

# Bitburg Elementary School



## Parent-Student Handbook SY 2012-2013

Department of Defense Dependents Schools  
Bitburg Elementary School  
Unit 3820 Box 45  
APO AE 09126  
Civilian: 06561-94630

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



06 August 2012

I am delighted to welcome you to the Kaiserslautern District for School Year 2012-2013!

Our district is committed to providing every possible opportunity for your child to be successful, armed with the skills critical to living and working productively in our 21<sup>st</sup> century society.

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

First, we are Standards Based: This means that the DoDEA Standards and 21<sup>st</sup> century skills are the basis for prioritizing what we teach and how we teach.

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

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

Fourth, Highest Student Achievement for all students: **All** means **each** and **every** child that comes through the doors of our classrooms.

We are committed to doing everything in our power to help every single child be successful. In order to do this most effectively, we need your help and involvement.

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

We hope that you enjoy your stay in the Europe, and we look forward to working in partnership with you to ensure a top-notch educational program for your child.

Dr. Dell McMullen  
Kaiserslautern District Superintendent



## Welcome to Bitburg Elementary School Letter from the Principal

Dear Parents

On behalf of the entire staff, I would like to welcome you to Bitburg Elementary School! If you are new to Bitburg Elementary School we offer you our warmest welcome. If you have students returning to Bitburg Elementary School, we warmly welcome you back to school. We are happy you are here and we look forward to our year together!

We believe that Bitburg Elementary School is a positive and productive environment where students, parents, and teachers all work together to provide a safe, secure, and happy place where learning is our top priority.

We invite each of you to become an active partner in the education of your child. You can do this by insuring that your child gets adequate rest, play, and nutrition and that he or she comes to school prepared and ready to learn. Reading to or with your child for just fifteen minutes a day will make a dramatic difference in increasing your child's reading skills and we encourage you to make this a daily practice.

Visiting the school frequently, eating lunch with your child, and volunteering are other ways to be involved. Research tells us that students who have parents that are actively involved in the school do much better, academically and socially.

This Parent Handbook is designed to give you essential information about our school, policies and procedures. If you should have questions about any information in this handbook, please contact us at 06561-94630. An open door policy is in effect at our school and you are more than welcome to visit our school and speak with us anytime.

We are committed to our partnership with you, our parents and with our community. We take pride in knowing that School Year 2012-2013 will be a rewarding, challenging and exciting year!

On behalf of the staff of Bitburg Elementary School, we wish our best to each of you this year!

Sincerely,

Joe Masters - Principal  
E-mail Address [Joe.Masters@eu.dodea.edu](mailto:Joe.Masters@eu.dodea.edu)

SCHOOL MASCOT: Bear

SCHOOL COLORS: Blue and White

## CHAIN OF COMMAND

Communication is essential to the success of any endeavor.

**Classroom Teacher**  
Commercial: 06561-94630



**School Administration**  
Mr. Joe Masters, Principal  
Commercial: 06561-94630



**Kaiserslautern District Office**  
Dr. Dell McMullen – Superintendent  
Dr. Elizabeth Dunham – Assistant Superintendent  
Kaiserslautern District Superintendent's Office  
Unit 3405  
APO AE 09094 –005  
  
DSN: 489-5904/5905 Commercial: 0631-5365904



**DoDDS – Europe**  
Dr. Nancy Bresell – Director  
DSN: 388-7614 Commercial: 0611-380-7614



**DoDEA Department of Defense Education Activity**  
Ms. Marilee Fitzgerald– Director  
4040 North Fairfax Drive  
Arlington, VA 33303-1635  
DSN: 426-4462 Commercial 703-588-3200

# School Directory

Principal, Mr. Joe Masters  
Personnel, Frau Oxana Opper  
Registrar, Mrs. Amy Riley  
School Support, Mr. Dale Aevertmann

Office Hours: 7:00 – 4:00

Main Office 06561-94630  
Fax Number w 06561-17977

School's Liaison Officer w 452-6942

(From civilian telephone, please dial 06565-61-xxxx)



## DAILY SCHEDULE

0805	Students who walk to school should start to arrive at this time
0810	Students enter building
0815	Instructional day begins
1100 – 1215	Lunch & recess (35 min. block)
1434	Instructional day ends

**EIFEL SCHOOL COMMUNITY COMPLEX  
SCHOOL YEAR 2012-2013 Calendar**

Update: 6/15/2012 1:05:42 PM

Wednesday, August 22	Reporting Date for Teachers
<b><u>FIRST SEMESTER</u></b>	
Monday, August 27	Begin First Quarter and First Semester
Monday, August 27	SMS Open House (0750-1200)
Monday, August 27	BMS Open House (0750-1200)
Monday, September 3	Labor Day – Federal Holiday Observed
Tuesday, September 4	First day of classroom instruction for Kindergarten
Thursday, September 6	BES Open House (1630)
Thursday, September 13	BIIS Open House
Friday, September 14	DoDEA Training: Eifel Complex Early Release – 11:00 AM
Thursday, September 20	SES Open House (1730)
Friday, October 5	No School – Eifel Complex CSI Staff Development Day
Monday, October 8	Columbus Day – Federal Holiday Observed
Saturday, October 27	BHS – ACT
Thursday, November 1	End of First Quarter
Friday, November 2	No School – Teacher Work Day
Saturday, November 3	BHS – SAT
Monday, November 5	Begin Second Quarter
Thursday, November 8	First Quarter Parent-Teacher Conferences-No School SES and BES Only
Friday, November 9	Parent Conference Day (All Eifel Schools) - No School
Monday, November 12	Veterans Day – Federal Holiday Observed
Thursday, November 22	Thanksgiving – Federal Holiday Observed
Friday, November 23	No School – Thanksgiving Recess Day
Saturday, December 1	BIIS - SAT
Friday, December 7	BES, BMS, SES, and SMS Early Release - 1100 AM
Saturday, December 8	BHS ACT
Monday, December 24	Winter Recess Begins
Tuesday, December 25	Christmas – Federal Holiday

Kalbarlauferu District Vision: Standards Based—Data Driven—Student Focused for Highest Student Achievement for All Students!

## 2013

Tuesday, January 1	New Year's Day – Federal Holiday Observed
Monday, January 7	Instruction Resumes
Monday, January 21	Martin Luther King, Jr. Day – Federal Holiday Observed
Thursday, January 24	End of Second Quarter and First Semester
Friday, January 25	No School – Teacher Work Day

### SECOND SEMESTER

Monday, January 28	Begin Third Quarter and Second Semester
Friday, February 1	SES and BES Sure Start – No School
Monday, February 4	No School – Parent/Teacher Conference Day (All Eifel Schools)
Saturday, February 9	BHS ACT
Friday, February 15	BES, BMS, SHS, and SMS Early Release - 1100 AM
Monday, February 18	Presidents Day – Federal Holiday Observed
Monday, March 11 - 15	Terranova3 Test Week
Monday, March 18 - 22	Terranova3 Make-ups
Friday, March 22	No School – CSI Day (All Eifel Schools)
Thursday, April 4	End of Third Quarter
Friday, April 5	No School – Teacher Work Day
Monday, April 8	Spring Recess Begins
Monday, April 15	Instruction Resumes – Begin Fourth Quarter
Friday, May 24	BES, HMS, SES, and SMS Early Release - 1100 AM
Monday, May 27	Memorial Day – Federal Holiday Observed
Saturday, June 1	BHS SAT
Thursday, June 13	Last day for students Early Dismissal
Friday, June 14	No School for students – Teacher Work Day

*Total Days – School Year 2012-2013: 183 - Instructional Days; 190 – Teacher Work Days*

## **PARKING CAUTION**

Please note that the driveway adjacent to the Kindergarten Building and the Middle School is to be kept free at all times. Vehicles are not to block the driveway at any time to drop off or pick up students. The clearly marked van parking area nearest the Kindergarten Building must remain clear of POV's at all times. In addition, from 2:30-3:00 P.M. each day, the driveway will be blocked by the school buses. Until buses depart the area, POV's will not be permitted to enter or exit the area. The building behind the Kindergarten building no longer has residents and is available for parking.

