

Hainerberg Elementary School



Student and Parent Handbook 2014-2015

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DEPARTMENT of DEFENSE EDUCATION ACTIVITY

Hainerberg Elementary School

"Students, teachers, parents... Learning for a lifetime!"

Unit 24305 Box 0086

APO AE 09005

Telephone: 0611-705-2220 DSN: 337-2220

When calling from the States: 011-49-611-705-2220

Principal - Debbie.Parks@eu.dodea.edu



Dear Students and Parents,

I am happy to welcome you and your family to Hainerberg Elementary School (HES) and to the new and exciting adventures and experiences that await you this new school year. Our experienced staff of educators is dedicated to keeping their main focus on providing your child(ren) with the best educational opportunity available. Every child is a unique and precious person, and we have the great responsibility of developing him/her to be a confident, life-long learner. We will also provide a variety of opportunities for students to form meaningful and healthy relationships with their peers and adults. I strongly believe that the best education can be achieved for children when home, school, and community combine energies and talents. There are many ways for parents and community members to become involved in our school. I hope you will become part of our team to provide a successful year for our students.

With that in mind, one of my goals this year is to make communication with you a priority. I will communicate with you through conversations, email, daily electronic bulletins, newsletters, school website, phone calls, and conferences. If you have suggestions of other ways to establish solid communication with the staff and me, please let me know. Great things happen when there is a meaningful relationship between home and school!

This handbook is one form of communication that has been prepared to share with you the many policies, regulations, procedures and services in our school. Please keep this handbook readily available throughout the school year. Many of your questions have been anticipated and are discussed in the handbook.

I look forward to meeting and working with all of you during the 2014-2015 School Year.

Debbie Parks
Principal

SCHOOL ACCREDITATION

We are pleased to inform you that our school has earned the North Central Association of Colleges and Schools Improvement in May, 2014. This accreditation has been revalidated annually without citations since 1982. Our membership in this association means that this school has met those conditions and standards of excellence as defined by the accrediting (CASI/AdvancEd).

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools.

Today, to demonstrate educational quality, accreditation is used by education providers of all types from traditional schools to distance learning providers to tutoring centers serving all ages of students from toddlers to adults. Accreditation engages the school community in meeting high quality standards, implementing a continuous improvement process, and engaging in quality assurance through internal and external review.

A school's commitment to accreditation assures parents and the community that the school is focused on raising student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation. An accredited school adheres to high quality standards based on the latest research and successful professional practices.

AdvancED accreditation means that your school has opened its doors to review and support from an organization bringing 100 years of experience in improving educational quality.

Students who attend a school accredited by AdvancED can rest assured that the school is committed to raising student performance and held accountable for improving student learning on a continual basis.

Accreditation means that students have:

- Qualified teachers who are continually working to improve their practices and teaching methods in order to increase student performance;
- Access to a rich, diverse, and sound curriculum;
- Access to a range of student activities and support services;

To earn accreditation schools must:

1. Meet the AdvancED standards.

The standards require that schools have a clear vision and purpose; have effective and responsive leadership; have a rigorous curriculum taught through sound, research-based methods; collect, report, and use performance results; provide adequate resources and support for its educational programs; value and communicate with stakeholders; and have a commitment to continuously improve.

2. Engage in a continuous process of improvement.

Accredited schools are committed to being better today than they were yesterday. The schools identify a shared vision, maintain a school-wide profile of the current reality, establish plans and assess the implementation of interventions, and document the results of their efforts to improve student learning and school effectiveness.

3. Demonstrate quality assurance through internal and external review.

Internal review involves the schools and their stakeholders. External review involves feedback from experienced educators outside the schools.

The Mission of DoDEA

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

DoDEA Vision Statement

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

HES Mission Statement

The mission of Hainerberg Elementary School is to provide exemplary educational programs that inspires and prepares all students for success in a global environment.

HES School Vision Statement

Students, teachers and parents...Learning for a lifetime!

HES Continuous School Improvement Goals – These will be revised in SY 14-15.

Goal 1: Students will communicate and apply mathematical concepts.

By 2014, 75% or more of our student population will be able to communicate and apply mathematical concepts through computation, problem solving, modeling, real life situations and interpretation of data as measured by various assessments.

Goal 2: Students will write responses that demonstrate knowledge through the use of reading and writing strategies.

By 2014, 75% or more of our student population will be able to write responses that demonstrate knowledge through the use of reading and writing strategies that interpret and extend the use of information from texts across the curriculum.

A 21st CENTURY SCHOOL

Hainerberg ES provides a challenging education where physical, emotional and academic achievement is of equal importance. Students are passionate learners with high academic standards and strong virtues. Teachers, students and parents model and encourage students to become optimistic thinkers, goal oriented risk takers, innovative problem solvers and dynamic leaders. HES students believe in their dreams and take action to make them a reality. Our staff believes that every child has the potential to succeed. Therefore, we strive to help each child reach his or her goals by providing the resources and support necessary for success.

The most important resource offered to our students is a group of top-notch educators, administrators, and staff. Every team member at HES is committed to our mission and to doing everything it takes to help our students reach their full potential. To reinforce this commitment, administration holds all teachers directly accountable for their students' performance.

Students at HES also receive all of the physical tools necessary for a superior learning environment. Another key element of our environment is a standard of high expectations for students. To maximize the opportunity for academic achievement, upper elementary students attend "Café" which is required both during and after school for students requiring additional educational support to help them meet the DoDEA curriculum standards. Café offers teacher/staff assistance in a small group environment when students are behind in homework or classwork to ensure they have mastered the content area objectives of the core subjects.

The bar is raised outside the classroom as well. Our students are taught that the qualities of integrity and accountability will help them overcome the challenges they will face in their lives. In a disciplined setting where students learn to respect their classmates and instructors, the students quickly learn to respect themselves as well. An additional component that encourages success at HES is the involvement and the support of parents. Parents must commit to staying involved in their children's education by reviewing homework, communicating with teachers, and volunteering on campus. Parents are also encouraged to attend meetings designed to help support the school's mission (PTO/SAC/Principal's Coffee).

By setting high standards for the staff, students and parents at HES we create an environment of dedication, self-discipline and cooperation. When children are given the proper support and encouragement, they dare to dream. And when children are given all of the resources necessary for a quality education, they have the ability to make their dreams a reality.

Hainerberg follows the two keys of 21st Century learning:

Core Academic Subject Mastery: Students who can think critically and communicate effectively must build on a base of core academic subject knowledge. Core academic subjects are a bedrock for each teacher and the expectation is that all students can meet or exceed the DoDEA grade level standards. All 21st century skills can and should be taught in the context of core academic subjects.

21st Century Skills Outcomes: In addition to core subject mastery, HES helps students become:

Critical Thinkers	Problem Solvers	Good Communicators
Information and technology literate	Flexible and adaptable	Innovative and creative
Globally competent	Financially literate	

Learning and innovation skills are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

DAILY SCHOOL SCHEDULE

The school day has been established as follows:

Sure Start

0850 Students enter the building
 0900 Instruction begins
 1430 Dismissal

Kindergarten through Fifth Grade

0805 Students enter the building
 0810 Instruction begins
 1425 Dismissal for Kindergarten
 1430 Dismissal for First through Fifth

Half day ends at 1100

(SCHEDULE UNDER CONSTRUCTION UPDATES WILL BE POSTED AS SOON AS POSSIBLE)

Master	Schedule	SY 14-15	5 day Rotation	Duty Day
Periods	Times	Grade		0745-1500
Period 1	0810-0900			
Period 2	0905-0950			Elementary School Day
Period 3	0955 - 1040			0805-1430
Period 4	1045- 1130			
1130 - 1255	SPECIALISTS lunch and Prep	1130 - 1255		
Period 5	1255 - 1340			Monthly Tuesday Meetings
Period 6	1345 - 1430			1st week- Staff Meeting
				3rd week- Leadership Team
ES/MS	Schedule	SY 13-14	Yellow Weather	Indoor Recess
Lunch	RECESS	LUNCH	Day Recess	
GRADE	(20 minutes)	(25 minutes)	(10 mins outdoors)	Lunch (30 mins)
MS*	NA	1055 to 1135	NA	NA
3rd (8)	11:10 to 11:30	11:30 to 11:55	11:20 to 11:30	11:30 to 12:00
1st (8)	11:15 to 11:35	11:35 to 12:00	11:25 to 11:35	11:35 to 12:05
2nd (7)	11:35 to 11:55	11:55 to 12:20	11:45 to 11:55	12:00 to 12:30

Kinder (8)	NA	12:00 to 12:30	NA	12:05 to 12:35
5th (5)	12:05 to 12:25	12:25 to 12:50	11:50 to 12:00	12:30 to 1:00
4th (5)	12:10 to 12:30	12:30 to 1:00	12:15 to 12:25	12:35 to 1:05

CONTACT INFORMATION

RM#	OFFICE	MILITARY #	CIVILIAN#
101	MAIN OFFICE: Attendance FAX	335-5354	0611-408-0354 0611-74-123
111	REGISTRAR	335-5355	0611-408-0355

All staff members can be reached by leaving a message with the secretary in the Main Office. Messages are usually left in distribution boxes as uninterrupted instructional time is a priority.

