. Violation of any law, regulation of the military installation or school, or policy of the DoDDS system.
18. Complicity in the violation of any rule described above.

PARTICULAR REASONS FOR EXPULSION:

The principal or designee shall recommend a pupil's expulsion from the DoDDS school for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive, other dangerous object of no reasonable use to the pupil at school or at a school activity on school grounds. A minimum 1-year is required for possession of firearms.
3. Unlawful sale of any mind-altering substance as a second offense.
4. Making or participating in the making of a bomb threat.

All students who are suspended from class or school must complete all assignments. For those instances where the consequences of an infraction will result in a student being suspended from school in excess of 10 days, a Discipline Committee hearing will be held in accordance with existing DoDDS regulations. These regulations and students' due process rights are available in the Main Office of each school.

BICYCLES

Students may ride bicycles to and from school with an approved safety helmet. Students must park in the bike racks which are located in front of MES and at the Child Development Center (CDC). Students should bring a lock to secure their bikes. The school is not responsible for vandalism or theft.

SKATEBOARDS, SCOOTERS, HEELEYS (tennis shoes with wheels), ROLLER-SKATES, AND ROLLER BLADES ARE NOT ALLOWED ON SCHOOL PROPERTY.

BOOKS

Books are provided on a loan basis. Students are responsible for books issued to them. Parents are encouraged to help extend the life of the books by placing book covers on the books or by placing each book in a ziplock bag.

Parents are ultimately responsible to pay for lost and/or severely damaged textbooks. Payment may be made by money order, which is kept by the office until the end of the year. If the lost textbook is not found, the money order is forwarded to Accounting and Finance. Each lost or damaged library books may also be replaced by a book of equal value.

BUSES

The school buses are under the jurisdiction of the School Bus Office. Infractions are reported to the School Bus Office. The school supervises only the loading and unloading of the buses on the school grounds.

The following are only highlights of the DoDDS regulations regarding the school bus monitoring program. Sponsors should read the letter of instructions in its entirety, so that they will know and understand the rules that they and their children need to follow. **Parents are responsible for the conduct of their children at the bus stops and on the buses at all times.**

Students who ride the bus are required to have a bus pass when boarding the bus. Serious or repeated bus misconduct may result in suspension of bus privileges. Please stress to your child the importance of safety rules and appropriate behavior. In DoDEA schools, riding the bus is a privilege, not a right.

BUS SAFETY/BEHAVIOR STANDARDS

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

- **Board and exit the bus in an orderly, safe manner**
- **Present the bus pass when boarding the bus and upon request**
- **Remain seated while on the bus**
- **Talk with other passengers in a normal voice**
- **Keep all parts of the body inside the bus windows**
- **Keep aisles, steps, and empty seats free from obstruction**
- **Remain fully and properly clothed**
- **Treat the driver and fellow students with respect**
- **Promptly comply with the bus driver's or monitor's instructions**
- **Treat the bus and other private property with care**

Students may lose bus riding privileges if they engage in any of the following behaviors:

- Fight, push, shove, or trip other passengers
- Stand or move while the bus is in motion
- Open windows or extend any item or part of the body from the bus
- Participate in/or encourage horseplay
- Use of any spray such as hair spray, perfume or deodorant
- Run, jump, and swing on ceiling or seat rails
- Throw or shoot objects in any way
- Ride an unauthorized bus or loan a bus pass to another person
- Litter in or outside the bus
- Consume food or drink to include gum and candy
- Spit or use saliva in any manner
- Use profanity or make derogatory remarks
- Harass or create an intimidating environment
- Burn material including cigarettes or pipes
- Possess or use knives or guns
- Possess pornography material or gamble
- Vandalize the school bus
- Possess illegal drugs or alcohol
- Assault other individuals
- Use or possess unacceptable items identified in the school Code of Conduct

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.

CHAIN OF COMMAND PROCEDURES FOR ADDRESSING CONCERNS

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 following the 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:** Mannheim Elementary School
Unit 29938
APO AE 09086
DSN: 380-4705/4369/Commercial: 0621-730-4705

- 2. Grade Level Counselor:** Mannheim Elementary School
Unit 29938
APO AE 09086
DSN: 380-4706/Commercial: 0621-730-4706

- 3. Assistant Principal/Principal:** Mannheim Elementary School
Unit 29938
APO AE 09086
DSN: 380-4705/4369/Commercial: 0621-730-4705
Email: MannheimES.Principal@eu.dodea.edu
Website: <http://www.mann-es.eu.dodea.edu/>

- 4. Assistant Superintendent/Superintendent - Heidelberg District:**

Superintendent of Schools/DoDDS Heidelberg District
Unit 29237
APO AE 09102
DSN: 388-9383/Commercial: 06221-759-02312
Stateside: 011-49-6221-759-02312
Email: HeidelbergDSO.Superintendent@eu.dodea.edu
Webpage: <http://www.heid-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 of 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/home/index.cfm>

STUDENT/GRADE PLACEMENT COMMITTEE

The Student/Grade Placement Committee makes recommendations to the principal on program adjustments and any other grade or class placement which is not routine. The committee consists of the homeroom teacher, the teacher making the referral, an administrator, parents, and others as needed. The committee collects data, discusses each referral, makes recommendations for placement, and reviews the progress of students who have been placed.

Parents or teachers may start the referral process to this committee. If any form of testing or assessment is to be done, the parents must first give permission in writing. The final decision on grade and program placement is the Principal's responsibility. (DSR 2000.3)

CHILD ABUSE AND NEGLECT

EVERY DoDDS EMPLOYEE is required by DS Regulation 2050.2 to report any suspected cases of child abuse or neglect. Social Work Services will be contacted to direct the investigations.

CHILD FIND

The purpose of Child Find is to identify children and young adults in the community, age 3-21, who may have a disabling condition – physical, intellectual, or emotional. Referrals can be made to the school office or the Child Study Committee (CSC). The mission of DoDDS Child Find is to be responsible for locating, identifying, and with the consent of parents, assessing and evaluating all children with suspect disabilities who are entitled to receive special education and related services.

The Definition for Child Find is the ongoing process used by DoDDS and the military departments to seek and identify individuals (from birth to age 21, inclusive) who are eligible to receive special education and related services. Because disabling conditions may appear at any point in the developmental process, it is important that the Child Find activities continue through secondary programs. Child Find activities include the dissemination of information to the public as well as screening, referral and identification procedures.

Screenings for children ages 3 to 5 are held once a month at MES to locate and identify children who may have developmental delays. Call the MES front office to make an appointment if you suspect a delay in language, physical, cognitive, social, or adaptive behavior development.