## **EARLY DISMISSAL DAYS – 1100 dismissal**

Bitburg Elementary school has early dismissal periodically throughout the school year. The DoDDS School calendar allocates 183 days for instruction but allows each school to use two of those days for training in school improvement initiatives. On these Early Dismissal days school is **dismissed at 1100** so that teachers may use these afternoons for staff development. To assist parents in planning for childcare, these dates are included in the school calendar.

## **EMERGENCY SCHEDULE CHANGES**

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

1. If weather conditions prevent the safe operation of buses as determined by the Support Group Commander, school will not be in session and children will remain at home.
2. If predictions indicate that road conditions are expected to improve during the morning, the starting time for school will be two hours later than usual. (This means if the regular bus loading time is 0750 hours; the bus will not load until 0950 hours). Walkers should NOT arrive at school before 1005 on late start days.
3. Notice of weather emergencies and school closures or delays as described in 1 and 2 above will be broadcast on Eifel radio FM 105.1. Additionally, this information can be found on the Spangdahlem Base website <http://www.spangdahlem.af.mil/> Please do not call the school for this information. The Eifel School Bus Hotline 452-9BUS (9287) or 06565-61-9287 will give you a recording of any bus delays.



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

## **CHANGES IN ADDRESS/TELEPHONE NUMBERS/EMERGENCY CONTACT**

Please ensure your children's records are updated whenever there is a change in address or phone numbers. You may do this by email or in person with the school registrar. It is very important that the school have on file the names and phone numbers of two emergency contacts. In the event of an emergency, these contacts are authorized to pick up your son or daughter.

## **CHANGES IN STUDENT PICKUP**

Each year we have several instances where a parent calls the school office and approves of a pickup of their children by someone who is not listed as an emergency contact on the registration paperwork. It is very difficult to verify the caller's identity; therefore, for the safety of the children we must have the request in writing. Please notify your child's teacher in writing or by email if your child is to go home

with someone other than the parent, guardian or someone listed as an emergency contact on your child's registration form.

### **LATE ARRIVAL/EARLY DISMISSAL**

If your student is arriving late to school, they must be signed in at the office and given a pass. If your child is late and you drop them off directly at the classroom, they are likely to be counted as absent for the entire day. Also, please note that if you are picking up your child for any reason during the school day, the office cannot call them out of class until the parent physically arrives in the office to sign them out.

### **SECURITY PROCEDURES AT BES**

As part of the DoDs worldwide school security guidelines, all visitors (including parents) to the school must sign in at the school office and wear a visitor's badge while visiting the school. This DoDs guideline is designed to help in safeguarding the security for all of our students and school personnel. We realize that this presents a minor inconvenience during those short visits to school (to bring a forgotten lunch/lunch ticket, pick up your child, etc.), but please realize that our priorities are the same as yours concerning the safety and security of your children. We do not wish to compromise their safety. Please help us observe this important school procedure.

**Please do not bypass the school office and go directly to your child's classroom or any other location in the school.**

## **TELEPHONE POLICY**



### **INCOMING TELEPHONE CALLS FOR TEACHERS**

If you call the school to speak to a teacher, the person answering the phone will take a message and have the teacher return your telephone call at his/her earliest convenience outside of instructional time.

### **STUDENT USE OF TELEPHONES**

Student use of school telephones is limited to emergency situations only. Examples of an emergency call:

1. The student missed his/her bus.
2. The student cannot locate someone he/she is responsible for walking home with.

Students will not be permitted to use the office phone to call home to:

1. Ask permission to stay for an activity after-school or go to a friend's house. These arrangements needs to be made in advance.
2. Ask someone to bring lunch money or a packed lunch. Students may "charge" a lunch from AAFES.



## ACADEMIC PROGRAMS

### **THE CURRICULUM**

Bitburg Elementary School is committed to a developmental program of instruction which encourages students to acquire those skills for which they are ready in a non-competitive environment. The DoDEA standards are the basis for all instruction and all students receive regular instruction in the core subjects of reading, language arts, mathematics, science/technology and social studies. Special classes in counseling, reference and research skills, music, art, physical education and German culture and language are provided for all students in Grades K-4. In addition, special services at Bitburg Elementary School are available for eligible students in the areas of communication impairment, talented and gifted, learning impairment, and preschool education (for eligible three to five year olds). In addition, Bitburg Elementary School provides a Sure Start program, based on the Head Start program in the states, for eligible four-year olds.

### **READING AND THE LANGUAGE ARTS**

At Bitburg ES we recognize the importance of developing a strong foundation in reading. Literacy is at the heart of our schools. Teachers use a balanced literacy approach including reading aloud, shared reading, guided reading, independent reading, and word study, modeled/shared writing, interactive writing, and independent writing. Teachers systematically teach children skills necessary to become good readers.

Children need opportunities to develop their reading and writing skills every day. Please capitalize upon every opportunity to read at home with your child. Read to your child, read aloud together, and have your child read aloud to you. At school, children write every day within clearly identified framework or structure. Writing is taught as a process and students learn to gather ideas, write a rough draft, revise, edit, and create a finished product. At home, invite your child to create authentic text through such activities as making a grocery list, writing notes and letters, using diaries and journals, or authoring stories on their own.

As children develop skills in the mechanics of language, they learn to revise for punctuation, spelling, and grammar. Spelling is a developmental skill that becomes most meaningful when students learn spelling strategies and patterns in the context of writing and word study.

While it is important to teach handwriting directly to most students more time is spent on allowing students opportunities to apply what they are learning about handwriting. Our goal in teaching handwriting is to help students develop a consistent, legible style.

### **MATHEMATICS and MATH LABS**

The Mathematics program is designed to develop students who can think logically and solve problems in their everyday lives. The language of math and the operations taught should enable students to communicate effectively and productively in today's technological society.

Careful planning creates a curriculum that capitalizes on children's intuitive insights into mathematical ideas and skills. The curriculum encourages the exploration in a variety of mathematical ideas in a way that retains a child's enjoyment of and curiosity about math. It incorporates real-world contexts and children's experiences and language in developing ideas. Important concepts are repeated in varying contexts throughout the year and from year-to-year.

## **SCIENCE**

Students study life, earth, and physical science throughout the years of elementary school. Students utilize hands on experiments, reading and writing skills, research of printed materials, technology, project assignments, and scientific processes as they study science.

## **SOCIAL STUDIES**

Social studies instruction develops the knowledge and skills necessary for students to become responsible, participating citizens. Content is selected from the 10 themes of the National Council of Social Studies: Citizenship; Culture; Time; Continuity and Change; Space and Place; Individual Development and Identity; Individuals, Groups, and Institutions; Production, Distribution, and Consumption: Power, Authority, and Governance; and Global Connections. The material is presented in a sequence that expands from the community to the nation and the world.

## **THE PRIMARY CENTER**

The Bitburg Elementary School Primary Center is a multi-age learning environment for students in Grades One-Four, in which students work and learn together. The teacher works to address individual needs and guide students' academic, social, emotional, and physical development in a community-like setting. The curriculum is taught / presented in an integrated manner with a focus on learning by doing. The teacher in the program continually updates and uses their own knowledge about the best way for children to learn. The Bitburg program began in 1994 and is based on research from specialists in early childhood education, developmentally appropriate education practices, and policies from national early childhood educators' organizations. The DoDEA curriculum standards are the basis for all work and learning activities in the Primary Center. It is supported by the National Association for the Education of Young Children and the National Association of Elementary School Principals. The Primary Center has enjoyed the enthusiastic, positive support of parents and students at BES for the past ten years. Please contact the principal if you have questions about this program or wish to request consideration for your child's placement in the Primary Center program.

## **SURE START**

Sure Start is a preschool program for selected four year old students considered at risk. Sure Start is committed to providing the highest quality of education for children and families living at military installations overseas whom, due to demographic and geographic circumstances, would benefit from a comprehensive preschool program. Like the Head Start model on which it is based, Sure Start is dedicated to providing extended services in the areas of education, health, social services, and family involvement. Students are selected for this program by a committee of school and community members based on established criteria. Please contact the school office at DSN: 452-9215 for more information or to obtain an application form for Sure Start.

## **SPECIAL AREA CLASSES**

### **ROTATING SCHEDULE**

Bitburg Elementary School is fortunate to be staffed with specialists in art, music, German culture and language, and physical education who teach regular classes in their subject to all students. These classes are taught on a rotating schedule of days. This schedule insures that no classes are missed because of holidays, in-services, conferences, and the like which occur on particular days of the week. Your child's teacher can provide you with a list of the specials that correlates to the school calendar.