School Mailing Address

Hainerberg Elementary School Hainerberg Elementary School

Unit 29647 Box 86 Geb. 07778 Texas Strasse

APO AE 09005-0086 68189 Wiesbaden

School Website: <http://www.wies-esh.eu.dodea.edu>

Frequently Used Emails

Principal: PrincipalHainergbergES@eu.dodea.edu

Registrar: HainerbergES.Registr@eu.dodea.edu

Attendance: HainerbergES.Attenda@eu.dodea.edu

Educational Tech: HainerbergES.Webmaster@eu.dodea.edu

CHAIN OF COMMAND

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

1. Classroom Teacher:

Hainerberg Elementary School
Unit 24305 Box 0086
APO AE 09005
DSN: 335-5354 / Commercial: 0611-408-0354

2. Grade Level Counselor:

Hainerberg Elementary School
Unit 24305 Box 0086
APO AE 09005
DSN: 335-5354 / Commercial: 0611-408-0354
Reon Brogan, K- 1
Anita Kerat, 2-3
Pedro Ramirez, 4-5

3. Principal Staff:

Hainerberg Elementary School
Unit 24305 Box 0086
APO AE 09005
DSN: 335-5354 / Commercial: 0611-408-0354
Email: HainerbergES.Principal@eu.dodea.edu
Debbie Parks, Principal
Website <https://inet.eu.ds.dodea.edu/hain-es/>

4. Superintendent - Kaiserslautern District

Superintendent of Schools/DoDDS Kaiserslautern District
Unit 3405
APO AE 09021
DSN: 489-5905 / Commercial: 49-631-35170
Email:
KaiserslauternDSO.Superintendent@eu.dodea.edu
Website: <http://www.kais-dso.eu.dodea.edu/>

5. Director DoDDS- Europe:

Office of the Director DoDDS - Europe
CMR 443 Box 7000
APO AE 09096
DSN 338-7614 / Commercial: 49-611-380-7614
Email: Director.DoDDS.Europe@eu.dodea.edu
Website: <http://www.eu.dodea.edu/>

6. Director DoDEA:

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



Hainerberg

Elementary School

Wednesday, Aug. 20	Reporting date for non-administrative educator personnel and classroom preparation and in-service; Breakfast provided by the PTO
Thursday, August 21	Teachers Classroom Prep
Friday, August 22	HES – New Student Orientation 1300; PTO Introduced, “PTO Minute”
Monday, August 25	First day for students ---Begin First Quarter and First Semester; PTO willing to send volunteers to assist students and parents finding classes
Monday, September 1	NO SCHOOL - Labor Day
Tuesday, September 2	First Day for PSCD and Kindergarten Students; PTO “Boo Hoo” Breakfast
Wednesday, Sept. 3	Open House – 1600; PTO in front of HES offering Spiritwear, popcorn, baked goods
Thursday, Sept. 11	Sure Start Begins
Friday, September 12	PTO Movie Night – 6:00PM; New MPR; “LEGOLAND Movie” and Raffle
September 22 – 26	PTO Picture Day (Library)
Thursday, October 2	PTO “Buy a Pickle Day”
Friday, October 3	Students released at 11:00; half-day for Teacher Training
Monday, October 7	PTO Meeting (TBA)
Friday, October 10	NO SCHOOL for Students – CSI Day – All Schools
Monday, October 13	NO SCHOOL Columbus Day – Federal Holiday Observed
October 14 – 17	PTO Picture Retakes
Friday, October 17	PTO Popcorn Day
Thursday, October 30	PTO Fall Festival Bingo and Costume Contest, 6:00 PM (TBA)
Thursday, October 30	End of First Quarter
Friday, October 31	NO SCHOOL – Teacher Work Day
Monday, November 3	Begin Second Quarter
Tuesday, November 4	PTO Meeting (TBA)
Friday, November 7	NO SCHOOL –Parent Teacher Conferences
Monday, Nov. 10	NO SCHOOL - Parent Teacher Conferences
Tuesday, Nov. 11	NO SCHOOL - Veteran’s Day - Federal Holiday Observed
November 17 – 21	PTO SCHOLASTIC Book Fair
Wednesday, Nov. 26	PTO Popcorn Day
Thursday, Nov. 27	NO SCHOOL - Thanksgiving - Federal Holiday Observed
Friday, November 28	NO SCHOOL – Thanksgiving Recess Day
December 2 and 3	PTO SANTA’S Workshop (TBA)
Friday, December 5	PTO “Buy a Pickle Day”
Tuesday, December 9	PTO Meeting
Thursday, Dec. 11	Accelerated Withdrawal Date
Friday, December 12	PTO Popcorn Day
Monday, Dec. 22	NO SCHOOL Winter Recess Begins
Thursday, Dec. 25	Christmas- Federal Holiday Observed

2015

Thursday, January 1	New Year’s Day – Federal Holiday Observed
Monday, January 5	Instruction Resumes
Friday, January 9	PTO Popcorn Day
Tuesday, January 13	PTO Meeting
Monday, January 19	NO SCHOOL - Martin Luther King Day – Federal Holiday Observed
Thursday, January 22	End of Second Quarter and First Semester
Friday, January 23	NO SCHOOL – Teacher Work Day

SECOND SEMESTER

Monday, January 26	Begin Third Quarter and Second Semester
Friday, January 30	NO SCHOOL – Parent Teacher Conferences
Tuesday, February 3	PTO Meeting
Friday, February 6	PTO Popcorn Day
Friday, February 12	PTO Family Date Night and Movie Night 6:00 PM (TBA)
Friday, February 13	NO SCHOOL – CSI DAY
Monday, February 16	NO SCHOOL - President’s Day – Federal Holiday Observed
Tuesday, March 10	PTO Meeting, Bowling Center
Monday, March 9 -13	Terra Nova Test Weeks
Monday, March 16-20	Terra Nova Test Make-up Week
Friday, March 20	PTO Popcorn Day
March 23 – 27	PTO Dr. Seuss Week; Read Around America
Thursday, April 2	End of Third Quarter / PTO Popcorn Day
Friday, April 3 -10	NO SCHOOL – Teacher Work Day and Spring Recess
Monday, April 13	Instruction Resumes – Begin Fourth Quarter
Thursday, April 16	OPEN PTO Meeting – Elections (TBA)
Thursday, April 23	STEM/Engineering Family Night
Friday, May 1	PTO Popcorn Day
May 4 – 8	PTO Teacher Appreciation Week
Friday, May 12	PTO Meeting (TBA)
Thursday, May 14	Accelerated Withdrawal Date
Monday, May 25	NO SCHOOL - Memorial Day – Federal Holiday Observed
Friday, May 29	PTO Popcorn Day
Thursday, June 4	Sure Start Final Day of Instruction
Tuesday, June 9	PTO FIELD DAY Grades K, 1, 2, 3
Wednesday, June 10	PTO FIELD DAY Grades PK/PSCD; 4, 5
Thursday, June 11	Last Day for Students
Friday, June 12	NO SCHOOL – Teacher Work Day

SCHOOL POLICIES AND PROCEDURES

Arrival at School

There is no before school supervision therefore, students who walk to school should arrive No Earlier than 0800. Caution your child/children to leave home so that the arrival at school is *not* prior to this time. Each student should depart immediately after dismissal unless participating in after school activities, or detained by the classroom teacher for make-up work or special assignments (with parents' advanced permission).

Arriving Late

For the safety and security of our students, all students arriving after 0810 must be signed in by a **parent/sponsor**.

Tardiness

Punctuality is a lifelong habit to be encouraged. The first bell is a warning bell and rings at 0805 for students to proceed to their classrooms. When the second bell rings at 0810, classes begin; students are expected to be in their seats, ready to start their school day at this time. Students are considered late/tardy when they arrive to school after the tardy bell rings at 0810. Parents are then **required** to sign the student in at the main office and fill out a tardy slip. Students **cannot** be dropped off without any notification by the parents or guardians.

Early Dismissal

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

Leaving Early

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

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

Telephone Usage and Messages

At HES we strive to create an environment that enables teachers to teach and students to learn. As such, we are always looking for ways to protect the valuable instructional time in the classroom from unnecessary interruptions. Parent requests to get messages to their child or the teacher during the instructional day can disrupt the teacher's ability to keep a concentrated focus on instruction. Therefore, in an effort to reduce on classroom interruptions, we are asking you to help us by making your daily plan with your children before sending them off to school. Prior to departure for school, students should be aware of any plans they may need to know regarding:

- Getting home
- Before or after care
- Inclement weather
- Purchasing lunch, etc.

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

We ask that you do not call the office to relay messages to your children unless it is an absolute emergency.

Discussions with the teacher during class time should be avoided except for urgent emergency situations. Your child's teacher will communicate his/her preferred communication method. Teachers will be happy to schedule conferences during their non-instructional times. Please take lunch money or lunches, permission forms, or homework to the main office. We will be happy to deliver them during non-instructional time.

Toys and Non-Educational Objects

Toys and other non-educational objects are distracting to their owners and to other children and may constitute a safety hazard with a large group of children. They should be left at home. Bicycles, scooters, skate boards, hellies, rollerblades, CD players, radios, cell phones, and battery-operated games are not allowed at school. These items will be confiscated and will only be returned to a parent.

Personal Electronic Device Use Policy

We at Hainerberg Elementary School understand that the possession of personal electronic devices such as tablets, cameras, cell phones, iPods, and other MP3 players, has become more prevalent at our school. With that in mind, we have developed guidelines for the appropriate use of these devices while on school property.

- Students are to use their electronic devices outside of the school building only. All devices should be turned off and properly stored before entering the building.
- The school is not responsible for any lost, stolen or other wise missing electronic devices and equipment brought to school by a student.
- Students are solely responsible for the care and safety of the electronic devices they bring to school.
- Students will store their electronic devices and equipment in their locker, preferably in their backpack. Individual teachers may allow the use of personal electronic devices during class time. In such instances, the student must properly store their electronic device before their next class begins.
- Students may use their electronic devices on the bus ride to and from school, and on the bus during study trips.
- Students must have permission from individuals before taking either photos or videos of them.
- Students must adhere to the SCHOOL and DoDEA policies on appropriate content for personal electronic devices. This includes, but is not limited to music, photos, video, email and text messages.

Admirable Use Guidelines

Post with respect

Photos and videos are a great way to share your experiences, but be sure to ask for permission of the people in your photos or videos before posting them on the Internet.

Comment with kindness

Remember the Golden Rule and treat others as you would like to be treated. When you comment online, ensure that your comments are kind rather than cruel.

Consequences

Should any student choose not to adhere to the guidelines for the appropriate use of these devices while on school property, he/she can expect the following consequences:

1st offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The student may pick it up from the front office at the end of the school day.

2nd offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The student may pick it up from the front office at the end of the school day, after they have received administrator counseling.