CHANGE OF PHYSICAL/POST/EMAIL ADDRESS, DAY CARE PROVIDER, EMERGENCY CONTACTS, PHONE NUMBERS AND TOUR EXTENSIONS

Current home address, phone numbers, and an emergency contact name and phone numbers are required. This vital information will be shared with the nurse, teachers, and school officials. Please call the Registrar at 380-9382 (CIV: 0621-730-9382) or send an email to: Pauline.Young@eu.dodea.edu If you enter into a tour extension, please bring or send a copy of your amended orders with the new DEROS date to the school registrar.

CLOSING AND DELAY OF SCHOOL

School closure or a delayed opening due to adverse weather conditions are announced on AFN beginning at 0600 hours. When the Garrison Commander makes the decision to close the school, AFN will announce, "All Mannheim Schools are closed and students will not report to school." If school is delayed, students should not report until the announced time. If school is delayed for two hours or more, the PSCD AM class will not be in session. Announcements made about Heidelberg Schools do not include the Mannheim School Complex. Occasionally, it may be necessary to send students home early because of hazardous road conditions; this decision is made by the Mannheim Garrison Commander. Dismissal of students will depend on whether the Garrison dismisses Military and Civilian personnel early to avoid hazardous road conditions.

*****IT IS IMPERATIVE THAT YOUR CHILD HAS AN ALTERNATIVE PLACE TO GO IF EARLY DISMISSAL OCCURS.*****

It is the parent's responsibility to let the teacher know the plan for early dismissal. MES will make every effort to communicate early dismissal. In the absence of your plan, we may not be able to notify you of a change in your child's day.

CLUBS/EXTRA-CURRICULAR ACTIVITIES

Students may sign up for after school club activities that begin at 1435 and last approximately one hour. Parental permission is required. There are no activity buses. Parents must arrange transportation or pick-up if their child attends an after-school club. The teacher sponsor and/or point of contact will send home information about the club to the students. Activity dates and times will be published. If the activity is cancelled, notification will be given during the school announcements and/or individually by the teacher.

COMMUNICATION

Parent newsletters are sent from the school and individual teachers regularly. The edition of "Paw Prints" contains information for parents on school policies, programs, and upcoming activities. This newsletter is our main means of communication with parents and it is important that you receive your bi-monthly copy via email. Last minute announcements of critical nature will also be sent via email as necessary. You will not receive a hard copy unless you notify the office. We will send one copy per family. School related information is also published in the community newspaper, Herald Post. Paw Prints can also be found on our school website.

Time is set aside for teachers to conference with parents in order to create the best learning environment for children. A guide for preparing for your conference will be sent home prior to the scheduled event. School-wide conferences are scheduled at the end of the first, second, and third quarters.

If you have a question or concern about your child's progress, you may contact the teacher directly by telephone, email or send a note with your child. All conferences require **pre-arranged** appointment times. Teachers or administrators may request additional conferences.

CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior or the use of physical force in an attempt to modify the behavior, thoughts or attitudes of a child.

Corporal punishment is neither practiced nor condoned in DoDDS. Permission to administer corporal punishment will not be accepted from any parent, guardian, or school official. Children with serious behavioral problems should be referred to administration. (See Behavior and Discipline)

PCS (MOVING TO ANOTHER SCHOOL)

If your child is leaving our school, it is necessary for you to stop by the Main Office and notify us at least 10 duty days before the child's last day at school. There are several necessary forms to be completed. The office staff will appreciate as much advance notification as possible. We suggest that sponsors hand-carry the child's school records to the new school. **Final school clearance requires** that students return all books and pay all school and cafeteria fees before departure. Normally, students departing within 20 days prior to the end of the last semester may be promoted to the next grade level.

DISCIPLINE COMMITTEE - DISCIPLINARY ACTION

A Committee comprised of school officials, parents, and community members will meet to decide disciplinary matters in which expulsion has been recommended. Principals shall appoint members to the committee. Additionally, this committee convenes to consider the principal's recommendation that a student be suspended for more than 10 days (cumulative) in the school year. The disciplinary committee will hear the evidence and shall forward their findings and recommendations to the school principal.

In addition to the specific grounds for imposing discipline, students who have knowledge of or who participate in, the misconduct of others may also be disciplined as deemed appropriate. Students must promptly report to their teacher or principal knowledge of offenses that violate a law or regulation, or that threaten the safety or personal

security of any student or other person on school grounds or engaged in school activities. Failure to do so will be grounds for discipline.

Discipline of Students with Disabilities

Except for short suspensions and minor discipline, the schools must give the notices required under DoD Instruction 1342.12 for convening, and convene, a Case Study Committee meeting prior to beginning any disciplinary processes that would change the student's placement (such as by removing the student from school, or the school bus for a period in excess of 10 days, consecutively or cumulatively).

DRESS CODE

Research shows appropriate dress may contribute to the following:

- Enhance the climate and tone of the school
- Creates a focus on education, not on the clothes that children wear
- Improves student's behavior and achievement
- Increases student's self-esteem

The dress and grooming of Mannheim Elementary School students shall be neat and clean, promoting a positive educational environment. 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.

Clothing that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment until alternate clothing can be secured for the student. The administration will be the final judge about whether a student's clothing is appropriate for school or whether it may create an environmental climate that is distracting to learning. Principals, faculty, and staff members will enforce the dress code.

1. All shirts and blouses must cover midriff, back, sides and all undergarments. Bra straps must remain out of view at all times. Shirts and blouses must be of the appropriate size, neither too large, form fitting, cut low in the front or see through. No halter-tops, tank tops, or spaghetti straps shall be worn. Shirts below the hips shall be tucked in.
2. Pants, shorts, skirts, dresses, and capris must be hemmed. Shorts, skirts, and dresses must be no greater than 3" from the top of the kneecap when standing up straight.
3. All trousers, pants or shorts must totally cover undergarments, including boxer shorts. They must be of the appropriate size with the waist of the garment worn at the student's waist, or a belt must be worn to hold them to no more than 1" below the belly button. No sagging pants, trousers, or shorts are allowed.
4. All clothing and jewelry shall be free of the following: profanity; violent images, wording or suggestions; sexually suggestive phrases or images; gang related symbols; alcohol, tobacco, or drugs; or advertisements for such products.
5. Safe and appropriate footwear must be worn. Inappropriate footwear includes but is not limited to roller skates, skate shoes (Heeleys), flip-flops, bedroom slippers, and platform shoes. No open-toed shoes are allowed unless worn with socks. Mules and clogs must have a strap in the back. Shoes with laces shall be tied.
6. Sunglasses and hats are not to be worn in the building.
7. Bandanas are not allowed to be visible on school grounds, either worn or carried. No head coverings are allowed in the building.
8. Hair should be a natural color.

NOTE: The school administration may adjust the dress code as needed to compensate for fads, trends, or safety issues. (Resource: School Advisory Committee (SAC), SY06/07)

We encourage students to take pride in their appearance at all times. Parents and sponsors are expected to guide students to dress neatly and appropriately. Cleanliness and good grooming are equally important. Children should wear clothing appropriate to the climate and time of year.