The foundation of our comprehensive **Physical Education Program** for all students is learning experiences which are designed to help each individual develop movement patterns in a variety of situations. Children at the primary level participate in experiences which include large muscle activities, such as running, bending, stretching, throwing, catching, and kicking. Students should wear sneakers during P.E. class. Open toe shoes and high heels may not be worn.

The main objective of the **Art Program** is to focus on the development of each student's creativity, problem-solving skills, and sense of self-worth. This objective is met through the study of artists and their contributions to cultural history, as well as the student's exposure to various art media and processes. Students are strongly encouraged to employ personal expression and freedom of thought as they practice artistic skills.

The **Music Program** combines the area of appreciation, personal expression, and hands-on experiences in the basic elements: melody, rhythm, harmony, form, tempo, tone, color, and dynamics. Attitudes, concepts, and skills are developed through experiences in singing, listening, and playing rhythm instruments. Music throughout history and from many cultures is also studied. The music teacher offers opportunities for student involvement with musical productions, choral music, plays, and instruments, such as recorders, hand bells, hand chimes, and autoharps.

An **Information Specialist** serves our elementary school. Based in the library, the Information Specialist teaches media skills, plans with teachers to integrate media skills instruction into curricular areas, and assists teachers and students in using all forms of media based on ability, interests, and curricular needs. The media center of each school houses a centrally catalogued, readily accessible collection of resources and reference materials, fiction books, nonfiction books, and computer software.

The **Host Nation** program includes German culture and language. The Host Nation teacher is available to help in planning and arranging study trips. She can arrange exchanges and visits with local German schools and officials. Activities which promote German/American understanding and friendship are encouraged.

**Computers** are located in all classrooms. Multiple computer sites housed also include the media center, computer lab and mobile lab. Students utilize computers daily for access to a network of instructional software and to write, edit, and publish reports and stories. An Educational Technologist provides technology support for teachers and students

## ACADEMIC SUPPORT PROGRAMS



### READ 180

One of the compelling issues facing educators today is how to address the needs of struggling readers. READ 180, (offered to 4<sup>th</sup> graders only) provides a powerful response to this urgent need. By bringing together essential building blocks of effective intervention, READ 180 breaks the cycle of failure and allows struggling readers to experience and achieve success.

READ 180 is a comprehensive reading intervention program designed to meet the needs of students from elementary to high school whose reading achievement is below the proficient level.

## **(ESL) ENGLISH AS A SECOND LANGUAGE**

BES provides an ESL program for students whose native language is not English. The goal of the program is to develop students' English language ability so that their academic performance is equivalent to native English-speaking students of the same age and grade level. The program serves both students who are beginning to learn English and those who have developed a high level of oral proficiency, but are performing below grade level in reading and writing because of their limited ability to read and write in English. Depending on the age and proficiency level of the student when he/she enters ESL program, the process may take from 1 to 6 years.

As ESL students enter the DoDEA system, their proficiency in English is assessed on one of two instruments: The Language Assessment Scale (LAS) or the Idea Proficiency Test (IPT). The results of the assessment determine program placement into one of four levels. Depending on the student's needs, either a direct instruction model and/or the instructional support model are used.

## **GIFTED EDUCATION**

The Department of Defense Education Activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. An enrichment program is in place to enhance all students' educational experience on a rotating basis. Gifted students measure their success through the challenges they are able to receive, meet, and often surpass. The goal of the DoDEA Gifted Education activities is to identify students with high potential and exceptional performance and to develop challenges that match their strengths. Bitburg Elementary School offers a program to identify gifted students and provide for the delivery of services within our total educational program of the school.

### **What do we believe?**

At BES we believe that intelligence is multi-faceted and every child is quite remarkable in certain ways. All students benefit from enriching activities and educational experiences that recognize strengths. However, students who are recognized as demonstrating intellectual or artistic strengths that are highly unusual for their age or grade are referred to the school's Gifted Review Committee.

### **How are children selected?**

Referrals come from screening or through individual referrals by teachers, parents or other school professionals. The school committee looks for students with high potential and unusual performance. Assessment data include rating scales, observations, portfolio work samples, grades, test scores, and anecdotal information. We believe that true giftedness is indicated through "multiple measures."

### **Possible Services Available:**

- w Pull-out resource class
- w Differentiated curriculum within regular classroom
- w Individual Services
- w Regular classroom with resource teacher guidance

## **SPECIAL EDUCATION**

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

If your child requires special education services, you will be involved in decisions about what services, instruction, and equipment are to be provided, as well as where these services may take place. DoDDS will ensure placement is made in the least restrictive environment. This means a student who receives special education services must be placed, to the greatest extent possible, in an educational setting with students his or her own age. Special education and general education are partners with you in this process.

### **CHILD FIND**

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

If you have a concern about one of your children, you can help this child develop to his or her fullest potential by contacting Bitburg Elementary School at DSN: 452-9215. They can provide you with information about Child Find and can schedule a screening, if needed.

### **COMMUNICATIONS IMPAIRED PROGRAM**

The Communications Impairment (C.I.) Program is designed to meet the needs of children who have significant deficit in speech and language reception, production or fluency. This program follows the same procedures and regulations described above in the Special Education Program.

### **(PSCD) PRESCHOOL FOR CHILDREN WITH DISABILITIES**

This program is for children 3-5 years of age who demonstrate significant delays in functions in one or more of the following areas of development: physical, self-help skills, cognitive, communication or social/emotional. This program is also regulated by laws related to special education.

### **HOME SCHOOLED STUDENTS**

Parents who are eligible to enroll their dependents in DoD schools, but elect to home school 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, and extra-curricular activities.



## **STUDENT SUPPORT PROGRAMS**

### **GUIDANCE AND COUNSELING**

DoDDS provides a comprehensive competency-based guidance program. This developmental counseling program addresses the needs of all students in the areas of knowledge of self and others, educational and vocational development and career planning and exploration. The counselor provides a balanced program of individual and group support services to all students. Throughout the year, classes in study skills, anger management, peer relationships, and others are offered. With parental

permission, counselors may see students individually or in small groups. For further information, please contact the school counselor.



### **LUNCH SERVICES & CAFETERIA BEHAVIORAL EXPECTATIONS**

A nutritious hot lunch is available through AAFES to students in Sure Start, Kindergarten, and Grades 1-4 every day. A lunch account for the hot lunch program must be opened and money deposited at the AAFES Base Exchange/Cashiers Cage. Students may charge up to three lunches during a period of time and sponsors will be notified in writing. If the charges have not been paid, a fourth request to charge will be denied and a peanut-butter sandwich and drink will be provided. We ask that you keep current with charge payments.

A free or reduced price lunch is available to eligible students also through AAFES. The sponsor must complete an application available from the Schools' Liaison Officer and return it along with a current leave and earnings statement (LES). Any questions about this program may be directed to the School's Liaison Officer at 452-6942.

Eating lunch in the cafeteria is a privilege. Students who do not follow cafeteria rules and procedures may have their privileges revoked and parents will be responsible for their child at lunch. Parents are asked to discuss the following rules with children and to emphasize the importance of using proper table manners at school as well as home.



- Students will respect and obey the monitors
- Students may talk quietly to the person sitting next to or across from them. Loud voices are not acceptable.
- Students will remain in their seats until the monitor gives permission to move about the cafeteria to return trays or recycle trash.
- Students will use good table manners. They will handle only their own food and not play with or throw food. Students do not have to eat all their food.
- Students who need assistance or who have finished their meal are to raise their hands as a signal to the monitors. Students are not to call out or get up from their tables to seek assistance.

Every effort is made to insure that the cafeteria is a pleasant and safe place for children to eat. Emphasis is on positive reinforcement of desired behaviors. Parents are invited to visit the cafeteria or to come in and eat lunch with their child at any time. Prior notification to the teacher or school is necessary so that the cafeteria staff may prepare the correct number of lunches. Also, please sign in as a visitor at the Front Office when you arrive.

### **THE PLAYGROUND GUIDELINES INCLUDE:**

1. Students will follow directions of all school adults on the playground.
2. Students will go to and stay in assigned playground areas. Lunch boxes/bags will be put in the designated area at each play area, and picked up at the end of the recess.
3. Students will take turns of all playground equipment and use it in a safe and appropriate manner.