3rd offense: The faculty/staff member will confiscate the device. It will be sent to the front office and maintained in a sealed envelope. The parent may pick up the device after meeting with an administrator.

Change of Address, Telephone Numbers, or Status

Please notify the school office of any change in either your military or home address or your telephone number(s). In the event you are to be away for an extended period or you have no home phone, please notify the registrar in writing of an alternate phone number and contact name. Should there be a change in your employment status after registration or during the school year, please inform the registrar's office in order to correct your child's records. Please notify the transportation office directly regarding changes in your home address. This should be accomplished several days in advance.

Emergency Contact Information

Please provide the school with the name address and telephone numbers of any adults that we may contact in the event of a medical emergency, etc. if you cannot be reached. Your emergency contact(s) should have a home phone as well as a duty phone number.

Gifts to Teachers

- A teacher may accept non-cash gifts valued at \$20 or less per occasion, not to exceed \$50 in one school year from an individual parent or student. Non-cash gifts include gift cards that are redeemable for merchandise, but not for cash.
- The occasions upon which gifts may be given to a teacher include: (1) those in which gifts are traditionally given or exchanged, such as celebration of a holiday or the end of the school year; and (2) special, infrequent occasions, such as recognition of occasions of personal significance such as marriage, illness, birth or adoption of a child, retirement, resignation, or transfer.
- A teacher may accept a group gift from parents or students that does not exceed \$150 on special, infrequent occasions, such as recognition of occasions of personal significance such as marriage, illness, birth or adoption of a child, retirement, resignation, or transfer. Group gifts may not be accepted on other occasions such as holidays and at the end of the school year.
- Solicitations and contributions for group gifts must be voluntary.

Lost and Found

Lost items are turned in to the Main Office or are placed in the lost and found area regularly, located under the staircase in the main hallway. Parents are encouraged to check there on their visits to school. Please assist us in helping your child keep up with personal clothing and possessions by clearly labeling or marking student's full name on items brought to school: jackets, coats, sweaters, caps, gloves, scissors, purses, book bags, lunches and especially EYEGLASSES and KEYS. Caution your child about leaving apparel or other personal belongings in classrooms or hallways overnight. **Any electronic equipment or high value items should not be brought to school.** Every effort will be made to determine ownership of found items. However, please be advised that twice per month unclaimed clothing items will be removed from the school, cleaned and donated to an orphanage. Each quarter the remaining items will be gathered and sent to the Mainz-Kastel Thrift Store.

Media Center

The school Information Center/Library is open every school day from 8:00 – 3:00 for class visitation and book checkout on the "open-door/flexible schedule" policy. We have 19,000 age-appropriate items, including books, magazines and audiovisual materials, as well as 25 Internet-connected computers, available for the use of our students. Older students may check out two (2) items at a time, while the younger pre-school through first graders may check out one (1) item at a time. The student is expected to be responsible for items borrowed – to return them on time and replace if damaged or lost.

Money in School

Students should bring to school only the amount of money required for lunch, study trips, or other school functions, establishing a lunch account and obtaining a PIN will eliminate the need for your child to have money at school. The school cannot assume responsibility for losses of money left in such locations as desks, book bags or clothing; however, every reasonable effort will be made to assist your child.

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

The school does not have a petty cash fund. Therefore, staff in the Main Office cannot make change for parents or students.

Notes, Messages & Family Bulletins

Family newsletters, announcements, and notes are sent to parents via email or given to students for delivery to parents. Many such important communications have ended up in the washing machine, on a neighbor's lawn or in the student's desk in the classroom. Please stress with your child his/her responsibility in bringing these notes to you. Developing a daily routine, such as asking if there are any items from school, or having a child place them in the same location in the home each time, will help teach responsibility and may ensure a better flow of information between home and school.

Email is the schools primary communication tool for school related information. Please ensure the registrar has an up to date email.

Parent-Teacher Conferences

For your child's school year to be most profitable, parents and teachers should work closely together. Good school-home relations are vital to the child's attitude toward learning and his feelings of personal acceptance. If your child appears to

be disturbed about school activities or homework requirements, please make an appointment to talk with his/her teacher for clarification and possible solutions to the problem. Working together will ensure the best educational program for your child.

School-wide conferences are scheduled at the end of the grading period with specific dates announced in the School Wide Complex Calendar.

Individual conferences may be initiated at any time during the school year by parents and teachers. A written or telephone request is all that is necessary to schedule an appointment before or after school (class) hours.

Unscheduled Changes Due To Inclement Weather

In the event of extreme fog, snow, ice or freezing rain, local military officials may cancel or delay dispatching school buses due to safety hazards. This information is announced on **AFN Radio: FM 98.7**, usually beginning at approximately 0730 hours, or when it is determined that early departure of school buses from school is required for student safety. Delays for starting school or school cancellations are announced over the radio. Stay tuned to AFN radio during, or at the onset of, hazardous weather.

Use of Baby Sitters/Child Care Providers/CDS/SAS

Please notify both the classroom teacher and the school office if your child regularly goes to a child care provider, the Child Development Center or School Age Services. Please indicate in writing the childcare provider name, specific address, sponsors unit and both telephone numbers. **Should you depart on a trip without your child, please submit the same information concerning the person responsible for your child while you are away.**

Visitors and Guest

Parents are welcome to visit our school. All visitors must report to the main office on arrival at school to sign in and receive a signed name tag which is to be worn at all times. If you wish to visit your child's classroom, please arrange a time and date with the teacher, usually 24 hours in advance. Exceptions may be made through the principal. This allows the teacher to tell the children about your visit, which tends to lessen the disruption to classroom routines. Classroom instructional time cannot be used for parent/teacher conferences. Any time during school hours a visitor/parent enters the school, he/she must first report to the office. If you desire a conference, please arrange it at a time that is mutually convenient for everyone involved.

Study Trips

These are an important part of the educational program. Students are expected to participate in these activities in order to learn about our Host Nation, its people and to appreciate the diversity and difference of cultures. Participation should be accomplished in a manner which:

1. Demonstrates respect for the Host Nation and its people.
2. Reflects credit on the American community and the school.
3. Ensures the child's own safety.

Trips are funded by the school and are considered to be an extension of the classroom. Costs to the students are generally limited to entrance fees, food, and personal purchases. Parental permission is required for each student to participate in study trips. Siblings are not permitted on study trips.

The medical authorization slip that was signed in the registration packet, at the beginning of the year is retained in the nurses' office. If a child has emergency medication or a reactive medication, the parent must accompany the child or appoint a responsible person with a "Hold-Harmless" letter.

Adequate supervision is a key to effective study trips. DoDDS requires one adult per five children. Parents who wish to accompany a class on a study trip are not allowed to bring other children. If a child requires a high degree of supervision, parents may be asked to attend in order to ensure the safety of the child.

Participation in all School Activities

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

Property and Supply Accountability

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

Lost Textbooks

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

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

DoDEA-E Smoking 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 appropriate authority for any student found to be smoking or in possession of tobacco products during the school day whether on or off campus.

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

Family Educational and Privacy Act of 1974

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

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

Parents, sponsors or legal guardians may request a review of their child's official school records by calling the counselor's office or contacting an administrator. An appointment will be made for a review and explanation of the records at the earliest opportunity, but not later than ten working days.

Parents who wish to challenge the content of their child's school records may do so by requesting an appointment with the school principal.

DoDEA-E Drug Free School and Learning Environment Policy

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

Complaint Procedure

Incidents and complaints are taken seriously by administration. They will be investigated and responded to in a timely manner. Such complaints may include but are not limited to incidents of discrimination, harassment (including sexual harassment), intimidation, hazing, bullying, cyber bullying, or retaliation. Retaliation taken against a student for raising concerns, reporting claims, or filing complaints alleging discrimination or harassment (including sexual harassment, intimidation, hazing, bullying, or cyber bullying) based on race, sex, color, national origin, disability, religions, age, sexual orientation, or status as a parent or for testifying, assisting or participating in any matter in an investigation or other proceeding raising such claims. A student, who is found by the Administration to have made an intentional false claim, complaint etc, may be disciplined in accordance with rules, regulations, policies, and procedures.

Equal Opportunity

Under Executive Order 13160, any individual involved in a federally conducted education and training program (e.g., DoDEA-E) who believes he or she has been discriminated against on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent may file a complaint with the DoDEA-E Office of Compliance and Assistance. Refer to <http://www.dodea.edu/> (under "Administration" – "DoDEA-E Director" – "Office of Compliance and Assistance") for detailed information on the scope of the program and how to file a complaint.

Sexual Harassment

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

DRESS CODE

Standards for elementary school dress reflect "common sense" and a concern for each child's comfort, safety, cleanliness, and sense of modesty. There is a strong relationship between neat, appropriate attire and a positive learning environment.

To help create the best learning environment for elementary students, the following standards for student dress must be observed at Hainerberg Elementary School.

- Student dress and grooming should be in good taste and appropriate for the occasion.
- Sunglasses are not to be worn in the classroom unless a medical permit is on file.
- No hats or bandannas are to be worn in the building during the class day. If students must wear a hat to school, the hat must be placed in the locker and left there until the school day is over.
- Appropriate clothing should be worn at all times. The main torso of the body should not be visible. Halter tops, see through tops and t-shirts or pants designed as underclothing or pajamas are not appropriate to the school setting.
- Any article of clothing or accessories, such as jewelry with spikes, dog collars, wallet chains, chains worn as belts, that may cause injury to another student may not be worn at school or school functions.
- Clothing and accessories that display profanity, violence, discriminatory messages or sexually suggestive phrases are not to be worn at school or school functions.
- Clothing that displays advertisements for any alcohol, tobacco, or drug product is not to be worn at school or school functions.
- Waistband of shorts, slacks, skirts, and similar garments must be worn above the hips. If belts, suspenders, or straps are worn, they must be worn in place and fastened. Undergarments shall not be visible. Any article of clothing that is excessively torn may not be worn.
- Shoes must be worn at all times. Shoes with laces should be laced and tied at all times. Flip flops are not appropriate for the school environment.
- Hem lengths on dresses, skirts, and shorts must be no higher than mid-thigh
- Preschool – 1st grade: It is highly encouraged to keep an extra set of clothing at school in the student’s locker in case of an emergency.