DRESS CODE FOR PHYSICAL EDUCATION

In our PE program, the students will participate in a variety of activities. We require that your child wear tennis shoes on his/her PE day for student safety. ***With the new type of tennis shoes, we require that tennis shoes have backs on them for student safety; in addition, no Heeleys or platform tennis shoes are allowed.*** If you choose, have your child keep an extra pair of tennis shoes at school. If your child needs to be excused from PE, please send in a note from you, or from a doctor if it is going to be long term. Unless your child has a note, we will ask them to participate to the best of their ability that day.

EMERGENCY EVACUATION PROCEDURES

Students will be informed of emergency evacuation procedures for fire drills, evacuations, and lockdown during the first week of school. One fire drill per week will be held during the first month of school and one every month will occur for the remainder of the school year. Lockdowns and emergency evacuation practices will be held yearly. During all drills and emergencies, everyone will be required to leave the building as quickly and safely as possible.

Fire Drills and Emergencies

Maps showing exit routes are posted in every room. Teachers will explain what to do and where to go. The guidelines are:

- Follow the teacher's instructions exactly.
- Remain with the teacher.
- Be quiet in order to hear the directions.
- Always walk! Running or pushing is unsafe.
- Be alert! Using one's head will help get everyone out of the building safely and calmly.
- In case of a false alarm, the alarm bell will be shut off immediately, and the all-clear will be announced.

Emergency Evacuations

In the event of an emergency evacuation, the following procedures will apply:

- An alarm or announcement will be heard throughout the school.
- Students will be escorted out of the building to a pre-designated location away from the building until it is determined that the school building is safe to re-enter. It is important that students remain calm and quiet while exiting the school.
- If it appears that there is, indeed, an emergency, students will be escorted to Funari or the Sports Arena. If the emergency requires that students leave the campus, parents will be given directions for picking up their child(ren) over AFN.

Lockdown Drills

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.

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

FORCE PROTECTION

Students are encouraged to "Think Safety" while on the school campus. Any safety hazards noted 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 promote best behavior in order to eliminate fighting, running, and misbehavior.
- Cautioning students about construction areas.
- Lockdown and evacuation drills.

EQUAL OPPORTUNITY

The Department of Defense Education Activity is committed to having an equal employment opportunity workplace free of discriminatory harassment. Discrimination based on race, color, religion, sex, national origin, age, disability (mental/physical), or reprisal is prohibited by U.S. Equal Employment Opportunity Commission Regulation, Title 29, Code of Federal Regulations, Part 1614, which provides policies and procedures for filing, processing, investigating, and settling discrimination complaints.

Any employee or applicant for employment who believes he/she has been discriminated against has a right to use the Department of Defense Education Activity (DoDEA), Diversity Management and Equal Opportunity (DMEO) counseling process. The aggrieved person must bring the matter to the attention of an EEO Representative within 45 days of the occurrence. A counselor will be assigned and will have 30 calendar days to conduct an inquiry and attempt to resolve the matter. If not resolved, then the individual will be informed of his/her right to file a formal complaint. (Resource: DoDEA Diversity Management and Equal Opportunity Website <http://www.dodea.edu/eoo/> DoDDS-Europe Diversity Management and Equal Opportunity Website <http://www.eu.dodea.edu/eoo.htm>)

EXCEPTIONAL FAMILY MEMBER PROGRAM

The Exceptional Family Member Program (EFMP) is an Army Program which provides Headquarters, Department of the Army Assignment Managers pertinent information about the special needs of family members who have physical, emotional, educational, developmental, or intellectual disorders. This enables Assignment Managers to consider the availability of treatment and/or educational facilities in the projected assignment location of the service member. The school or the Army Community Service (ACS) can advise on (EFMP) enrollment procedures.

Army Community Service provides support to assignment authorities in reassigning service members who have exceptional family members. ACS also provides service members with information and assistance needed to involve EFMP in specialized programs and service to meet their needs. ACS can provide information on referral and placement, respite care, and other activities. For more information contact, Zeny Bate, EFMP Coordinator at Mannheim ACS -
DSN: 385-2896/3101 or CIV: 0621-730-2896/3101.

ENRICHMENT CURRICULUM SPECIALISTS

We are fortunate to have specialists who provide enrichment experiences in the following curriculum areas: Art, Music, Foreign Language in the Elementary School (FLES), German Host Nation Culture, and Physical Education. If you have any concerns regarding these special classes, please contact the Main Office (CIV: 0621-722-109 or DSN: 380-4705/4369) for an appointment. See pages 30-32 for more information about special programs.

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 such as the wearing of specific colors (identifying garments), drawing of symbols associated with a certain gang and/or club, and the flashing of 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 who 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 well-being and security of all students.

HEALTH PROGRAM AND SERVICES

The School Health Program is coordinated by the school nurse and consists of the following services:

- Acute/emergency care for all ill or injured students
- Health counseling and consultation for children, parents, and school personnel
- Screening programs to identify hearing, vision, dental, and posture problems
- Assisting teachers with health education in the classroom

- Administering specific individually-prescribed medications for chronic conditions such as: asthma, heart condition, hyperactivity
- Health topics taught in the classroom may include dental health, human growth and development, human sexuality (5th Grade Classes), AIDS awareness and other health-related areas

Parents must notify the school in writing if they do not wish to allow their child to participate in either the screening programs or human sexuality classes. Notices prior to the screenings and classes will be sent home. If you have any questions about the health program, need to update information, would like to request any health screenings, or your child develops a health concern over the school year, please notify the school nurse immediately at DSN 380-4311 or CIV 0621-730-4311.

Accidents/Illness at School

Parents are responsible for determining a child's state of health prior to sending the child to school. Please keep your child at home if they appear to be ill in the morning. Children who have a fever and/or are vomiting should remain at home. ***A child should be FEVER-FREE (less than 100.4 degrees Fahrenheit) for 24 hours without medication before the child can return to school.***

If a student becomes ill or is injured at school, the teacher will notify the nurse who will determine whether or not the child is to be sent home or 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.

Please remember that an ill child needs your care and concern and should be picked up as soon as possible. An adult must sign the student out in the Main Office. Ill children will not be allowed to leave school grounds unaccompanied. Your child's health is very important at MES.

Administration of Medication at School

In accordance with DoDDS' Policy, the school nurse will administer and keep the medication for the children. The medication is individually prescribed. No medication will be dispensed at school unless the nurse has a Hold-Harmless Letter signed by the physician. It is mandatory that the parents provide the following:

- Written permission for the nurse to administer the medication.
- Diagnosis for which the medication was prescribed.
- Parents must bring the medication to the nurse. It is the student's responsibility to go to the nurse for the medication. Written notice will be sent home when the school medication is running low.
- Discrepancies between the pharmacy label and the physician's instructions shall be corrected prior to administration of the medication.
- When the dosage of the medication is changed, a new permission form from the physician and parents will be provided to the Health Office. The pharmacy label must reflect this change.
- At the end of the school year, medications must be picked up by parents. No medication is stored at the school over the summer.