Space Tunnels:

\*Enter and exit only at the designated portholes.

\*Never enter or exit portholes pointing directly upward.

Slide:

\*Walk up the steps one at a time.

\*Go down the slide sitting, feet first.

\*Do not stand or sit on the top bar, go down backwards or head first, walk up the slide; or attempt to catch others sliding down.

Ladder Bar: \*One at a time. Start from inside play equipment to outside, one way only. (Kinder/1st graders must be spotted on ladder. If aide does not individually spot each child, the ladder will be closed)

4. Pushing, shoving, scuffling, kicking, fighting, rolling/sliding/pushing down the hill and other similar unsafe and unacceptable behaviors will not be allowed.
5. The use of profanity and vulgarity is unacceptable by any student at any time.
6. Body contact activities and/or games are prohibited. This includes football, tag, wrestling, "play fighting," karate or any martial arts activities. Gymnastic activities such as front or back body flips are not allowed.
7. Rocks and sticks are to remain on the ground and not played with or thrown by anyone. Students may play and sit under the trees; however, they may not climb trees or hang from branches.
8. Dangerous toys, toy weapons, valuable items, footballs and hard balls are prohibited. Children should not bring their own equipment unless authorized by the teacher. Classroom balls are to only be used in the designated area. Students may not play with the balls near the building windows.
9. Food, drink, or candy is not allowed on the playground.
10. Students will obtain a pass from the educational monitor before leaving the playground to use the restroom or go to the nurse's office.
11. Students will promptly and quietly line up with their classmates when the bullhorns are sounded at the end of their lunch/recess period.

Students are expected to obey school playground rules and safety practices as instructed by the classroom teachers. The cafeteria/playground monitor will enforce school cafeteria/playground rules and safety practices.

Parents who are picking up children from the cafeteria or playground must first go to the office to sign their child out of school and receive a "Permission to Pick-Up Student" slip.

### **SCHOOL NURSE & HEALTH INFORMATION**

The School Nurse coordinates a comprehensive program of health screening and education for all students. The nurse works closely with parents to ensure the children come to school healthy and stay healthy throughout the year. The school nurse monitors each child's physical well being so that she/he is able to perform at her/his best every day. A complete record of immunizations must be on file with the nurse before a child is permitted to attend school.

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. Any major illnesses, including diabetes, epilepsy, asthma, heart murmur, allergy, TB contact, broken bones, surgery, etc., should be reported to the nurse to be entered on the health record.

### **Illness and Injury at school**

Parents are requested to determine a child's state of health prior to sending the child to school. Parents are requested to keep their children at home if the child appears ill in the morning. Children who have fevers and/or 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, a nurse will determine whether or not the child is to be sent home. The following procedures will be followed when a child is too ill to remain at school:

1. Parents' home phone is called.
2. Upon no answer at home, the emergency contact number is used
3. In the event that neither the parents nor the emergency contact cannot be reached, the



sponsor's supervisor will be called.

Please remember that an ill child needs your care and concern and should be picked up as soon as possible. An adult must sign out the student in the Main Office; ill children will not be allowed to leave school grounds unaccompanied.

In the event of injury, first aid care is administered by the school nurse.

For **non-urgent emergencies**, the student's parents/sponsors will be notified immediately and arrangements made to have the injured student taken to their medical treatment within one hour. **Emergency or life-threatening injuries** require rapid treatment and immediate ambulance service for transportation to the nearest emergency facility. Parents will be notified as soon as possible and told to meet the ambulance at the emergency facility.

\* It is very important in case of emergency that the school have a current address, home number, duty phone and cell phone numbers – to include emergency contact. In the event the parent/sponsor cannot be immediately contacted.

References: DS Regulation 2720.1 "First Aid and Emergency Care; DSR 4700.2 "Internal Physical Safety;" DSM Manual 2942.0 "School Health Services Guide;" Assessment of Pediatric Emergencies in the School Setting, Third Edition, September 1995;

### **Medication at School**

If your child needs to have medication administered during school, the school nurse will need the following brought to the school by parents:

- The medication in a container with a valid prescription attached that can be left at the school. The pharmacy labeled bottle is to be marked with the student's name, time medication is to be taken, amount to be taken, and the name of the substance.
- A Permission for Medication letter signed by the physician giving the name of the medication, outlining the dosage and the time it is to be administered with the expected duration of treatment must be on file at the school
- The Permission for Medication letter must also be signed by the parent or legal guardian.

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.

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.

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. At the end of the school year medications must be picked up by parents. No medication is stored at the school over the summer.

### **Contagious Diseases**

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 he/she is removed from school as soon as possible and seen by a physician. The nurse will send a message home in the event of a diagnosis of any of the following communicable diseases is made: pink eye, head lice, ring worm, strep throat, chicken pox, measles, mumps, impetigo, mononucleosis, etc.

All children who have been absent from school for contagious disease must report to the school nurse before returning to class.

### **Immunizations**

Immunizations against specific diseases are mandatory for registration in DoDDS schools and will be kept on file in the nurses' office. The 52 FW Air Base Clinic at Spangdahlem checks shot records and issues Certificates of Immunization. Prior to registration please have your child's shot record read at the clinic.

DoDDS follows the (CDC), Center for Disease Control guidelines for immunizations. Please refer to the school website and click on registration. <http://www.bitb-es.eu.dodea.edu>

### **Health Screening Programs**

Throughout the school year, a complete health program is provided for all pupils in all grades. The program includes:

- Vision and Hearing Screening
- Family life and human growth and development according to age and understanding of child.
- Drug abuse prevention.
- Dental Screening
- General health and safety education as required by DODDS.

All material used for these instructional programs is reviewed by teachers and administrators before use in the classroom. In addition, parents are welcome to visit the health office at any time during school hours to preview these materials. Parents must notify the teacher in writing if they do not wish their child to participate in health screening or instructional programs.

## **STUDENT TRANSPORTATION**

The Eifel School Bus Office manages the DoDDS Transportation Program. The telephone number to the School Bus Transportation office is: 06565-615340/452-5340. Students requiring bus transportation must be registered with the bus office and must have a bus pass. All students scheduled to ride the bus are expected to do so every day unless the parent or sponsor picks them up or notifies the teacher.

In the event of a school closure or a 2-hour delay in the start of school, notice will be provided through AFN radio and TV. Also, the military command has provided a Bus Hotline for recorded messages about these changes. For 2-hour delays and school closures, the message should be available by 0600 hrs. Notice to AFN will also be made at the same time. The Bus Hotline number is DSN 452-9BUS (452-9287) or commercial 06565-619287.

The behavior of students waiting for the bus, riding the bus, and departing the bus is the responsibility of the parent. Rigid standards of conduct have been established to insure the safety of all bus students. Misconduct will result in the suspension of bus privileges. Questions regarding school bus behavior standards and discipline may be referred to the School's Liaison Officer at 06565-616942/452-6942.

### **TAKE 5 FOR BUS SAFETY**

1. Be on time—Walk, don't run to the bus stop.
2. Wait for the bus three steps back from the curb.

3. Take your seat on the bus and stay in it.
4. Get off the bus, take three steps away, and wait for the bus to leave.
5. Never go in front or behind the bus.



## **ADMISSION, WITHDRAWAL & ATTENDANCE PROCEDURES**

### **DoDEA ADMISSION POLICY**

All command-sponsored students whose DoD sponsor elects to enroll them in the DoDDS Kindergarten (K) through grade 12 are entitled to a free public education. Our purpose is to ensure that children overseas are able to return to stateside public schools without loss of stride. Other students may be enrolled on a space available basis. The educational rights and privileges are fully described in DoD Directive 1342.12.

It is DoDDS policy to accord all students, regardless of whether they are command sponsored or space available, the same educational opportunities and privileges regardless of their status. DoDDS administrators permit educational enrollment without regard to race, religion, sex, creed, national origin, disability or intellectual ability.

Students with disabilities have a right to a free appropriate public education from age 3 through 21, in accordance with DoD Instruction 1342.12.

### **DoDEA – SURE START, KINDERGARTEN AND FIRST GRADE ADMISSION POLICY**

In 2009, DoDEA adjusted the age requirement for admission. A child must be five years old by September 1 to enroll in kindergarten. The change aligns DoDEA with national trends as well as the age requirement in many military-impacted states. A child must be four years old by September 1 to attend Sure Start and six years old by September 1 to attend first grade.