BUS TRANSPORTATION

Wiesbaden School Bus Office Information

The school district, rather than the military community, is in charge of school buses. The local school bus office coordinates the buses and implements the school bus rules. Transportation to and from school is a privilege...not a right. Students will be removed from the bus for not following the rules.

1. The school bus office is located in the little red building (bldg. 08881) in front of the Wiesbaden Middle School in Hainerberg. **Questions about school bus transportation should be directed to the school bus office, at DSN 335-5382 or CIV 0611-408-0382.**

Dan Samek
SBO Lead
0162-271-1784
daniel.samek@eu.dodea.edu

Eddie Kilcrease
Transportation Spec
0162-271-1787
eddie.kilcrease@eu.dodea.edu

Bus office hours are:

Loading Zone Hours: 7:00 AM – 8:15 AM

Customer Service Hours: 8:15 AM - 2:15 PM and 3:15 PM – 4:00 PM

Email: SBO.wiesbaden@eu.dodea.edu

In the event of an emergency and you receive no answer on the above listed cell phone numbers, please call the local **Military Police Desk at 337-5096/5047 or CIV 0611-705-5096/5047**, who will contact someone at the Bus Office.

2. Parents must register their student(s) for bus transportation at the annual school registration or at the school bus office. It is encouraged, but not required that the student accompany the parent for registration. If the student does not come along with the parent, the parent should be ready to provide a current picture (preferably in a digital mode) for the bus pass.
3. Every bus rider is issued a BUS PASS. The bus pass is the “ticket to ride” the assigned bus. Without this ticket, the students will be reported for “Failing to have a bus pass”. The student will then be identified as an authorized bus rider and will be allowed to board the bus. On the second offense the student will lose riding privileges for one day, third offense – two days, fourth offense – three days, etc. The sponsor will be contacted by phone and/or by letter and the days of the suspension will be arranged ahead of time. Students will not be “stranded” because they forgot or lost their bus pass.
4. Notify the school bus office at least one week in advance if you change your home address that will affect your child’s school bus transportation. This includes when you move into or out of the American Arms Hotel or other temporary lodging.
5. Temporary bus passes can be issued on a limited basis. Normally only for 1 or 2 days to ride to or from school on a different bus, but up to 30 days for purposes involving temporary lodging, emergency leave or TDY any of which can be renewed for 30 days at a time.
6. Parents and sponsors and family members are not authorized as government contracting representatives to instruct drivers how to perform services. Please do not ask drivers to drive around the block or change the location of the authorized bus stop. If a change needs to be made please get in contact with the school bus office.
7. Please, ensure that your student knows, in case the student misses the afternoon bus home, they should report immediately to the respective Main Office at their school or to the School Bus Office.

Special Needs Transportation

Curb to curb bus service is provided to special needs students that have a transportation requirement in their Individual Education Plan (IEP). These requirements are sent to the SBO by the school and do not require the parents to prepare a separate bus registration. Students will be transported in a vehicle that has appropriate restraints (i.e. safety seat, seat belts, harness, etc.) as identified in the IEP, and the driver or safety aid will ensure each student is properly seated and safety restraints are used. Parents are responsible for taking their students to the curb for pickup and meeting the bus at the curb on the return trip. The driver and safety aide are not required to go to the door to pick up or drop off a child. For pickup service, the driver is required to wait until the scheduled departure time.

If your **special needs** student will not need bus service for a relatively short period of time due to illness or another temporary reason, please contact the **Wiesbaden STO (DSN 335-5382 or 0611-408-0382)**, so the STO can advise the driver not to stop at your stop for that period of time. If there is a permanent or long-term change to the schedule, please notify the school to make the change via the IEP

Students requiring DoDDS school bus transportation need to register each year with the appropriate Wiesbaden Student Bus Office (SBO). All inquiries and bus problems/complaints should also be addressed to the SBO:
Building 07881, Room 132, Wiesbaden School Bus Office
Phone: DSN 335-5381 Commercial 0611-408-0382
FAX: Commercial 0611-408-0381

Missed Bus Stops

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

School Bus Discipline

Safe and secure transportation of DoDDS students is a top priority. Proper student behavior and parental support of the discipline program are key elements. Although riding the school bus is a privilege, with that privilege is every student's right to have a safe and unencumbered ride to and from school.

The 10 School Bus Rules

All children are expected to follow the 10 simple rules while on the school bus. Ultimately, parents are responsible for their child's behavior on the bus. Violations of these rules and any other conduct detrimental to good order and discipline may result in a suspension or loss of bus privileges.

1. Obey the driver or adult.
2. Enter and exit the bus safely, and always show your bus pass.
3. Stay properly seated especially while the bus is moving.
4. Use seatbelts when available.
5. Keep your hands, feet and objects to yourself.
6. Keep hands and objects inside of the bus.
7. Remain quiet and do not disturb the driver or others.
8. Use respectful language to adults and peers.
9. Food, drink, and gum are prohibited on the bus.
10. Be responsible, be safe.

Walking to/from School

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

- Do not play in the street.
- Cross only at street corners and regular cross walks; crossing in the middle of the block is dangerous.
- Crossing a street between parked cars is very dangerous.
- Stop at the curb; look both ways before crossing.
- Always walk on the sidewalk and leave the streets for vehicles.
- Pay attention to crossing guards and demonstrate respectful behavior toward them.

Bus Stop Safety

We highly recommend that you visit your scheduled bus stop with your student(s) to determine the safest route to the stop, the traffic flow in the area, and the location of the nearest phone or other place to go in case of an emergency. We also suggest that you and your student(s) review all of the safety factors while at the stop. During the winter months, most of the bus routes are serviced prior to full daylight. Maximum walking distances are 1 mile for Kindergarten to 6th grade and 1.5 miles for 7th to 12th grade.

Loading Zone Safety

Due to the large number of students that have to be unloaded or loaded in a short amount of time, loitering or playing in the vicinity of the loading zone is prohibited. In the past we have had "near misses" when students played in or near loading car and bus zones.

No cars are permitted to park in the bus-loading zone. Students depart and load onto the sidewalk and walk on the sidewalk to the gate for their building.

CATEGORY	EXAMPLES OF INFRACTIONS	FIRST REFERRAL	SECOND REFERRAL	THIRD REFERRAL	FOURTH REFERRAL
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KAISERSLAUTERN DISTRICT SCHOOL BUS DISCIPLINE MATRIX

Notes:



1. All rule infractions are cumulative. A series of minor infractions may result in serious consequences.
2. All misconduct must be evaluated on a case-by-case basis. Depending upon severity, warnings, suspensions or expulsions may be deemed appropriate regardless of sequence or frequency of misconduct incidents.
3. The School Liaison Officer will be informed of major incidents.
4. Possession of prohibited items; such as weapons, controlled substances, alcohol and other serious incidents will be reported to Security Forces, the School Liaison Officer and other appropriate authorities.

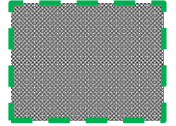
<div style="font-size: 48pt; color: red; font-weight: bold;">A</div> <p style="color: red; font-weight: bold; margin-top: 5px;">MINOR MISCONDUCT</p>	<ul style="list-style-type: none"> ❖ Boarding or exiting the bus unsafely, to include crossing in front or behind the bus. ❖ No Bus pass or improper bus pass ❖ Standing while the bus is in motion or not being seated ❖ Obstructing an empty seat, door, stairs or aisle while entering and exiting the bus. ❖ Making excessive noise ❖ Eating and/or drinking on the bus ❖ Littering 	<p>**Verbal/Written Warning</p>	<p>**Assigned Seat</p>	<p>**1-5 day Bus Suspension</p>	<p>**10-day to Suspension of riding privileges for the remainder of SY</p>
<div style="font-size: 48pt; color: red; font-weight: bold;">B</div> <p style="color: red; font-weight: bold; margin-top: 5px;">SERIOUS INFRACTIONS</p>	<ul style="list-style-type: none"> ❖ Failure to comply with bus driver's instructions and/or supervisory adults ❖ Exchanging or refusing to show bus pass ❖ Horseplay and/or spitting ❖ Throwing objects at, within, or out of the bus/bus stop ❖ Sticking object or body parts out of the window/door ❖ Causing minor damage to bus seat; such as, writing on seat, making holes in seat etc. ❖ Using profane or obscene language or gestures ❖ Interfering with the duties of a gate guard-attempting to touch/grab firearm ❖ Public display of affection 	<p>**Assigned Seat</p>	<p>**5-day Bus Suspension</p>	<p>**10-20 day Bus Suspension</p>	<p>**Suspension of riding privileges for the remainder of SY</p>
<div style="font-size: 48pt; color: red; font-weight: bold;">C</div> <p style="color: red; font-weight: bold; margin-top: 5px;">SEVERE OFFENSES</p>	<ul style="list-style-type: none"> ❖ Sitting in driver's seat/tampering with controls ❖ Interfering with driver/monitors and officials ❖ Unauthorized operation of emergency exits ❖ Serious threatening, fighting, hitting, biting or pushing another person ❖ Vandalism or damage to bus that requires repair, cleaning and/or painting ❖ Sexually offensive verbal comments and/or suggestions ❖ Theft or pilfering of anyone's personal items 	<p>**5-day Bus Suspension</p>	<p>**10-day Bus Suspension</p>	<p>**20-30-day Bus Suspension</p>	<p>**Suspension of riding privileges for the remainder of SY</p>
<div style="font-size: 48pt; color: red; font-weight: bold;">D</div> <p style="color: red; font-weight: bold; margin-top: 5px;">CRIMINAL/ILLEGAL/ UNACCEPTABLE ACTS</p>	<ul style="list-style-type: none"> ❖ Tobacco and Alcohol Use ❖ Possession or use of weapons or other prohibited items ❖ Possession of illegal substances ❖ Excessive/reoccurring bullying ❖ Sexual offensive behavior/lewd or indecent acts to include full/partial nudity ❖ Direct or indirect acts causing injury to another person ❖ Bomb threat 	<p style="font-size: 24pt; font-weight: bold;">Suspension/Expulsion Proceedings Initiated</p>			