All medication must be accompanied by **the Physician's Recommendation for Medication Form** (obtained from the school or dispensary.) Medication should be brought to school by a parent in a pharmacy-labeled bottle marked with the student's name, time to be taken, amount to be taken, and the name of the substance.

All medications will be kept in the nurse's office. Medication is not to be left in book bags or in the classroom, to include asthma inhalers. No other medications, such as aspirin, Tylenol, cough medicine, or decongestants will be given unless prescribed by a physician.

Contagious Conditions

If you think your child has a contagious disease, please notify the school nurse immediately. If a child is suspected of having a medical problem that can be spread to others, it is imperative that she/he be removed from school as soon as possible and seen by a physician. The nurse will send a message home in the event diagnoses of any of the following communicable diseases is made: pink eye, head lice, ring worm, strep throat, chicken pox, measles, mumps, impetigo, mononucleosis, etc.

Immunizations

Immunizations against certain diseases are mandatory for registration in DoDDS. The Mannheim Health Clinic checks shot records and issues Certificates of Immunization. Prior to registration, please have your child's shot record read at the clinic. ***While these immunizations are required to attend DoD schools, the Mannheim Health Clinic, not the schools, are responsible for giving students their immunizations.***

Before enrolling in a Department of Defense School, students are required to have the following immunizations:

- Hepatitis A & B (Hep A & B)
- Diphtheria, Tetanus, & Pertussis (DtaP/DPT/Td)
- Haemophilus Influenza Type B (HIB)
- Polio (IPV/OPV)
- Measles, Mumps, Rubella (MMR)
- Varicella (Chicken Pox)

Parents: *Please inform the nurse of any chronic or acute health problems to include allergies, seizures, diabetes, heart condition, orthopedic problems, or any other conditions which may require special care.*

HOMEWORK

Research indicates that homework significantly increases the rate of permanency of learning. It is DoDDS' Policy that homework will be assigned on a regular basis in accordance with the needs and abilities of individual students and in support of the instructional objectives of the particular curricular area.

Homework is defined as school work assigned to be completed outside the classroom to reinforce, transfer, and be a purposeful extension of instruction, as well as to provide opportunities for creative development. The following time guidelines are recommended for elementary students using a maximum of four nights a week:

- 6 and 7 year olds – 15 – 20 minutes
- 8 and 9 year olds – 30 – 40 minutes
- 10 – 12 year olds – no more than one hour
- All students should read or be read to every night for 15 – 30 minutes

Parents are encouraged to get involved by:

- Providing a homework notebook.
- Checking the homework notebook each day.
- Setting aside a quiet time (turn off the TV and eliminate distractions).
- Providing an ample supply of paper, pencils, and erasers.
- Checking that homework is complete, accurate, and neat.
- Discussing any concerns regarding homework with the teacher.

Teachers will:

- Develop a policy to ensure that the amount of homework does not place an unreasonable burden on the students.
- Inform parents and students of the impact homework has on the student's grade.
- Provide clear and concise directions for completion of homework assignments.
- Correct and return homework assignments to the students in a timely manner.

- Maintain a written record of students' progress utilizing homework samples.
- Discuss students achievement with parents in a timely manner.

HOME SCHOOLED STUDENTS

Parents who are eligible to enroll their dependents in DoD schools, but elect to home school their children may want to consider a part-time enrollment. This option permits students to participate in special selected classes (Host Nation, Music, Art, P.E., Computer Lab), study trips, standardized testing, and extra curricular activities. They should also register with the Schools Liaison Officer, Ms. Carralee Wood, at DSN: 380-4212, CIV: 06231-730-4212 or by email at: carralee.m.wood@eur.army.mil

HOMEBOUND INSTRUCTION

Students unable to attend classes due to a short-term medically related convalescence (less than three 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, nurse, or guidance counselor for more detailed information.

INCLEMENT WEATHER-CLOSING OF SCHOOL

Listen to **AFN Heidelberg beginning at 0600 hours** for announcements regarding adverse weather conditions and their possible impact on Mannheim Schools.

1. If the Garrison Commander decides to close schools because of adverse weather conditions, it will be announced over AFN that all Mannheim Schools are closed. Students do not report to school.
2. If it is announced that classes in Mannheim Schools will start two hours late due to late buses, resident student walkers do not report to school until 1020. Bus riders report two hours later to the bus stop.
3. If it is announced that Mannheim school buses are not running, school will be in session and the radio will let you know what time school will begin.
4. If you do not hear any announcements made in reference to Mannheim Schools, then schools are open. Students are expected to report to school on time.
5. If you have any questions or doubts as to whether school is in session or delayed, call the school.
6. Points of clarification
 - The Mannheim Garrison Commander makes the decision to close schools on post, to delay school openings, or to release classes/students/staff early.
 - Heidelberg Area Schools do not include the Mannheim Schools.
 - The Community Schools' Officer and School Principals will coordinate early release of students/staff from schools because of adverse weather.

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

INFORMATION CENTER

The purpose of the Information Center is to support the entire school curriculum and to reflect the philosophy, goals, and objectives of Mannheim Elementary School. The Information Center supports the curriculum by providing physical access to information, as well as providing students opportunities to expand their world by using various media and technology resources. All students, parents, and faculty have access to the Information/Media Center. Students may go to the Information Center alone or in small groups. Teachers may arrange to bring their classes for special research projects. Books may be checked out for two weeks. Students in grade one and below may borrow one book; students in grades 2 – 5 may borrow two books. Overdue notices are sent home on a monthly basis. Students must pay for or replace damaged or lost books.

INTERNET RIGHTS AND RESPONSIBILITIES FOR STAFF & VOLUNTEERS

Staff and volunteers are required to have training and an understanding of Internet usage and responsibility before utilizing the Internet. Use of the Internet is a privilege not a right. Visiting inappropriate sites, or downloading inappropriate files will result in the cancellation of that privilege. Federal regulation mandates that you protect and conserve government property and not use such property for other than authorized purposes. The Internet at MES is government property.

INTERNET RIGHTS AND RESPONSIBILITIES FOR STUDENTS

The following DoDDS Internet Guidelines pertaining to MES will be followed: In accordance with DoDEA Administrative Instruction 600.1 "Computer Access and Internet Policy" requires that parents of students in grades K – 12 are required to sign the Student Network Use Agreement whenever a student registers for school. The agreement covers the use of the school LAN, Internet, and electronic mail. The signed agreements are maintained at the school. Whenever accessing the Internet, students will be under the supervision of a teacher. Permission to print information from the Internet is determined by the supervising teacher.