### **HOME AND DUTY TELEPHONE NUMBERS**

An emergency contact number other than parents must be listed on the registration card. This is essential in the event of illness or other emergency. Please list a neighbor or co-worker who can be contacted in the event that parents cannot be reached at home or duty station. Many sponsors change residences, business offices, and telephone numbers during the year. Please advise the registrar's office immediately of any changes

### **WITHDRAWAL PROCEDURES**

Please notify the Registrar at least two weeks prior to the student's last day. This time is needed in order to ensure that the final grades are completed and to prepare your child's records. A copy of your orders are required as well as a forwarding address. On the child's last day, parents can come to the main office to pick up the records to hand carry to the next school.

It is recognized that due to military necessity, families are occasionally required to move prior to the end of the school year. With verification of the date of the sponsor's departure, i.e., Permanent Change of Station (PCS) or other official orders, a student may be withdrawn 20 school days prior to the end of the school year with full credit for the academic year provided all necessary coursework is

completed in advance. This provision is not intended to apply to family travel, visits, or other discretionary reasons.

### **CLASS ASSIGNMENT**

Students are assigned to an appropriate grade, class, and teacher at the beginning of the school year. Parent requests for a particular teacher are not normally accepted. Requests for a particular environment (i.e. structured, nurturing) with accompanying justification are accepted. Every effort is made to provide the best placement for each child. Should concerns arise however, parents are encouraged to discuss them with the school administration as early in the school year as possible. When a student is already assigned to a classroom she/he must be in attendance for **AT LEAST 30 DAYS BEFORE A REQUEST FOR CHANGE CAN BE ENTERTAINED!** Requests for a change in class after the child has been assigned will normally be forwarded to the Student Placement Committee for review. The Student Placement Committee also meets to review any non-routine placement including retention or acceleration. The committee, appointed by the principal, includes the Guidance Counselor, at least one teacher from the grade level of the student involved, and two other faculty members. Parents seeking a special placement or class change for their child must submit a written request stating the specific reasons for the request. The committee will meet to review the request and then make its recommendation to the Principal who has the responsibility to make the final decision regarding placement of any student.



### **ATTENDANCE REQUIREMENTS**

In 2011, DoDEA implemented the first comprehensive policy on student attendance. This policy is based upon the foundational principle that regular student attendance promotes higher levels of student achievement, school connectedness, and readiness for colleges and careers. The new policy mandates school attendance but recognizes the reality of unavoidable absences such as illness and emergency situations. The policy also aligns with the Interstate Compact on Educational Opportunity for Military Children standard that school systems respect the unique needs of military families when considering requests for excused absences.

Key components of this policy include:

- A requirement for students to complete an educational plan consistent with regularly planned school work during absences.
- Increased communication with parents about the effect of absences on student performance.
- Referral of students with 5 days of absences to the Student Support Team.
- Except for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused.

Parents and students shall:

- Inform the main office in the event of an absence, arriving late or departing early from school
- Identify and make up all classroom activities, or assignments, which were missed as a result of the absence(s).

- Understand the differences between excused and unexcused absences, to include possible consequences for excessive unexcused absences or tardies, in accordance with DoDEA Regulation 2051.1

### **Excused Absences**

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities. The principal has final authority to identify an absence as excused from school and institute a Student Educational Monitoring Plan to be completed during absences when appropriate. Students are responsible for completing and submitting all assignments identified in the course syllabus or class outline provided by their teacher(s).

- Personal illness
- Medical, dental or mental health appointment
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a relative
- Religious holidays
- Emergency conditions such as fire, flood or storm or other pandemic event
- Unique family circumstances warranting absence and coordinated with school administration.

### **Unexcused Absences**

- Except for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused
- Absence from school without written verification from a parent or sponsor. The parent or sponsor will be notified by the administration each time a student is "absent unexcused" from school.
- School personnel will work collaboratively with the student's parent or sponsor to identify the reason(s) for the truancy and in assisting parents or sponsors whenever possible.
- Unexcused absences may result in disciplinary action, along with loss of credit, if the student does not comply with the Student Educational Monitoring Plan. Please see DoDEA Regulation 2095.01 for more information.

### **Tardy**

Students are expected to report to school each day on time. Failure to do so constitutes tardiness. If your student is arriving late to school, they must be signed in at the office and given a pass. If your child is late and you drop them off directly at the classroom, they are likely to be counted as absent for the entire day.

- Unexcused Tardy: Late arrivals will be considered "tardy unexcused" unless the school receives written verification from the parent or sponsor.
- Excused Tardy: Conditions that constitute an excused absence also constitute an excused tardy (i.e. medical appointment)

### **Excessive School Absence or Tardies**

After 7 cumulative absences or tardies (excused or unexcused) in a semester, the school administrator shall review the student's academic performance, the reasons for the absences or tardies, and determine the impact of repeated absences on the student's academic, social and emotional progress. Consideration shall be made for the student's unique circumstances to include illness, participation in extracurricular activities or extended leave. If appropriate, a referral shall be made to the SST, and intervention plan may be developed by the SST to support the student's advancement for the current school-year. When appropriate, the principal shall request Command assistance to ensure that appropriate action or services are implemented to improve attendance.

# POLICIES & GUIDELINES

## HOMEWORK

DoDDS strongly supports the philosophy that homework is a necessary adjunct of school which serves different purposes according to the student's grade level. In addition to work completed in school, students will have assignments to do at home. There may be times when some children need extra practice on a subject. There may also be times when projects need to be completed outside of the classroom. The development of study skills is an important part of the educational process. The objectives for homework are to:

1. Reinforce skills taught in class
2. Increase understanding and retention of content
3. Enrich classroom instruction
4. Encourage responsibility

Homework will be of a reasonable length depending on the age and ability of the student. Parents should designate a particular time and place for homework and follow the schedule every day. Approximate time limits are listed below for on-task work at each grade level.

Kindergarten: 10-15 minutes per day

Grade 1: 15-20 minutes per day

Grade 2: 20-30 minutes per day

Grade 3: 20-30 minutes per day

Grade 4: 30-45 minutes per day



If children are spending significantly more or less time in doing homework, parents should contact the teacher immediately. It is DoDDS policy that homework will not introduce new or unfamiliar concepts or skills and that assignments be designed to meet the needs and abilities of individual students. It should be recognized that homework may not always be pencil and paper tasks. In the elementary grades in particular, homework may include students reading to parents, parents reading to students, an participation in host nation and other cultural activities.

If a child does not have a specific homework assignment, parents should use the designated time to ready and discuss a story, look at the newspaper and discuss items of interest, bake a cake and discuss measurements and temperature or do something else that's fun and educational. (Watching television doesn't count!) A parent teaches a child by example that learning is a life-long activity and that learning is fun.

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is recited each morning at BES during the school-wide morning announcements done by students.



## EXTRA CURRICULAR PROGRAMS

Activities are offered after school for BES students who wish to participate. Drama Club, Music, Extra Recess Club, Digital Camera, Earth Defenders, Science Club(s), Claymation, Internet Café, and Homework clubs are examples of after-school activities that may be offered. Parental permission is

required for students to attend after school club meetings and parents are responsible for the child's transportation following the activity. More information about these programs will be sent home by the activity sponsor.

### **BOMB THREATS**

Both base and school officials always take a bomb threat seriously. The school is evacuated and the military and German authorities are notified. Students may be released early. Be sure your child knows where to go and who to contact if school is dismissed early and no one is at home. Also, it is very important that you teach your child more than one route from school to home if they live in the housing areas.

### **CLASSROOM VISITS & INDIVIDUALIZED PARENT CONFERENCES**

Parents are welcomed and encouraged to visit in classrooms; however, the staff asks that you inform the teacher prior to your visit by note, phone, or e-mail message. This is to ensure that the class is not at a specialist's class or that an activity, such as testing, is taking place. \*When you arrive at school for your visit, please stop by the Main Office to sign-in.

Please use these same forums of communication should you wish to schedule an individualized conference with your child's teacher. Conferences are usually scheduled before and after school when students are not present. \*Again, when you arrive at school for your visit, please stop by the Main Office to sign-in.