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

****The purpose of this table is to provide guidance to administrators and should not restrict their use of discretion in handling misconduct issues with regard to unique circumstances or special needs students.**

STUDENT DROP OFF

- Hainerberg ES drop off zone on Texas Strasse with traffic going towards Virginia Strasse will be identified with a **small STOP sign that says STUDENT DROP OFF**. (see arrow  in map below)
- We are asking that parents do not drop off students:
 - on the housing side of Texas Strasse 
 - on the school side between the HES gate and Virginia Strasse
 - in the housing parking lots unless your car is parked
- Recommended ways to elevate student safety concerns and traffic issues:
 - use bus transportation instead of driving students to school when possible
 - students within Hainerberg community should be walking to school rather than driven
 - creating a parent driven safety patrol for crossing at our Texas Strasse entrance gate
- Recommended alternative drop off points within the Hainerberg community and have students walk to school from there:
 - back-side of school Virginia Strasse/Arizona Strasse
 - Commissary
 - Entertainment Center



DAILY DISMISSAL PROCEDURES

Below you will find important information about dismissal procedures that kindergarten through 5th grade students will follow (Refer to map on next page). It is very important that you read the below information so you know where walkers will be exiting the school in the afternoon.



Kindergarten

- Bus riders will be escorted by an adult to their bus.
- Ms. Jewel/Sanders walkers exit HES Gate 5 between Parent Pick-Up Points 1 & 2.
- The rest of kindergarten walkers will meet their parents in the front of the school by the main entrance.



1st Grade

- Bus riders will be escorted by an adult to their bus.
- Walkers will exit HES Gate 1 near the Parent Pick-Up Point #2.



2nd Grade

- Bus riders will exit out the front door of the school.*
- Walkers will exit out HES Gate 2 near Parent Pick-Up Point #2.



3rd Grade

- Bus riders will exit out the middle school door of the school.*
- Walkers will exit HES Gate 1 near Parent Pick-Up Point #2.



4th Grade

- Bus riders will exit out the Pond's guard gate door of the school.*
- Walkers will exit out HES Gate 4 between Parent Pick-Up Points 1 & 2.



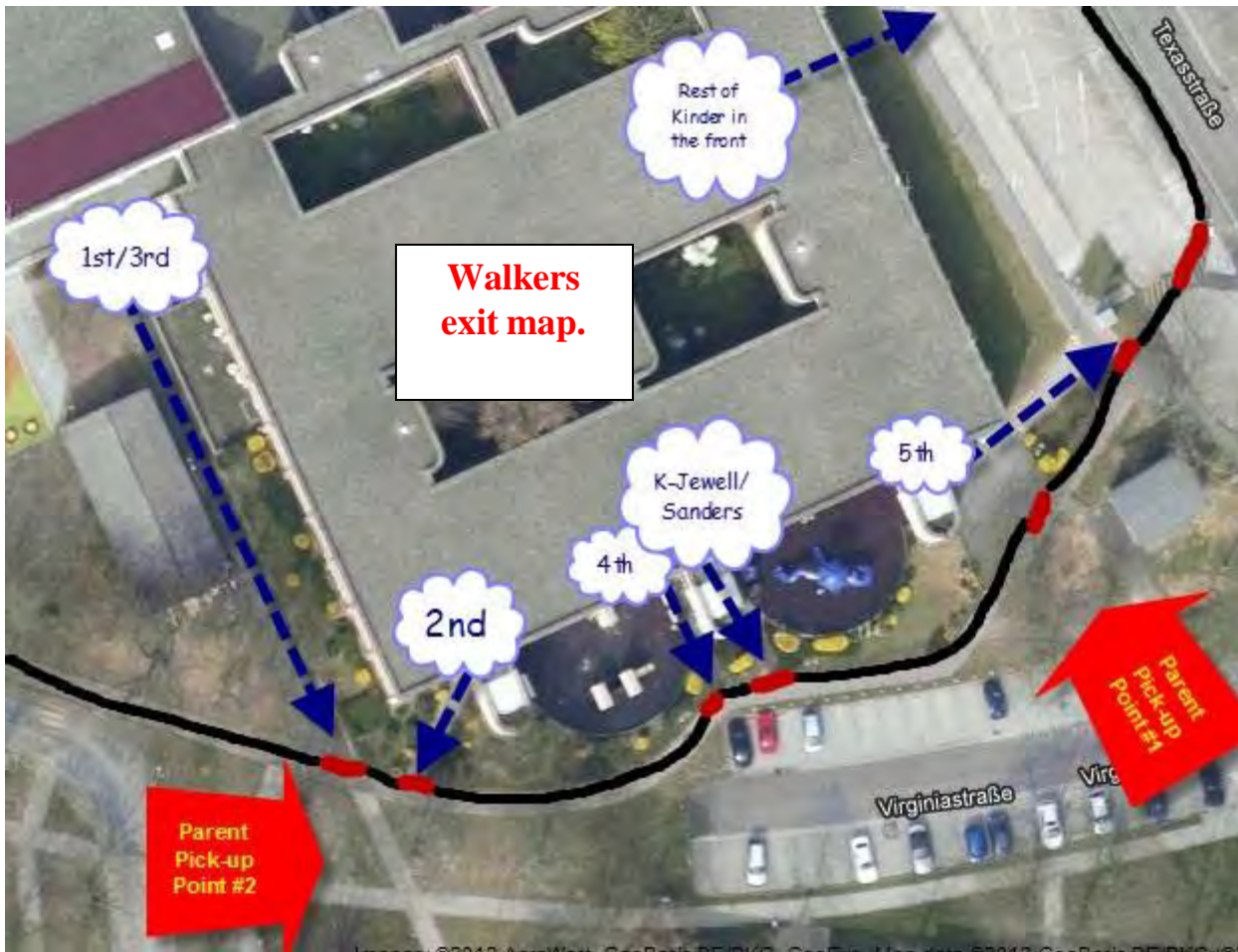
5th Grade

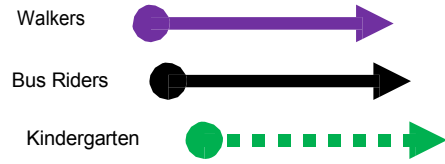
- Bus riders will exit out the Pond's guard gate door of the school.*
- Walkers will exit out HES Gate 8 (Pond's Guard gate) near Parent Pick-Up Point #1.

*Some bus riders will be allowed to exit the Virginia Strasse gate due to bus location.

Things you need to know:

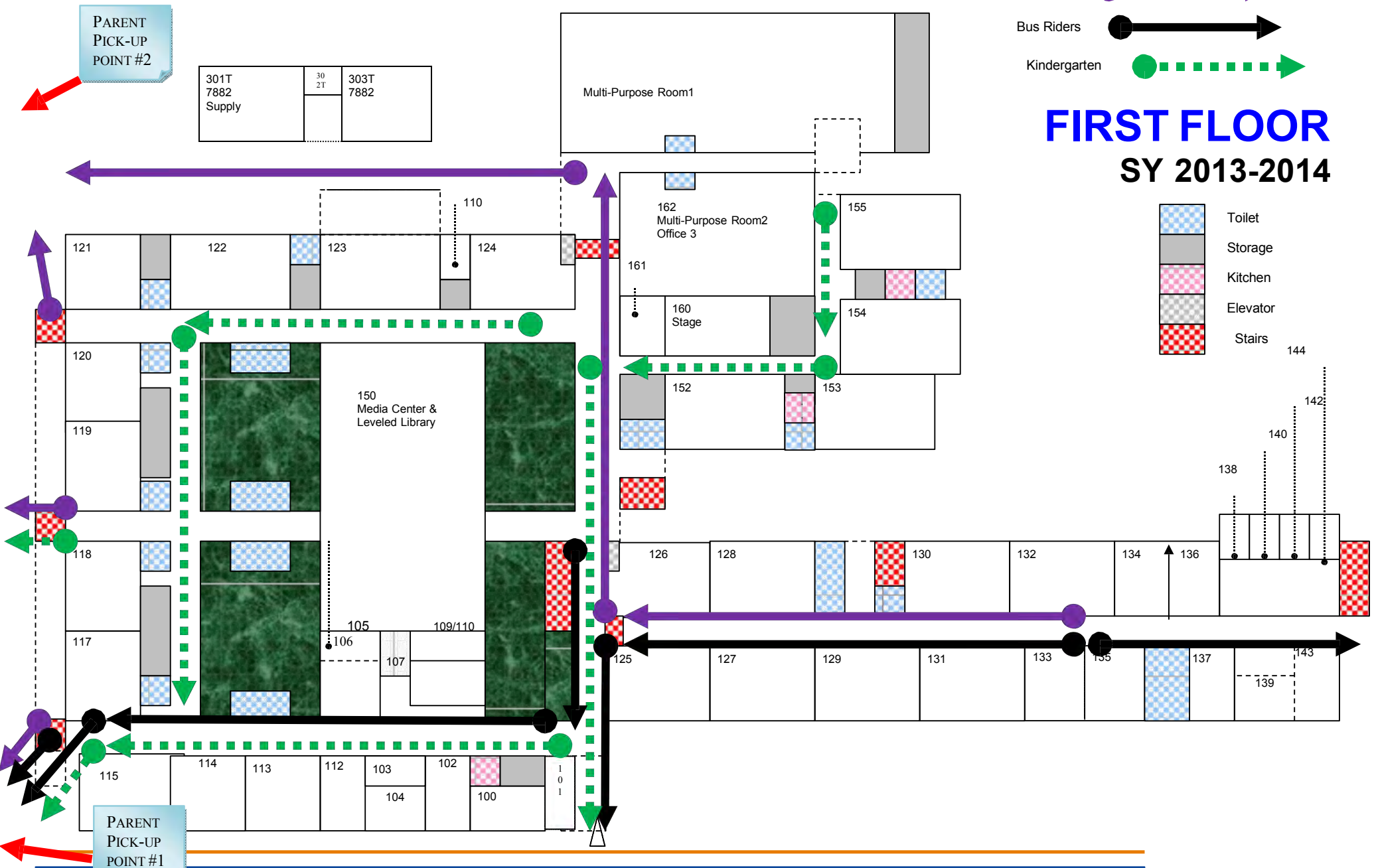
- **Dismissal is at 2:25 PM for Kindergarten and 2:30 PM for Sure Start and 1st through 5th.**
- We have established two HES Parent Pick-Up Points marked by signage outside the dismissal gates.
- All 1st through 5th grade walkers will be escorted as far as their dismissal gate then released.
- Parents who pick up their children are expected to let their children know at which point they will be meeting their children.
- Parents who pick up their children are expected to be on time.
- Teachers will not be remaining at gates to make hand offs to parents for children in 2nd to 5th grade.
- The dismissal gates will only be used for exiting.
- No adults/parents will be allowed to enter the school at any of these gates.
- The only gates adults/parents may enter are ones manned by Ponds guards.
- Please review the maps on the next page for further details.
- Parents of children with special needs: Please work with your child's teacher to ensure an appropriate dismissal procedure is planned that meets the needs of your child.