PARKING

Student safety is a primary concern as students arrive at school in the morning and depart in the afternoon. Parking for MES visitors is available at the CDC (for a few minutes only), in the lot behind the school, and on Funari Barracks. The street in front of the school, Monroe Street, is a one-way street turning right onto Jefferson Street. (Parents and visitors **MUST NOT** park in the residence parking areas near the school.) The traffic on Monroe Street must flow and students are not to be "dropped off" anywhere on Monroe. The designated drop off spot is in the CDC loop, making a safe area for students to walk to MES through the walking gate near the Kindergarten wing and 'D' wing. An additional drop off area is located in the lot on Funari Barracks. **Please, please drive carefully, safely and slowly when driving near MES. Follow all road signs and be a good example for the students and other parents.**

PARTIES

Class parties are held at the teacher's discretion, usually around Fall, Winter break, Valentine's Day, Spring break, and/or the end of the year. Parents are encouraged to participate in these activities. Parents may be asked to help make these parties possible by contributing food, drinks, and other items. If you do not wish for your child to participate, please make arrangements with the teacher. Class birthday parties are not permitted. If you want to send a light snack on your child's birthday for all class members, please coordinate with the teacher. Please be cognizant of young children's food allergies (e.g. nuts, peanut butter) when contributing food.

PETS

For the health and safety of our children, animals are not permitted on the school grounds. Unfortunately, dogs, cats, fur bearing animals and reptiles are not permitted in the school or on school grounds.

PICKING UP STUDENTS AFTER SCHOOL

Parents are not permitted to drive cars or park in the "Staff Only" parking lots or bus loading area. When picking up children, park in designated areas only.

- Double parking is illegal and cars may be ticketed.
- A note is required if bus riders are to be picked up by the parent/guardian; without a note, a bus rider will be directed to ride the bus.
- Parents are required to sign children out in the Main Office when picking them up during the school day.
- If older siblings pick up children, establish a meeting place outside the building.
- Kindergarten students will be picked up by a parent or an adult day care provider. Teachers require parent permission in writing to release a kindergarten student to someone other than the parents.

PLAYGROUND RULES

The safety of our students is a number one priority at MES. Everyone is responsible for bringing any unsafe conditions, incidents, or situations to the attention of the administration. Please let the administration know of things you see both inside and outside our building that may pose an unsafe condition to children and adults. (See Enclosure 2) Please teach children the acceptable behaviors; the unacceptable are examples of behaviors that will result in consequences.

Acceptable Behavior Looks and/or Sounds Like	Unacceptable Behavior 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 playgrounds includes candy, gum, etc.
Remain in the recess 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.

PLAYGROUND DISCIPLINE PROCEDURES

The teacher and/or paraprofessional aides will handle all minor playground offenses. The following consequences are in place for students unable to follow the rules:

- Students will be counseled.
- Students may be placed in a “time-out” area.
- The paraprofessional aides will annotate incidents on a discipline referral form that will be given to admin for follow-up. This form will document information about the incident to include the names and room number of students involved, details of the incident, and any initial consequences (*The consequences will be appropriate to the problem whenever possible. For instance, being too rambunctious may result in five minutes at the time-out table).
- A hierarchy of consequences will be used for more serious misbehavior.
- For chronic offenders (disciplined three times), the aides fill out a discipline referral form and the student is then sent to an administrator.
- The parents are notified either by telephone or a student conduct report from the administrator.
- Lunch detention is the usual consequence. After lunch detention, the student’s “slate is wiped clean”, and the hierarchy begins again.

Major offenses requiring a referral slip, immediate attention by an administrator and notification of parents:

- Throwing of rocks, pinecones, sand, sticks, etc.

- Fighting
- Profanity and use of inappropriate language
- Kicking, biting, punching, slapping
- Endangering others as well as self

Consequences for Major Offenses:

1. First offense: No recess for one day
2. Second offence: Increase recess detention to 3 days
3. Third offence: Parents/teachers/students/administrator conference arranged as soon as possible.

POWER OF ATTORNEY

In the case of both parents being out of the country, it is necessary to obtain a special Power Of Attorney to be used in case of emergency. Also, it is important to inform the teacher and school office of the name, address, and telephone number of the person taking care of the child. In addition, it is necessary to notify the school nurse, so the nurse will know who to notify in case of emergency.

PROGRESS REPORTS/REPORT CARDS - MARKING CODES

The reporting system is divided into four quarters. Progress reports are sent home at the end of each quarter. Parent conferences will be scheduled at the end of the first, second, and third quarter marking periods. Teachers keep grades/records in a grade book.

For Kindergarten – 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 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 third grade, the following codes are used:

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

Art, Intercultural Education, Music, Physical Education, Motor Development, and Life Skills will be marked with:

- “**+**” – Shows Strength
- “**P**” - Participates
- “**/**” - More Effort Needed

For Fourth and Fifth Grade:

Grades 4 and 5 use letter grades for Reading/Language Arts, Mathematics, Social Studies, Science and Health. Separate marking codes, as explained on the Progress Report, will be used for Music, Physical Education, Intercultural Education, Art, Computers, and Life Skills.

<u>Percentage</u>	<u>Mark/Meaning</u>	<u>Grade Points</u>
<u>90 – 100</u>	<u>A – Excellent</u>	<u>4.0</u>
<u>80 -89</u>	<u>B – Very Good</u>	<u>3.0</u>
<u>70 – 79</u>	<u>C – Good</u>	<u>2.0</u>
<u>60 – 69</u>	<u>D – Minimal</u>	<u>1.0</u>
<u>59 – Below</u>	<u>F – Failing</u>	<u>0.0</u>

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 the 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.

STUDENT SUPPORT TEAM (SST)

Students requiring additional help with academics and/or with behavioral problems will be referred directly to the counselor, nurse, ESL teachers, and instructional support specialists. Hopefully, the student will benefit from their intervention and implementation of suggested strategies. The SST helps teachers generate strategies for working with students requiring additional help with academics and/or behavior and gathers information needed for possible referrals to CSC for special education. The students referred could already have been referred to the counselors, nurse, literacy support specialists, and/or ESL teachers and these programs are not meeting the needs of the student. Referral forms for the SST are available from the counselors.

SAFETY

The school makes a sincere effort to maintain a safe environment and encourages safe behavior from students. The following activities prepare students for any situation:

- Regularly scheduled fire drills, lockdowns, and school evacuation drills.
- Review of school and/or classroom rules and related consequences for fighting, running, and misbehavior.
- Instructions in personal health and safety.