### **PROHIBITED ITEMS**

Students must not bring money, toys, or any items of value to school. DoDDS has adopted a Zero - Tolerance for Weapons Policy at school, which is strictly enforced. No item that looks like a weapon or may be used as a weapon including toy guns and knives which would make a person fear for his or her safety may be brought to school, made at school, or otherwise appear in the school setting. Such action must be reported to Security Police regardless of the age of the offender and the student shall be subject to suspension or expulsion. Students will not ride bicycles or scooters to school, as there is no place to secure them properly. I-pods, cell phones, or electronic games are not allowed at school. If students bring these items, the item will be removed from the student and the parent/sponsor will be requested to pick it up from the school administration.

### **DoDDS-E TOBACCO POLICY**

Students are prohibited from possessing or using tobacco products during the school day on or off school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

Violation of this policy will result in disciplinary action/consequence to be determined by the principal which may include referral to counseling or appropriated authority for any student found to be smoking or in possession of tobacco product during the school day whether on or off campus.

There will be no designated smoking areas defined or condoned by DoDDS-E schools.

### **DRESS STANDARDS**

Dress standards help children learn to dress appropriately for the occasion or situation. Proper dress for school helps students to build self-esteem and understand that school is a place for learning. Cropped tops, very short shorts and similar play clothes are not acceptable dress for school. Students may not wear any item of clothing displaying pictures or writing that is considered to be offensive to any gender, race, or nationality. BES is a hat free zone and no hats or other head



covering are permitted inside the building. Athletic shoes or sneakers are necessary for physical education. Parents should label all items of clothing, lunch boxes, and student supplies with your child's full name for easy identification. All students must also maintain appropriate standards of cleanliness.

Parents should send children to school dressed for prevailing weather conditions. When children are sent to school it is expected that they will participate in the entire school program to include outdoor play and Physical Education. If there is a physical reason for the curtailment of outdoor play or physical education, a doctor's certificate will be required to delineate the parameters of care. Parents should assure that the child is properly attired for physical education, outdoor play and inclement weather that may be encountered when the child travels to and from school. Generally speaking, if the child is too ill to participate in recess or outdoor activities, he/she should remain at home.

### **SCHOOL SUPPLIES**

All textbooks and other instructional materials are provided by DoDDS. Reimbursement to the government for lost, damaged or abused items is a requirement. School supply lists are available from the school office and are also available during the month prior to the start of school at the local AAFES Exchange store. Individual teachers may also request specific supplies required for their class. It is important that all items be labeled with the child's full name.

### **BIRTHDAY PARTIES**

We recognize that birthdays are very important and we want it to be a special day for the student, but we need to maintain the educational learning environment. Families are welcome to bring cupcakes, cookies, and/or juice to the classroom to celebrate. We ask that you not bring pizza, candy, ice cream, and anything else that might create a cleaning problem or disturb the learning environment.

### **LOST & FOUND**

The school's lost and found is located in the school's cafeteria. All valuable "lost and found" items (eye glasses, wallets, house keys, jewelry, etc.) are kept in the office. At the end of each quarter, items not claimed will be donated to local charities.

### **EDUCATIONAL TRIPS**

During the school year, various educational trips are scheduled to complement classroom learning. These activities are an essential part of the curriculum in science, social studies, German, physical education and other disciplines and appropriate pre- and post- assignments are given. All students are expected to participate. Educational trips should not be used by parents or teachers as a reward for good behavior or non-participation as a punishment.

Parents will be asked to sign a permission form and medical power of attorney for each study trip. Students who have a history of discipline problems or who are monitored through a behavior management plan may require special supervision by the parent or sponsor. If the behavior is severe, the school administration may determine the child cannot attend the study trip. Parents are invited to accompany the class as chaperones. The number of parents is limited by regulation depending upon the age of the children and the destination. Under no circumstances is it permitted to allow any child not enrolled in the class to participate in a study trip. This includes preschool age children not enrolled in school. Smoking is not permitted on study trips.



## **PETS ON SCHOOL GROUNDS**

Please do not bring pets on the school ground before, during, or after school. Students become very excited when seeing a dog on the school grounds and can inadvertently turn a friendly dog into an excited, frightened, or even aggressive pet. For student and pet safety, no pets.

## **CHILD ABUSE AND NEGLECT**

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

## **ANTI-BULLYING**

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

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

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

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

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

### **Discipline Procedures for Bullying in School**

- Consequences for bullying may include, but are not limited to the following:
- Notifying parents/guardian of the incident and consequences
- Assisting the involved student(s) to find more appropriate ways to relate to peers
- Conferencing with teacher, principal, and/or parent
- Referrals to school counselor
- Corrective instruction
- Temporary removal from the classroom
- Loss of school privileges
- Classroom or administration detention
- Suspension
- Expulsion

## **STUDENT RIGHTS AND RESPONSIBILITIES**

[http://www.dodea.edu/foia/iod/pdf/2051\\_02.pdf](http://www.dodea.edu/foia/iod/pdf/2051_02.pdf)

This is effective beginning SY 2012-13. The link to the instruction on the DoDEA regulations website is provided above. The rights retained by students listed in the policy section, which include the right to a safe school environment (free from bullying, harassment, etc.), the right to a public education of

high quality, First Amendment rights, and right to fair and appropriate discipline. There is also a mutual courtesy and respect requirement.

This AI incorporates the Equal Access policy pertaining to student-led, noncurriculum-related groups. It also provides requirements for students such as to comply with the standards for student behavior outlined in school policy and procedures, refrain from disruptive conduct, and respect the rights and human dignity of other students and school employees. Other areas covered include student dress codes, freedom of expression, search and seizure, and student complaints.

## MISSION STATEMENTS & PHILOSOPHY

### DoDEA COMMUNITY STRATEGIC PLAN

#### **MISSION:**

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic global environment.

#### **GUIDING PRINCIPLES**

The Eight Guiding Principles are assumptions and beliefs underling the DoDEA Community Strategic Plan. They are arranged below so that the first letter of each helps to form the word, "STUDENTS."

*Student achievement...a shared responsibility*

*Trust and respect for other's rights*

*Unlimited opportunities to reach high expectations*

*Dedication to lifelong learning*

*Equal access to a quality education based on standards*

*New and motivating challenges to inspire excellence*

*Total accountability with teamwork*

*Success for all...students first!*

#### **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.

#### **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.

#### **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.

#### **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.

### Kaiserslautern District Vision

Standards Based

Data Driven



Student Focused  
For Highest Student Achievement for All Students

Bitburg Elementary School Goals:

**Smart Goal 1:** Understand and communicate about reading

A total of 22 Pre-K, Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in increasing their mean scores for understanding and communicating about information read in English Language Arts by 06/30/2017 as measured by local assessments and TerraNova Third Edition Reading and Language Arts subtests.

**Smart Goal 2:** Solve and justify problems

A total of 22 Pre-K, Kindergarten, First, Second, Third, and Fourth grade students will demonstrate a proficiency in increasing their mean scores for solving problems and justifying solutions in Mathematics by 06/30/2017 as measured by local assessments and TerraNova Third Edition Mathematics subtests.



**PHILOSOPHY**

The DoDEA Early Childhood Philosophy encompasses preschool through grade three. The concept of developmental programs, as defined by the National Association for the Education of Young Children (NAEYC) and the National Association of Elementary School Principals (NAESP), and supported by education research, consists of three dimensions: age appropriateness, individual appropriateness, and social/cultural context. Age appropriateness refers to what is known through human development research about the universal, predictable sequence of growth and development during childhood in the areas of physical, emotional, social, and cognitive domains. Individual appropriateness views each child as a unique person with an individual pattern and timing of growth, personality, preferred learning style, intelligences, and varying patterns of family background. Knowledge of the social and cultural context in which children live ensures that learning experiences are meaningful, relevant, and respectful for the participating children and their families. We believe that early childhood programs involve a community of learners with a commitment to the dignity and education of young children.

**ACCREDITATION**

Bitburg Elementary School is accredited by AdvancED a global accreditation system throughout the United States, the Navajo Nation, Department of Defense Schools, and in 65 countries around the world. AdvancED delivers unified quality standards for education through its accreditation divisions - North Central Association Commission on Accreditation and School Improvement (NCA CASI) and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Bitburg Elementary exceeds the AdvancED recommendation of 175 days of instruction days.