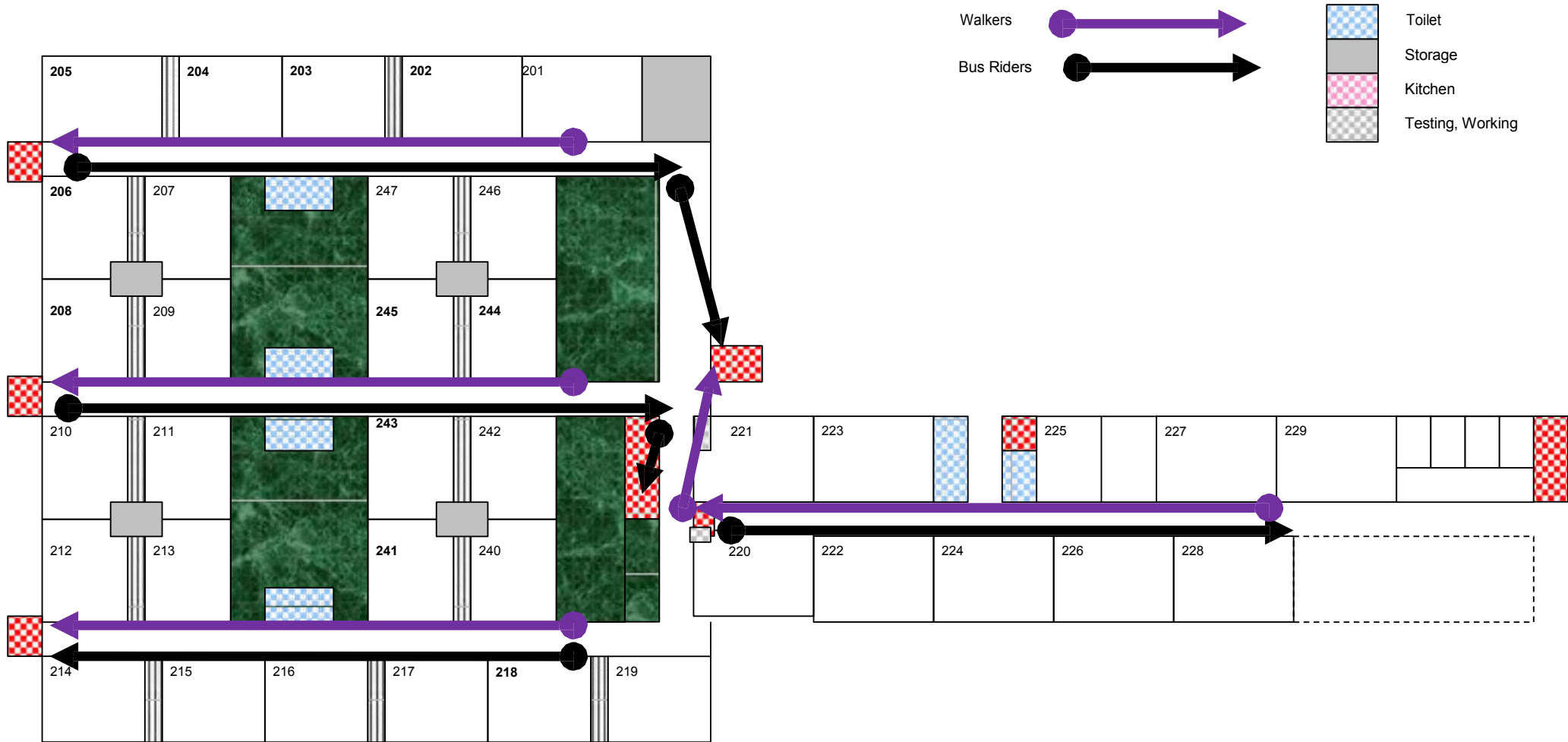
FIRST FLOOR

SY 2013-2014



KAISERSLUATERN DISTRICT HAINERBERG ELEMENTARY SCHOOL

ES SECOND FLOOR SY 2013-2014



EMERGENCY, SAFETY & SECURITY PROCEDURES

Emergency Evacuation Procedures

In the event of a fire drill or other emergency evacuation procedures, a loud, continuously ringing bell will be sounded. Students will follow the evacuation plan posted in the room and leave that room in an orderly manner. **Students are not to return to their rooms during or after emergency evacuation procedures until given permission by an appropriate authority.**

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

Evacuation to another facility

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

Evacuation locations for students are as follows:

Bldg 7891 Entertainment Center

Lockdown/Shelter in place drill

The purpose of a lockdown is to protect students and adults from hostile intruders or other events which necessitate keeping students safe in classrooms. During this drill, the interior and exterior doors of the buildings will be locked. It is **essential** that each family designate an alternative destination for children in the family in case school is closed early. Children need to know where to go if their parents are not home.

Force Protection

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

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

- Provide fire safety instruction with regularly scheduled drills.
- Discuss school and/or classroom rules and lessons to eliminate unsafe behaviors.
- Caution students about construction areas.
- Practice lockdown and evacuation drills.

FOOD SERVICE

By direction of DoD, AAFES operates the cafeteria kitchens under the guidelines of the Department of Agriculture. A well-balanced, nutritious meal is offered to students each school day. Monthly menus are published in the Family Bulletin and available on the school's website www.wies-esh.eu.dodea.edu. However, please note that all menus are subject to change due to availability of selected menu items. Children with food allergies **must have a doctor's certification** stating what the food allergy is and provide a copy of that statement to the school cafeteria in order for the cafeteria to be able to provide an appropriate substitution.

Lunch

Nutrition plays an important role in a student's ability to learn. It is important that he/she have a healthy breakfast each day. It is acceptable for him/her to bring a healthy snack to school. Your child's teacher will communicate his/her policy and routine for consuming snacks. Please note that sodas, energy drinks, and junk food with high sugar content are highly discouraged. Students may bring a lunch from home or purchase a hot lunch (**microwave use is not available**). On the occasion that a student forgets his/her lunch or does not have enough money to pay for it, he/she may either call home or charge the meal. It is the parent's responsibility to pay their lunch charge through AAFES. Because we are a closed campus, all students eat their lunch at school. This helps to ensure student safety. The shopping center and vendor trucks are off limits to elementary students.

Children eat in the school cafeteria on a rotating schedule between 11:30-12:45 hours. The lunches are paid using an automated account on the Horizon Register system either by the child entering a PIN number or the cashier pulling up the name by homeroom in the system. If your child was enrolled in the system last school year, the account will still be active. If your child is a new student, an account can be set up at the Hainerberg Main Exchange Cashier's Cage. Students are able to purchase additional Ala carte items but this must be either paid for in cash or have an approval code on their lunch account.

It is the AAFES policy that no child will go unfed, so if the account is zero or negative, the child will be able to eat lunch, but will be expected to pay the account in full upon notification. Letters will be sent home with the students when the balances get low, but it is the responsibility of the sponsor to ensure money is on the account. The sponsor is also responsible to clear any negative balances prior to the end of the school year or prior to PCSing.

AAFES School Meal Auto-Payment System

Through the School Meal Auto-Payment System, parents can deposit money into a meal account for their students. These accounts are set up at the AAFES/PX on Hainerberg, and online at <https://www.mypaymentsplus.com/default.aspx>. Children can then access their meal account at the school through the use of a PIN number. AAFES school cafeterias will also take payments from 7:30-1:00. Students participating in the Free/Reduced Lunch Program **must** use the Auto-Payment System. If payment is made at the Cashier's Cage it will take **at least 24 hours** for the payment to show on the register system at the school cafeteria.

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

Free/Reduced Lunch

Under direction of Department of Agriculture and Department of Defense, the National School Lunch Program is offered in the Wiesbaden Military Community. Students from families whose income meet eligibility criteria will receive free or reduced lunches at the school cafeterias. You may apply for this program at any time during the school year. Applications are available at each school and the ACS office. The program is monitored by the School Liaison Officer, USAG-Wiesbaden. Families may obtain further information and an application from the School's Liaison Office located in Building 7790 Mississippi Strasse on Hainerberg. Please call 0611-4080-129 for further information with regard to this program. Upon receipt of your application and verification of your yearly income, you will receive an answer in writing as to the status of your eligibility.