SCHOOL ADVISORY COMMITTEE (SAC)

The Mannheim Elementary School (SAC) is an elected group of four school staff members and four parents representing the faculty and school community. The purpose of SAC is to deal with issues brought to the committee's attention by the school and military communities. These issues concern school policies affecting students and parents, student activities, administrative procedures affecting students, instructional/educational programs, and student standards of conduct. Anyone concerned about these kinds of issues is encouraged to run for office and participate in the meetings. The School Advisory Committee (SAC) provides advice and assistance in:

- Matters affecting the operation of the school.
- Coordinating resources in a concerted effort to support the educational program of the school.
- Providing a forum for discussion of achievements, concerns and other school related matters.
- Acting as a hearing board for any individual or group that may want to propose additions to and/or changes in school policies.

INSTALLATION ADVISORY COMMITTEE (IAC)

The Installation Advisory Committee is composed of the SAC parents and educators from the Mannheim Schools and military officials. The IAC meets four times a year to consider suggestions, issues, and problems common all schools in the Mannheim Military Community.

SCHOOL COMMITTEES

Parents are expected to become involved in the School Home Partnership to facilitate the learning of all children at Mannheim Elementary School. Parents may become involved in making, supporting, and improving school policy through participation in school committees. Committees include:

- Red Cross Volunteer Program

- School Advisory Committee (SAC)
- Parent/Teacher Association (PTA)
- School Improvement Team
- (See also PARENT INVOLVEMENT)

SCHOOL IMPROVEMENT PLAN

To help ensure a quality education for your child, MES implements an ongoing **S**chool **I**mprovement **P**lan (SIP). The MES school improvement performance goals are:

#1 - All students will improve mathematical communication across the curriculum.

Students use math skills, strategies, and vocabulary to clearly express their mathematical thinking to others. Our interventions used to help our students to reach this goal are: Math Vocabulary (word walls, math folders, and journals); Math Communication (problem solving, grouping, and use of manipulatives); Investigate various methods of instruction and learning (Mastery of basic skills, multiple answers or strategies).

#2 - All students will improve reading comprehension skills across the curriculum.

Reading comprehension is the student's ability to use background knowledge, relevant vocabulary, supporting cues, and reasoning to connect words into meaningful thought. Our interventions to help our students to reach this goal are: Read and Assess (teacher observation); Accelerated Reader, Literacy Place, Guided Reading (provide opportunities to discuss reading materials); Fluency Activities (Oral Assessment, Reader Theater, and Partner Reader).

Technology - Teachers will infuse technology everyday in the curriculum.

Diversity Constructivism - Students will use cooperative grouping, multi-modalities hands on opportunities, and active participation to help meet reading and math goals.

We ask that you be aware of, become involved in, and support our strategies for improvement.

SCHOOL PHOTOS

The PTA annually sponsors individual student photos taken in the fall and group photos are also taken in the spring.

SOCIAL SKILLS

MES implements the ***Teaching and Enforcing Positive and Productive Behavior Program***. The following ten life skills will be taught. These skills will help your child be successful in school and at work.

Parents are encouraged to support and reinforce these skills at home.

1. Be prompt and prepared.
2. Pay attention to the speaker.
3. Follow directions.
4. Move appropriately as a group (Line Basics).
5. Move appropriately as a group (Hall Behavior).
6. Get a person's attention appropriately.
7. Respect authority.
8. Respect Rights of Others.
9. Respect Property.
10. Understand and Accept the Consequences.

SPECIALISTS

Art Education: The Visual Arts Program is aligned with the DoDEA K-12 Visual Arts Standards and the National Standards for Visual Arts Education. The standards provide a framework for students to: Learn the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions;

Reflect their ideas, feelings and emotions; evaluate the merits of their efforts. The visual arts are extremely rich. They range from drawing, painting, sculpture, and design, to architecture, film, video, and folk arts. They involve a wide variety of tools, techniques, and processes. (Source: <http://www.dodea.edu/curriculum/visualArts.cfm>)

Counseling Program: The guidance counselors execute a guidance program that is developmental and preventative in nature. They also work with individual students and groups of students for personal growth. Counselors may be called upon to serve as a consultant to parents and teachers. The primary responsibility of the counselors is to make sure nothing gets in the way of student learning.

The counselor also meets with parents who are concerned about their child's academic, social, and/or emotional development. Information about professional help and services available through either the school or local agencies can be provided. Parents are encouraged to inform the counselor assigned to their child's grade level when there is a family crisis such as divorce, death, deployment, serious illness, or adjusting to a step-family. This helps both the counselor and the classroom teacher provide support during a difficult time.

English as a Second Language (ESL): The ESL teachers work with children who have learned English as a second language, who speak little or no English, or whose limited knowledge of their language may slow their progress in other subject areas. Initially, instruction is primarily listening and speaking. Students are then given help in reading and writing English to improve academic achievement in other areas.

Foreign Language in the Elementary School (FLES): This program will build capacity in Foreign Languages by starting language learning at the earliest age possible. This is the second year for implementation in kindergarten and first grade and the first year for second and third grade students. The curriculum establishes new foreign language standards based on the American Council on the Teaching of Foreign Languages (ACTFL) Standards and sets attainable proficiency expectations.

Instructional Support Specialists (ISS): ISS teachers assist children who are performing below grade level in reading and math through small group programs.

Intercultural Education (Host Nation): The Host Nation program provides students with a cross-cultural and language acquisition focus to develop an appreciation and understanding of the culture and language of the country in which they are located. It is designed to provide elementary school students with an introduction to host nation languages, taught by host nation teachers, as an essential experience of the curriculum. In addition, with host nation teachers as guides, students participate in activities which build appreciation and understanding of the culture of the country in which they are located. (Source: <http://www.dodea.edu/curriculum/hostNation.cfm>)

Physical Education: The Physical Education program promotes the development of a physically educated person ready to pursue a lifetime of healthful physical activity. The student develops the personal and social skills for safe and enjoyable performance in a physical activity setting, develops movement skills and patterns to perform a variety of physical activities, and learns the importance of regular participation in physical activity and its contribution to physical fitness and a healthful lifestyle.

(Source: http://www.dodea.edu/instruction/curriculum/New%20Standards/By%20Subject/PE_Pk-12.doc)

Music: The Music Education Program is aligned with the DoDEA K-12 Music Education Standards and the National Standards for Music Education. Students will experience the following: Sing, alone and with others, a varied repertoire of music; Perform on instruments, alone and with others, a varied repertoire of music; Improvise melodies, variations, and accompaniments; Compose and arrange music within specified guidelines; Read and notate music; Listen to, analyze, and describe music; Evaluate music and music performances; Understand relationships between music, the other arts, and disciplines outside the arts; Understand music in relation to history and culture. (Source: <http://www.dodea.edu/curriculum/music.cfm>)

Teacher of the Learning Impaired - Mild to Moderate and Moderate to Severe (LI): The LI teacher provides services for those students identified as having a disorder in understanding or using spoken or written language that may manifest itself as an inability to listen, think, speak, read, write, spell, remember, or do mathematical calculations as defined by DoD Instruction 1342.12. Special education services are designed to meet the unique educational needs of a student placed in such a program by the Case Study Committee. These programs must be reviewed annually to determine the continued appropriateness. The program of study must insure a student's placement in the least restrictive environment while providing academic progress. This placement may involve some part of the school day out of the general education classroom. Special education staff often works within the general education classroom to meet students' individual needs.