## **GUIDING PRINCIPLES FOR EDUCATING YOUNG CHILDREN**

At the foundation of early childhood is a set of guiding principles that underscore DoDEA's commitment to all young children. We envision developmentally appropriate programs where learning is a process that reflects an understanding, appreciation, and celebration of each child.

- Young children learn and construct knowledge as a result of meaningful experiences. The development of young children is best accomplished through collaboration with others, discussing, analyzing, and developing personal meaning through application of what is being learned.
- Young children reach different levels of learning and development at different times.
- Learning in the early childhood years develops on a continuum.
- Young children's learning takes place within a social/cultural context.
- Learning is both individual and social.
- Play is an integral part of programs serving young children.
- Skills and concepts are developed and enhanced through child-initiated and teacher-initiated activities.
- Programs for young children must provide opportunities for individual activities and flexible groupings.
- Young children should be involved with the teacher in planning and implementing, and evaluating their learning experiences.
- The dignity of young children and their personal circumstances and diversity must be respected and affirmed.
- Families of young children are essential partners in the educational process.
- Children are best served in a safe, nurturing, and inclusive environment.
- Developmentally appropriate assessment of young children's learning is essential for planning and implementing appropriate curriculum and celebrating children's learning.
- Program practices for young children must reflect sound research and findings about young children and learning.



**Bitburg Elementary School** is involved in a continuing process to foster school improvement. Teacher and parent representatives work together as members of our Community Strategic Plan to monitor this process. Teachers establish priorities in keeping with DoDEA Community Strategic Plan and formulate a plan for improvement. Progress toward goals is measured by the system-wide testing program as well as local assessments. A review of the plan is conducted each year and adjustments made as needed. The focus of school improvement is on reading, language arts, math, science, and technology and parent involvement.

## **SCHOOL CULTURE AND CLIMATE IN SUPPORT OF SCHOOL IMPROVEMENT**

In 2011 Bitburg ES was visited by AdvancED as part of our Continuing School Improvement (CSI). The visiting team of educators led by stateside representatives rated us on the AdvancED seven Standards:

**Vision and Purpose**

**Governance and Leadership**

**Teaching and Learning**

**Documenting and Using Results**

**Resources and Support System**

**Stakeholder Communication and Relationships**

**Commitment to Continuous Improvement**

Here is a summary of our last visit and our goal for the next visit!

**Findings:**

- BES was rated highly functional on 5 of the above standards and received 2 operational ratings meeting the above standard for accreditation.
- The school is a community committed to the whole child. Continuous improvement is enhanced through a school’s willingness to look at the whole child and find a variety of ways for students to demonstrate their knowledge.
- The school has developed a collaborative culture that is focused on academic achievement through continuous improvement process.
- Several students expressed their satisfaction with the school. One student said what the team observed throughout this visit, “There is a place for all students here”.

**Next steps:**

- Study and implement on a continual basis the formative assessment process. “When you know where you are going, it’s easier to get there.” Students need to understand where they are going short-term and long-term. Students who are provided with specific, timely, actionable feedback on their work, clearly understand what they did well, what they need to improve on and how they can make adjustments and improvements to their work.

**ASSESSMENTS / STUDENT EVALUATION / GRADING**



**REPORT CARDS-STUDENT EVALUATIONS**

At the end of the first quarter a Parent-Teacher Conference will be held and a report card will be given to you at that time. At the end of the 2nd, 3rd, and 4th marking periods, the Progress Report will be given to your child to bring home.

**EVALUATION OF STUDENT PROGRESS**

In keeping with the philosophy of developmentally appropriate practices for all students, each child is evaluated according to his/her individual progress in the acquisition of specific skills. Not all first graders or seconds graders etc. will start at the same level. Evaluation in Grades K-3 indicates that a skill is “consistently displayed,” “developing/progressing” or “not yet evident.” Grade 4 uses the more traditional letter grades A-F along with “participates,” “shows strength,” or “more participation needed” for content area skills. In addition to the report card, parents may receive a narrative description of progress. Parent conferences are scheduled at various times throughout the school year, but are required at the end of the first quarter. These conferences are an important part of the evaluation process and will help parents to understand their child’s performance in school. Parents or teachers may request additional conferences when a need arises. Please feel free to contact the school at telephone 452-9215 to arrange a parent conference.

**ASSESSMENT TOOLS**

A variety of assessments are utilized to monitor students’ progress at Bitburg Elementary School. A brief overview of the system-wide assessments is listed below.

#### w **Terra Nova 3rd Edition**

The Terra Nova, Multiple Assessment 3rd Edition is an updated version of the assessment used in the previous years and included norms from 2009. The same general content and formats are used in the updated version, including selected and constructed response items. Students in Grades 3-11 participate. Results will be reported to the schools prior to the end of the school year.

#### w **NAEP**

The National Assessment of Educational Progress (NAEP) is a continuing national survey of the knowledge and skill of young Americans in major learning areas taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. This Program is directed by the National Center for Education Statistics (NCES) of the U.S. Department of Education. CLDS participates in the NAEP every school year. This past school year, **students in grades 4** participated.

#### w **BAS Reading Assessment**

The BAS Reading Assessment is a method for assessing and documenting primary students' development as readers over time within a literature-based instructional reading program. Assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. The BAS will be given at least two times a year to students in K-3 to document change over time in each student's reading. The main purpose of the BAS is to enable primary teachers to systematically observe, record, and evaluate change in student reading performance and to place students in the appropriate reading level.

## **BEHAVIORAL EXPECTATIONS**

A child's attitude and behavior at school greatly affects his ability to learn. The skills and attitudes developed in elementary school are the foundation for adult responsibility and leadership. Students at Bitburg Elementary, like members of any community, have certain rights and responsibilities. As a school we are obligated to protect those rights and insist upon fulfillment of those responsibilities. We strive to help each child develop self-control, self-esteem, and a cooperative spirit. As part of DoDDS and the Spangdahlem military community, we must provide a safe, orderly environment for learning; and we expect parents to support us in that effort.

### **Student Responsibilities**

We believe that all students are capable of learning how to behave appropriately in a variety of learning environments. In addition, we believe that all students are responsible for conduct that supports learning for everyone. School rules create positive learning environment in support of these beliefs. All students are expected to respond constructively to rules posted in all school areas. Interventions will be arranged to redirect behaviors that disrupt planned learning opportunities, are unsafe, or create disturbance in normal routines

We believe that all students can learn how to be successful learners. Students must practice each day (and some day master) how to:

- Be respectful of others and take care of things. **(Care)**
- Respond appropriately to instructions given by adults in authority. **(Be Responsible)**
- Choose helpful actions and use encouraging words that help everyone accomplish his or her tasks. **(Think about choices)**
- Keep commitments, turn work in, and try their best. **(Be Responsible)**

- Go to and from places in the school, be watchful, keep arms close to the body, and listen to directions. **(Be Safe)**

### **Making Positive Choices**

Primary students are forming opinions and gathering information about the world around them. They are learning to choose how to respond to situations. We do not assume that they will always be successful in making good choices but we are here to assist them and guide them to successful socially appropriate interactions. At BES, all students are expected to:

- Respect themselves and their parents
- Respect teachers and other school adults
- Respect fellow students
- Respect school property

We know that all choices have consequences. Some are good and some are not desirable. Bitburg Elementary faculty and staff work to help all students make better choices consistently. Classroom management is the tool widely used to make this happen. Teachers develop procedures in the learning environment (how things happen). Procedures are described in a classroom management plan, which is based on the particular needs and abilities of students. Each teacher has a progression of negative consequences to be used when children behave inappropriately and a repertoire of positive consequences to reinforce and reward appropriate behavior. Negative consequences usually progress from:

- Warning
- Time out
- Parent notification
- Referral to the counselor or administration

In addition we have school rules designed to promote safe behavior and guidelines for the use of school equipment and materials. “Walk instead of run, keep hands and feet to one’s self, “N-B-C” (no body contact), are examples of these standards.

### **Resolving Conflict**

Wherever there are people the chance of conflict is real. We teach these steps to conflict resolution:

- Conflict is a daily occurrence.
- Conflict is sometimes bad but often it is beneficial
- Conflict can be resolved.