HEALTH SERVICES

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

Accidents/Illnesses In School

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

Illnesses – phone calls, pick up

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

The times that you should keep your children at home and will be called to pick up your child are as follows:

- With a fever of 100 or greater: The student will need to be fever free without the use of fever reducing medication for 24 hours.
- Flu symptoms
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than 5-7 days.
- Vomiting: two or more episodes of vomiting in the past 24 hours. The student will need to have not vomited in the last 24 hours to return to school.
- Frequent, loose or watery stool, compared to child's normal pattern not caused by diet or medication. May return when symptoms stop as long as no other symptoms are present.
- Rash with Fever: The student will need to seek medical advice.
- Conjunctivitis (pink eye): Completion of 24 hour treatment with solution prescribed by a health care provider.
- Head lice or scabies: The student may return after treatment is successfully initiated.
- Impetigo (to include: streptococci, staphylococcus, MRSA infections): The students may return 24 hours after treatment is initiated. Lesions must be covered for school attendance.
- Vaccine preventable diseases (Measles, Mumps, Rubella, Chicken Pox, Pertussis/Whooping Cough), Influenza: The student may not return to school until determined not infectious by medical care provider.

First Aid and Emergency Care

Every accident in the school building, on the school grounds, or at any school-sponsored event must be reported immediately to the school. A school nurse will administer first aid when minor accidents occur during school hours. If a student does not need to be sent home, first aid will be administered as appropriate and the student will be sent back to class. If a student is ill and needs to be sent home, the parent/guardian will be notified. If a parent cannot be reached, then the emergency contact will be notified. If the emergency contact is unobtainable, the parent's command will be notified.

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

Attendance and Health

Regular attendance and full participation in instruction is necessary for a child to achieve his/her maximum educational growth. Your child should be in school unless he/she:

1. Is ill, running a fever, or not feeling well in the morning before school.
2. Has a medical appointment, which cannot be scheduled outside of the school day.

Please assist us in keeping our students healthy and safe by:

1. Keeping your child home when he/she is ill, has a fever, or feels ill in the morning. Children should be fever free for 24 hours before returning to school.
2. Using medical facilities for diagnosing your child's illness or assessing his/her health condition. The school nurse may not diagnose illnesses or injuries.
3. Providing written instructions from a physician if your child's activities need to be curtailed due to special medical considerations.
4. Sending a dated note to your child's teacher on the first day of return to school after an absence. Please specify reason for absence. If you do not send a note regarding your child's absence, the child will be marked as having an unexcused absence.
5. In the event of an extended absence, please notify the school office of the expected date of return.
6. Insuring that your child has a nutritious breakfast and lunch. These greatly enhances learning.

Health Records

Health records are maintained on individual students. Your assistance in keeping these records current will allow the school to better support your child. Please contact the school nurse to add any new, relevant information throughout the school year.

A complete copy of immunization records is maintained in the student's health folder. When your child receives additional immunizations, please provide a copy of the updated record to the nurse.

Students who do not meet the immunization requirements have 10 days to acquire the missing inoculations following notification of deficiency. If the school nurse does not have a record that missing immunizations have been received, a letter will be sent to the sponsor warning of possible disenrollment due to non-compliance with the regulation governing immunization. Continued failure to comply to provide supporting documentation of the immunizations will result in disenrollment until the situation is resolved.

Medication

Based on DoDEA-E Health Service Guide, DS Manual 2942, the school nurse does not administer medication, to include aspirin, Tylenol, cough drops, or any over-the counter medication. The only exception is specific, individually prescribed medication for chronic conditions such as asthma, heart conditions, bee sting allergy, diabetes, and attention deficit disorder/hyperactive disorder. Therefore, when it is necessary for your child to take medication at school, the following requirements must be met:

1. Written order from the physician stating the name of the medication, dosage, and time medication is to be administered at school. The form is available at the school health office.
2. The parent must sign a section in the form noted above before any medication can be given to a student. No medications will be administered to any student without this completed form. Permission for medication must be obtained annually.
3. Medication in a pharmacy-labeled bottle, marked with the student's name, time to be taken, amount to be taken, and name of the medication. The school nurse will administer the medication as directed by the physician. No medication will be given that does not come from a pharmacy.
4. Parents must bring the medication to school and talk to the nurse. **Under no circumstances is a student to bring medication to school.**
5. For study trips, the nurse may place the single dose routine medication in an envelope labeled with the child's name and time to be given. This will be given to the teacher, who will be responsible for the medication. If you do not want the teacher or a volunteer to give your child the medication, you must inform the teacher or the school nurse. If the child is on emergency medication or a reactive medication, the parent must accompany the child or provide a responsible person with a "Hold-Harmless" letter (see **Study Trips**).

When short-term illnesses require the use of prescription medications, parents should follow the same procedure as above. If the student needs to take any non-prescription medications, the parents should make arrangements to come to the school or for the students to take the medication before or after school. **Students are not allowed to have any medication in their possession during the school day.**

In the case of chronic conditions, such as asthma, a new physician's order and new medication will be required at the beginning of each school year. Medication will not be administered if these requirements are not met.

Food Allergies

Food allergies, including peanut/nut allergies, are a significant health concern within the school environment. Allergic reactions can range from mild symptoms to life threatening reactions.

Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff at HES. Your assistance and support in helping us maintain a safe environment for every student, staff and visitor is greatly appreciated. In an attempt to raise awareness and prevent an unnecessary exposure during school hours, HES implements the following steps to address food allergies. These include:

- Parent notifies the school nurse of ANY food allergy.
- Provide the school nurse with medication/doctor's order/parent permission for those students whose primary doctor has prescribed medication.
- Establish an Emergency Plan of Care for those students with documented food allergies, signed by parent, principal, teacher, and school nurse.
- Provide student education regarding food allergies.
- Publicize the school wide campaign of "No Trading Food".
- Restrict all foods in the classroom that could lead to a potential exposure for a student with a documented food allergy.

WELLNESS POLICIES ON PHYSICAL ACTIVITY AND NUTRITION

The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

Guidelines for reimbursable meals shall not be less restrictive than regulations and guidance issued by the USDA. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Nutrition Education and Promotion

Hainerberg aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction and is encouraged in subjects such as math, science, language arts, social sciences, and elective subjects;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- assess the nutritional quality of foods and beverages sold and served on campus and continue to promote and increase healthy choices
- assess school practices related to celebrations and provide guidance to ensure their contribution to a healthy lifestyle

Nutrition Guidelines for Food Sold Outside of the School Meal Program

In addition to ensuring that reimbursable school meals meet program requirements and nutrition standards, schools must also establish standards or guidelines to address all foods and beverages sold or served to students, including those available outside of the school meal programs.

Fundraising activities that include food items will adhere to a standard that encourages healthful choices.

Communications with Parents The school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school will post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Physical Education (P.E.) All students in grades K-5, including students with disabilities, special health-care needs, and in alternative educational settings, will receive the physical education stated in DoDEA's guidelines.

Integrating Physical Activity into the Classroom Setting: For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Health Snack/Treat Guidelines

Student nutrition is extremely important to your child's healthy physical and mental development. This year Hainerberg Elementary School has revised its snack guidelines and we are asking for your help and cooperation. If you provide classroom treats please bring healthy nutritious snacks only, such as fruits and vegetables. Our young children need nourishing food for growth and health. The foods he/she eats should be carefully selected to provide the nutrients he/she needs. In addition to providing a significant part of the child's daily food intake, snack time offers many interesting and important learning opportunities:

- To enjoy a variety of foods
- To taste new foods and to see how they look, feel, sound and smell
- To develop ideas about different shapes, colors, textures, weights, amounts, etc
- To gain skill in coordinating his/her hands and eyes so he/she can put silverware and glasses where he/she wants them to go
- To develop a willingness to try different things through eating new foods

Your child's teacher will remind parents regularly to provide healthy snacks/treats. They will also be discussing good eating habits with your child. Please partner with us and support our healthy snack/treat guidelines by encouraging healthy snack choices. Thank you in advance for your cooperation.

Suggested Healthy Snacks List

Here are some great, easy snack ideas to provide healthy choices for our student snack time. Don't stop here...research your own "healthy snacks" and share with other parents.

Drinks:

- All natural fruit juice without sugar additives
- Low fat Milk
- Water

Fruits and Vegetables: (suggested portion for each child- ½ cup raw fruit or veggie, ¼ cup dried fruit, or ½ piece of a fruit).

- Apples, pears, oranges- cut into wedges
- Applesauce (unsweetened)
- Bananas- cut into quarters or halves with the peel on
- Carrots
- Watermelon, cantaloupe – cubed or use a melon baller or cookie cutter for fun shapes
- Blueberries, raspberries, strawberries, etc. – prewashed and served as is
- Peaches, plums or nectarines – pitted and cut into wedges or halves
- Grapes – cut in half or quarters
- Raisins – add to low-fat yogurt for their own creation
- Broccoli- cut into small florets
- Tomatoes – Cherry tomatoes cut in half
- Cucumbers – thin slices
- Celery – sliced
- Sugar Snap Peas – prewashed and served as is

Bread & Grains: (suggested portion for each child - ½ slice bread, ½ ounce crackers)

- Whole Wheat Crackers, Pretzels or breads
- Pita Bread or Tortillas (add a filling)
- Muffins – Fruit or vegetable
- Granola Bars and Cookies – Choose lower sugar content, whole grain fruit versions, i.e., oatmeal raisin cookies, etc.

Protein Foods (suggested portion for each child – ½ ounces of cheese, 2 ounces yogurt & 1/2 egg)

Cheese- String Cheese or slices of Cheddar, American or Colby

Yogurt- Plain, low fat yogurt- great for dipping veggies or fruit!

Gogurt

Cottage Cheese

Beans- Bean dips to go with pita chips or other veggies

Hard Boiled Eggs- Served as is

REGISTRATION

Registration and Entrance Requirements

All returning students must be re-registered each year.

Requirements for entering school:

Sure Start: Must be four (4) years of age by 1 September of the current school year.

Kindergarten: Must be five (5) years of age by 1 September of the current school year.

First Grade: Must be six (6) years of age by 1 September of the current school year.