Teacher of the Emotionally Impaired (EI): The EI teacher provides services for those students identified as having an emotional impairment or learning disorder as defined by DoD Instruction 1342.12. The EI teacher works with students at all three Mannheim Schools.

Preschool Services for Children with Disabilities (PSCD): PSCD offers special education and related services to children between the ages of **3** through **5** years after they have been determined eligible for special education services. If a child qualifies for special education services, an instructional program is designed to meet his or her special needs. Some children may require special equipment; others may simply need small group or individualized instruction. The child's individual needs determine the amount of time in the PSCD program. Classes are small group, allowing the teacher to provide individualized instruction.

School Psychologist: The School Psychologist services Mannheim and Mark Twain Elementary Schools. He assists students and families by providing diagnostic, counseling/therapy, and consultation services. Specifically, the School Psychologist:

- Assists children in the area of school adjustment.
- Administers academic and psychological tests.
- Assists with the identification of gifted students.
- Participates in the Case Study Committee for children who are being considered for services.
- Provides counseling services to individual students.
- Assists student in understanding the effects of their behavior.

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 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.

Reading Recovery Teachers: Reading Recovery Teachers provide a prescribed one-on-one interaction for first graders who have difficulty learning to read.

Sure Start – Early Childhood Education Program: Sure Start is meant to provide students with the skills necessary to be successful in kindergarten. A committee composed of the teacher, the Sure Start aide, school nurse, counselor, administrator, and social worker selects students. Applications are available in the Main Office. MES offers this program to four-year-old children. Preference is given to children who meet the following criteria:

- Single parent family
- Parent on remote assignment for three or more months
- Parent whose primary language is not English

- Child born with a low birth weight
- Family income corresponds to the E-1 to E-4 or GS-1 to GS-4 range
- There are three or more siblings close in age
- Family has an older child with a disability
- Parent has not graduated from high school

School Nurse: The school nurse works with educational and medical agencies to help plan, organize, implement, and evaluate the school health services. First aid is provided to ill and injured students and school personnel.

Communication Impaired Specialist: The Communication Impaired Specialist provides screening, diagnostic, and therapy services for any child having a stuttering, articulation, voice, or receptive/expressive language disorder.

Spanish Immersion: One half of the instructional day is conducted in English in the content areas of reading, language arts, and the special subjects of art, music and physical education. The other half of the day is conducted in Spanish in the content areas of mathematics, social studies, science and health. The purpose of the Language Immersion Program is to introduce a new language to non-speakers of the Spanish language. It is ***not intended to maintain a foreign language*** in which the child is already proficient or has a level of understanding. This will be a two-year program and requires that the sponsor have a DEROS of at least two years remaining. Students who have been diagnosed with auditory processing difficulties may need additional screening before consideration can be given. Students enrolled in speech, or who have a language impairment, are generally not recommended for the Language Immersion Program.

Multi-Age Classrooms: Research has shown that multi-age classrooms have numerous aspects that benefit children. Students have the opportunity to stay with the same teacher for several years and are viewed on their own continuum of learning. The boys and girls have numerous opportunities to become autonomous and self-directed learners as they develop goals to reach full potential. Mannheim Elementary School offers Multi-Age classes for grades 1, 2, 3, and 4. Parents must complete an application form and have a DEROS date of at least two years from the time of application. If you are interested in a Multi-Age classroom placement for your child, please see the school registrar or an administrator. The Multi-Age teachers and administration screen parent applications for the program to ensure a balance for each class.

Gifted Education: MES offers a program for students whose potential and/or performance is so extraordinary that they require differentiation in their instructional program. The School Gifted Review Committee determines eligibility for gifted program services. The identification for students for this program is completed through screening of students' performance on TerraNova achievement tests, nomination, and transfer records from schools outside of DoDEA.

STUDENT PLACEMENT POLICIES – 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 31st of the current school year.

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

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

INCOMING STUDENTS:

Students are placed in classes based on the number of students already assigned to classes and the needs of the individual student. In case of extenuating circumstances, an administrator makes the decision. The principal

and receiving teacher are given notification of placement by 11:30 a.m. prior to the day the student starts class. The teacher will also receive placement information, such as test scores and other screening results. Students who register during the Thanksgiving vacation, winter break, or Spring break will start the following Tuesday when school resumes. Students who register prior to 11:00 a.m. will start the first full day after registration, and students who register after 11:00 a.m. will start the second full day after registration.

INCOMING STUDENTS WITH SPECIAL NEEDS:

If a student with special needs enrolls at MES, the counselor or an office staff member notifies the CSC Chairperson. The principal, counselor, and special educator will then decide on the student's placement.

Mannheim Elementary School provides a full range of education programs for children with learning disabilities. When you complete the registration process to attend MES, 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. Medically related services are available through the Educational and Developmental Intervention Services (EDIS). Please make contact with them upon your arrival.

INCOMING STUDENTS FROM FOREIGN SCHOOLS:

All students from foreign schools will be assigned to a grade level based upon their chronological age, standardized test results, and/or language skills and reading assessments administered by our Instructional Support Specialist.

PLACEMENT OF STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR:

The MES administration supports and complies with DoDDS' philosophy of heterogeneous grouping. Class lists are posted on both the front windows of the school and the commissary at 1800 on the Thursday prior to the first day of school on Monday.

DOUBLE PROMOTION:

Teachers may nominate a student for double promotion at any time. The Placement committee consisting of an administrator, school counselor, school psychologist, and teacher will review the merits of each case. Parental concerns are foremost. The counselor coordinates this activity.

RETENTION PHILOSOPHY

The following is an excerpt of an article, which appeared in an issue of Educational Leadership, as related to research on grade-level retention of students. Research indicates that: low-achieving students do progress whether they are retained or promoted. At the end of the repeated grade, retained students' scores on achievement tests are somewhat lower in comparison to their counterparts who have moved to the next grade.

THERE IS NO EVIDENCE THAT PROMOTING "UNDERACHIEVING AND IMMATURE" STUDENTS CONTRIBUTES TO EMOTIONAL AND SOCIAL PROBLEMS, AND THERE IS NO EVIDENCE THAT REPEATING A GRADE IMPROVES THESE PROBLEMS.