We teach these steps to conflict resolution:

- **First . . . State the problem:** Tell what you feel and let others know how they can help. (It hurts my feelings when you call me a name; please stop.)
- **Second . . Reminders are OK:** If they don’t stop, then remind them about what you feel and how they can help. (I told you it hurts my feelings when you call me that name and I have asked you to stop.)
- **Third . . . Walk away:** If they continue, then tell them the truth...(I have reminded you that it hurts my feelings when you call me that name and asked you to stop. I don’t think you are a nice person and I am not going to be around you) and walk away. Get advice from your teacher or a staff member to help solve the problem.
- **If someone is hurting you, get away immediately and find an adult.**

## **PROCEDURES AND CONSEQUENCES FOR DISOBEDIENCE OF SCHOOL RULES:**

While every effort is made to redirect misbehaviors in the learning environment, occasionally the process is disrupted. The importance of maintaining a dynamic and flowing learning environment for all students is the first responsibility of faculty and staff members. Sometimes it is in the best interest of the group for an individual to be removed for more appropriate interventions. These are the most common types of incidents that result in removal from a group environment or require an immediate intervention.

### **When the classroom routine is disrupted:**

(Yelling, talking out, flying objects, slamming of objects, cutting in line, acting out of turn, leaving without permission)

### **When a child becomes a nuisance:**

(Poor hygiene, constant attention-getting moves, seeking to irritate or annoy others, repetitive actions, spitting, name calling, or profanity)

### **When a child is disobedient or oppositional in behavior:**

(Refusing to respond to direction, taking things away from others, refusing to return things when asked)

### **When the child's behavior results in vandalism or destruction of property:**

(Writing or marking, kicking to break, throwing to break, hitting to break or damage, blocking the plumbing)

### **When safety is threatened or there is risk of hurting:**

(Biting, hitting, kicking, pinching, throwing, pushing, shoving, tripping, putting others in peril, possession of a weapon or anything used as a weapon, sexual harassment or abusive behavior)

If a child is engaged in these behaviors, s/he is usually sent to the administration immediately. Consequences include one or more of the following depending on the severity and frequency of the offense.

- Counseling and warning
- Parent notification
- Possible in-school or out of school suspension
- Referral to sponsor's commander or community agency

A **suspension** is the removal of a student from the general school environment by the administration. It can be accomplished as an In-School Suspension or Out-of-School Suspension. Sponsors may be required to attend school with the child in some suspension cases. (No more than ten cumulative days of suspension will be assigned without a formal hearing before the school's discipline committee.) Upon a recommendation made by the school's discipline committee, the principal can seek an extended suspension or expulsion.

An **expulsion** is the removal of a student from the school by the Area Superintendent for the remainder of a school term. Students who are suspended or expelled shall have the opportunity to continue their learning work outside of the school environment pursuant to DS Regulation 2501.1.

Any incident involving a weapon requires that Security Police be notified.

Physical punishment for disciplinary offenses has been abolished in many states and school districts (including DoDEA Schools). Research indicates that this type of punishment may not only adversely

affect a child's self-image and school performance, but also may contribute to more disruptive and violent behavior.

### **Encouraging Success**

Children experience stress and anger and frustration just as adults do. Most inappropriate behavior we see is part of children's natural social and emotional development. When this occurs, they often act out in ways that are not acceptable at school. We try to look to the cause of misbehavior and provide children with acceptable alternatives. Our goal is to teach children how to behave in ways that are acceptable and which also meet their needs. Both teachers and administrators work closely with parents to effectively change inappropriate behavior. Because we make parents our partners in this endeavor, we are very successful.



Please call at any time you have a question or concern about discipline at BES.

## **SCHOOL HOME PARTNERSHIP**

### **(SILT) SCHOOL IMPROVEMENT LEADERSHIP TEAM**

Bitburg Elementary School is involved in a continuing process to foster school improvement. Teacher and parent representatives work together as members of our **School Improvement Leadership Team** to monitor this process. Teachers establish priorities in keeping with DoDEA Community Strategic Plan and formulate a plan for improvement. Progress toward goals is measured by the system wide testing program as well as local assessments. A review of the plan is conducted each year and adjustments made as needed. The focus of school improvement is on reading, language arts, math, science, and technology and parent involvement.



### **SCHOOL HOME PARTNERSHIP**

School Home Partnership is a mutual collaboration and partnership of parents, educators, and community members at home or school in efforts that directly and positively affect the achievement of students. Bitburg Elementary School believes meaningful partnerships and alliances enhance the social, emotional, and academic growth of students.

BES exchanges information with parents through newsletters from the administration and teachers, assignment notebooks and folders, notes, telephone calls, and conferences. Parent input is important to us, we encourage parents to send us their questions, concerns, comments, and compliments! Parents and community members have many opportunities to support the school by assisting the students in the classroom, presenting a lesson, attending special events, joining PTA, or just spreading the word about the exciting educational activities at BES.

### **SCHOOL ADVISORY COMMITTEE**

The School Advisory Committee (SAC) is a committee established by regulation for all DoDDS Schools. The Bitburg Elementary School Advisory Committee (SAC) is a group of elected parents and teachers, whose primary function is to advise the Principal on matters involving the operation of the school. A strength of this committee is the positive working relationship fostered among the school administration, parents, and educators in placing the needs of children as its top priority.

Committee agenda topics may include: school policies, instructional programs, staffing as it relates to the instructional programs, facilities, maintenance, student standards of conduct, school meal programs, etc.

SAC meetings are held the second Wednesday of every month at 1500 hours in the Information Center of the school. Meetings are open to all members of the community and participation in the school's SAC is welcomed.

### **P.T.A.**

The Bitburg Parent-Teacher Association is a vital and active organization which supports a variety of programs including school pictures, school carnival, the Holiday Store, as well as providing funding for the Cultural Enrichment Program. Bitburg Elementary School parents are urged to join and participate in PTA. The PTA maybe contacted by email [bes.pta@hotmail.com](mailto:bes.pta@hotmail.com). Information about its many activities is included in the school's weekly newsletter.

### **PARENT VOLUNTEERS**

Volunteers are always needed to assist in the classrooms. No special skills are required and you are invited to spend as much or as little time as you can spare helping out in the classroom.

Volunteers are also needed in the Information Center, Art Room, Music Room (for special productions), and for general assistance throughout the school. If you enjoy working with kids, call the school at 06561-94630, leave your name, and a description of where you would like to work and what you would like to do. Either a staff member or the PTA Volunteer Coordinator will contact you. All volunteers are asked to register with the Installation Volunteer Coordinator at Family Support or through the Red Cross.

### **SUPPORTING YOUR CHILD**

As a parent, you are your child's first and most important teacher. Even after your child enters school, parents still teach important lessons every day. When parents and schools work together, children are more successful in school and in life.

Here are ways parents can make a difference in their child's education. They don't cost money. They don't require training. All they need is your commitment.

1. Read to your child every day. Long after children learn to read for themselves, they love this special time with Mom and Dad. Kids who are read to are the kids who want to read on their own.
2. Let your children know school is important. Ask about homework. Attend school events. Talk about how you use what you learned in school in your job.
3. Recognize your child's special gifts. Each child has special talents. Perhaps the most important thing you can do is to help your child see how he or she is special. That boosts confidence and sets the stage for learning.

### **SUPPORTING THE SCHOOL**

Parents and teachers agree that discipline is important for learning. Good behavior begins at home. Parental support of school discipline policies and procedures is necessary to insure that every child enjoys a safe and productive climate for learning. Parents can help by teaching their children respect for authority and emphasizing the importance of education. If at any time parents have questions about their child's behavior at school, they should contact the teacher immediately. Communication is the most important element of a home-school partnership and that partnership is the most important

element of a child's success in school. Here are ten ways parents can help us maintain discipline at school:

1. Know and support the school's rules. Let your child know that you expect him/her to follow these rules.
  2. Show your child you are interested in what he/she does at school. Ask about school activities.
  3. Talk to teachers about your child's behavior in school and any concerns about school or classroom policies and/ or procedures.
  4. Work with teachers to identify your child's strengths and weaknesses and to foster motivation.
  5. Stress the importance of good discipline with your child.
  6. Be a good role model for your children.
  7. Show your children you respect them. Encourage them to respect others.
  8. Give your kids a chance to take part in making decisions about things that affect them.
  9. Be sure your child eats properly and gets enough rest.
  10. Establish routines for homework, mealtimes and bedtime and follow them every day.
- \* To help you children turn out well, spend twice as much time with them and half as much money.