There is no research that indicates that retention is of value. Most research indicates that grade-level retention is a harmful practice when applied to many students. **Students who are far behind academically or who have social or emotional problems need special services** and individualized educational plans of management as opposed to another year in the same grade. Fortunately, DoDDS has a number of specialists to provide specialized and individualized educational services.

Rather than considering grade-level retention, efforts should focus on assuring that students who are underachieving obtain the appropriate services. An individualized plan of management is essential for these

students. The individual student program recognizes each student's ability and level of achievement. Please contact your child's teacher, counselor, or administrator if you have concerns.

In rare cases, a teacher may request consideration for the retention of a student. Documentation of resource utilization must be submitted with all retention requests.

RETENTION PROCEDURES

1. The teacher notifies parent and counselor of a student under consideration for retention.
2. The teacher discusses the possibility of retention with the sponsor sometime before January. The teacher provides the sponsor with the objective pros and cons of retention.
3. Parents and the teacher determine if they will proceed to a formal Placement Committee meeting with the school administration.
4. If a formal Placement Committee meeting is held, the sponsor will sign a form stating that a conference was held and that he/she approves of grade retention for the child.
5. If teacher and sponsor agree on retention, then an Individual Education Prescription Form must be submitted with the Recommendation Form.

STUDENT RESPONSIBILITIES AND PRIVILEGES

These guidelines are provided in DODEA Manual 2051.2. The following areas of responsibility are outlined in the guide:

- Access to Learning
- Freedom of Expression
- Personal Appearance
- Student Government
- School Discipline
- Protection of Personal Privacy
- Sexual Harassment

DoDEA Regulation 2051.2 (Feb. 26, 1997) is a guide for students and their parents concerning student responsibilities. The DoDEA Manual 2051.2 balances the constitutional guarantees to students to be free from unreasonable searches and seizures and to engage in free expression against the duties of the school to provide a safe and secure environment in which all children have a fair opportunity to learn. The regulation addresses the right to an education, anti-discrimination, sexual harassment, freedom of expression, religion, personal appearance, student government and involvement, student activities, school and community social service, and the right to complain. This regulation is on file in the main office and can be reviewed at: www.dodea.edu

STUDY TRIPS

At various times during the school year, classes may take study trips as part of the instructional program. Study trips are arranged to enhance and expand learning and are considered part of the instructional day. Such trips are funded by the school and are an extension of the classroom. Costs to the students are generally limited to entrance fees, food, and personal purchases.

Children **MUST HAVE A PERMISSION SLIP SIGNED BY THE PARENT** before they go on any trip leaving the base. Students are expected to attend all study trips. If a parent chooses not to send a child on a study trip, they are to keep the child at home or coordinate with the classroom teacher for placement of the child during the study trip.

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.

Chaperones may not bring a younger sibling/infant on a field trip.

As an invited chaperone, one's responsibility must be to supervise the students. The following responsibilities will assist parent chaperones:

1. Supervise students assigned by the classroom teacher at the study trip site.
2. Keep "your" students in view at all times.
3. Follow the teachers' directions if an assignment is part of the study trip plan.
4. During the lunchtime, keep "your" students together.
5. Remind students to clean up after themselves.
6. Remind students to be courteous and polite at all times.
7. Purchasing souvenirs is discouraged, and chaperones are requested **NOT** to purchase items for the students they are supervising.
8. If a student becomes ill or gets hurt, contact the teacher immediately.
9. In compliance with DoDDS Policy, chaperones will not consume alcoholic beverages or smoke while on 'duty' as chaperones on school sponsored 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.

TEACHER IN-SERVICE

Occasionally during the school year faculty in-service training is conducted, in addition to the 183 instructional days for the students. The topics for these meetings are determined by the needs of the staff to improve skills and proficiency as well as to keep abreast of new trends in education. Parents are welcome to attend these meetings. You will be notified in advance when meetings are planned. You are expected to read the PAW PRINTS so that you are aware of events and activities.

TELEPHONE USE & MESSAGES

Use of telephones by students is limited to emergencies and situations when parent contact is essential. If your child walks to school, please explain how they will get to and from school on rainy days. Please make plans and coordinate changes with your child before they leave for school.

Please do not call with **routine** messages for your child. Frequent interruptions disrupt the educational process. Our administrative staff will send teacher's an email message to return your call. Our staff will **NOT transfer** calls to the teacher's phone during the instructional day. They will send messages for students to the classroom teacher. The teacher will check email after 1415 in order to relay a message to your child.

WEAPONS POLICY

Student possession or use of a knife, gun or any item considered to be a weapon is prohibited at school or at any school approved activity on or off school property. This applies to all students regardless of age. A weapon is defined as a club, chain, knife, gun, or any object that may be used to cause injury to another person. Offenders will be immediately referred to a school administrator for disciplinary action. Law enforcement officials may be contacted to take whatever action necessary. A due-process hearing will be held with the school principal or other school authorities, the student, and his/her parent(s)/guardian (who must be in attendance for all suspension or expulsion actions due to possession or use of a weapon). Disciplinary action for a student on an IEP will be in accordance with DSM 2500.13-R, Chapter 10.

VISITORS AND GUESTS

All visitors are required to report to the main office. **All visitors to Mannheim Elementary School**, including parents picking up children, should be registered in the Main Office. Identification is required. Visitors are required to wear a visitor's badge at all times while in the building.

Parents are welcome at Mannheim Elementary School at any time, whether to visit a classroom, speak with a school official, or take an active part in the school program as a resource person or a volunteer. **Visits in the classroom or with a school official should be planned in advance by calling the school office or writing a**

note directly to the teacher. In this way, the purpose for the visit can be achieved and, at the same time, the school program can continue as usual. A parent may volunteer to be part of the school program as a chaperone on study trips, a helper at a school/classroom function, an educational resource in the classroom, a paper sorter, a small group facilitator, or much more.

VOLUNTEERS

The Parent Volunteer Program provides parent volunteers for all staff members and for varying program needs. Parent support of the program is encouraged to provide appropriate learning experiences for all children. Volunteer credit and free child-care are provided to Red Cross participants. Contact the office at CIV: 0621-722-109 or DSN: 380-4705/4369 if you are interested in volunteering your services. Volunteer opportunities are also published periodically in the PAW PRINTS.

WEBSITE ADDRESSES:

Mannheim Elementary School: <http://www.mann-es.eu.dodea.edu/>

Department of Defense Education Activity (DODEA) <http://www.dodea.edu/home/index.cfm>

DoDEA Curriculum: <http://www.dodea.edu/curriculum/index.cfm>

DoDEA Content Standards by Grade/Subject: <http://www.dodea.edu/curriculum/standards.cfm>

DoDDS-Europe: www.eu.dodea.edu

AAFES School Meal Program: <http://odin.aafes.com/nutrition/Default.asp>