Second-Fifth Grades

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

Documents required:

- Sponsor's PCS orders to Germany, unit orders assigning sponsor to the Wiesbaden area, family travel orders with student's name listed, amended orders, and extension orders.
- Student's Immunization Records (see requirements)
- Student's Birth Certificate or Passport
- School records or transfer statement from previous school
- For ALL students: Emergency Contact Information (Name, Phone # & Address) must be someone other than sponsor or spouse

Certification of Immunization

Students who enroll in DoDEA-E must meet specific immunization requirements. These requirements, displayed below, represent the minimum requirement and do not necessarily reflect the optimal immunization status for a student.

Required immunizations:

** 4 DPT/DT/DPTC	(Diphtheria, Pertussis, Tetanus)
** 3 OPV/OPVC	(Polio Vaccine)
**2 MMR's	(Measles, Mumps, Rubella)
2 Hep A	(Hepatitis A)
3 Hep B	(Hepatitis B)
2 or 3 HIB	(Haemophilis Influenza) up to 5 years old
1 VAR	(Varicella) or reliable history of chicken pox

*The last immunization for all the above series must be after the 4th birthday.

The Sure Start Program

For students enrolling in the Sure Start Program the following requirements need to be completed before the child can start classes.

- Current Child Health Assessment. This is done through a doctor appointment with a provider at the clinic. Be sure to state that the appointment is for *Sure Start*.
- Age Four-Year Immunizations
- Dental Check-up

Transfer/Withdrawal of Students

Please notify the school in writing **a minimum of 10 working days prior** to a transfer or withdrawal from school.

Advance notice is necessary to process school records and conduct withdrawal activities for the student. Given advance notice, your child's records will be prepared and ready for you to pick up on the afternoon of his/her last day of attendance. Copies of permanent records may be hand carried by parents.

Current school regulations prohibit promotion/retention of a student prior to twenty (20) school days from the last day of instruction. Consequently, when it is necessary to withdraw a student prior to this date, it is recommended that the student be re-enrolled in another school. If this is not possible, a statement can be written on the student's report card indicating either satisfactory or unsatisfactory progress. A child may be promoted to the next grade twenty days prior to the last day of school **if PCS orders are submitted to the registrar.**

Parents must clear all debts (payment for lost books, library fines, lunch-tickets) before the last day. Each child is held responsible for the care of school property. Students will be required to pay for any damaged or lost property including textbooks and workbooks. Reimbursement for lost or damaged property is made by check payable to the U.S. Department of Treasury. Forms for the payments are available at the school Supply office. Under no circumstances can the school accept any money for damaged or lost items.

Special Education Placement for In-Coming Students

Hainerberg Elementary School provides a full range of educational programs for children with special needs. During registration, please provide the administrative office with all special and/or confidential documents from previous schools. This will ensure prompt placement for your child. In some cases, further educational assessments may be necessary to comply with DoDDS eligibility requirements. You are always invited and expected to attend meetings involving your child to address his/her educational progress and needs.

Transferring In

Students enrolled prior to 1030 hrs may be permitted to attend class the following school day. Students enrolled after 1030, may attend class two school days following enrollment. Copies of records should be hand carried by the parent/guardian from the sending school to the receiving school.

Student Records

Student permanent records are maintained in the Registration Office (room 105) in building 07778.

Tuition Payment

Parents of tuition paying students are reminded that their child cannot attend school until the tuition payment has been received by the Registrar. If you have questions about tuition payment, please contact the school registrar at 335-0355/0611-408-0355.

Parent Requests for Student Placement

Situations sometimes arise in which either teachers or parents request a change of class placement for a student. Our school policy for school home relations emphasizes teacher-parent cooperation in order to ensure the appropriate environment and support necessary for the student to learn, develop, and grow. In order to enhance the communication process, there are certain procedures that, if followed, may resolve the conflict satisfactorily for the benefit of the student's education.

Classroom change requests: Placement of students will be reviewed during the week following Open House or no earlier than 10 school days after placement.

1. If a request is initiated by the parents, they must write a written statement describing their concerns.
2. This statement is then shared with the teacher by administration.
3. A Parent/Teacher/Counselor Conference is held.
4. A memorandum of the conference will be completed by the counselor and submitted to the principal
5. The recommendations derived from the conference are implemented for a minimum of 2 weeks and up to one month as needed. The counselor will follow up to determine the success of set recommendations.
6. If needed, a placement committee meeting is then scheduled with the parent, teacher, counselor, and/or administration to determine best placement for the student.

EDUCATIONAL PROGRAMS

School Educational Program

BASIC CURRICULUM: Language Arts, Math, Social Studies, Science, Health, Physical Education, Art, Music, Computer Literacy and Intercultural Education.

Specialist Services: Learning Impaired (mild to moderate), Preschool for Children with Disabilities (mild to severe), Counseling, School Nurse, Gifted Education, Communication Impaired (Speech and Language), and Language Arts / ESL.

Enrichment: Various opportunities are offered on a year-to-year basis for students to participate in enrichment activities such as: School Chorus, Science Expo, Star Lab, PE Field Day, Study Trips, German-American School/class exchanges, in-school cooperative activities (at and across grade levels), Drama/Musical productions and activities related to American national celebrations.

Leadership: Opportunities are made available for students (K-5) to develop and participate in leadership activities: classroom assistants, joint activities with students across grade level, student committees, peer tutoring experiences, student-teacher development of class behavior standards, group leaders and game leaders.

Extra-Curricular Activities

HES offers students a choice of many clubs and activities. Please help your children select the ones in which they are most interested. Students must accept the responsibility associated with being in a club and must still find time for quality academic work. The 2013 -2014 list of extracurricular activities will be provided to students in October. Extracurricular activities usually begin in early October, are held after school at 2:35 and last an hour.

Participation in school clubs, after school clubs, and/or after school events is a privilege. Students who are suspended on the day of the activity will not be permitted to attend

Specialist Programs and Services

Art Program: Students will create works of art, develop art vocabulary, and skills while learning about the elements and principles of design. While developing knowledge of Art Heritage, students will learn about cultures, individual artists, art masterpieces, and art careers. They will utilize critical judgments in the visual arts: recognition of differences, evaluation, analysis, comparison, appraisal, discrimination, and wisdom in artistic choice. Children will experience creating with a wide variety of materials: drawing, ceramics, weaving, printing, painting, and computer graphics

Music Program: The music program consists of a variety of activities that are designed to help the child develop musical skills and to recognize and appreciate many different styles of music. Activities include: listening to various music to identify instruments and style, playing simple instruments, performing musical dramas, choreographing body movement to music, and singing songs from American folk tradition, international songs from around the world, and patriotic and holiday songs.

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

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

Foreign Language for Elementary School :(FLES) This is a Spanish class for students in kindergarten through fifth grade. DODEA intention is to build capacity in foreign languages by starting language learning at the earliest age possible. The FLES program views foreign language as an integral part of the core curriculum.

Information/Media Center (Library): The Information Center is designed to support the elementary school curriculum. The center has state of the art computer instruction in the use of the computer for research, locating books of choice, and enjoying technology and media. Children may utilize books, magazines, and reference areas for

research, audiovisual materials such as filmstrips, cassettes, videos, games, puppets, and computers. Students may go to the Information Center alone or in small groups. Teachers may arrange to bring their classes for special research projects. You are invited to visit any time.

Technology/Computer Program: Computer literacy goals are part of the HES curriculum at all grade levels. Students in all classes have access to internet-accessible computers in their own classrooms. Students also have the use of two 30-computer station labs and the computers in the Information Center. We encourage home to school communication through the computer. Each student signs an Internet access agreement and it is the expectation that students will use computers in a responsible manner.

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

Gifted Education Program: "Gifted learners are children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment." (U.S. Dept of Education, 1993) Students who enter the Gifted Education Program are teacher-recommended and have standardized test scores with a total battery of 96 percent or above. Activities are specially designed to meet student needs and encourage higher level critical thinking skills.

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

School Psychologist: The psychologist assists students and families by providing diagnostic, counseling/therapy, and consultation services. Specifically, the psychologist:

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

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

Special Education Programs and Services

DoDEA-E provides a range of services under the provisions of the IDEA (Individuals with Disabilities Education Act). If you have any questions or you have a child that was receiving special education services in a prior school, please contact our Case Study Committee Chairperson at DSN 337-5354 or CIV 0611-408-0354.

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

Regular scheduled monthly Child Find screenings are conducted here at HES please contact the school for the next available screening if you have concerns.

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

Communication Impairment: The communication development program's primary goal is to meet the special needs of students whose educational performance is adversely affected by speech and language difficulties. Communication problems common to school-age children include articulation, language comprehension, verbal expression, fluency, and voice disorders. The Speech Therapist works in conjunction with the Child Study Committee in identifying areas of special need, determining eligibility for receipt of speech and language services, and developing Individual Education Programs (IEP's).

Preschool Services for Children With Disabilities (PSCD): PSCD seeks to identify and serve children with special needs from three to five years of age. A child may experience delays in one or more of the following developmental areas: speech/language, cognitive, fine/ gross motor, adaptive/self help and social/emotional. Early intervention provides children appropriate stimulation that promotes growth in all areas of need.

Resource Room/Learning Impaired: Placement options range along a continuum. A location is chosen to accomplish the provision of services identified on the IEP. Placement is based upon the goal of providing a program to meet the student's severity of needs in the least restrictive environment.

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

ASSESSMENTS

Testing Program/Assessments

BAS (K-3): The Benchmark Assessment System (BAS) is a key indicator of students' proficiency level in grade-level standards. It helps identify the learning needs of individual students and groups of students.
http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx

SRI: Scholastic Reading Inventory (SRI) is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. *SRI* helps educators differentiate instruction, make meaningful interventions, and demonstrate accountability.
www.scholastic.com/sri/

TerraNova™ 3rd Edition: Terra Nova is a standardized, norm-referenced test which measures higher-order thinking as well as basic and applied skills. Subjects tested are reading, language, **mathematics, science, and social studies.** www.ctb.com/control/home/.../tn3

PROGRESS REPORTS and REPORT CARDS

Report Cards

Parents will formally be informed of the student progress and achievement through quarterly report cards and parent conferences. Report cards will be issued to students the Friday following the end of each nine-week marking period (check the school calendar at the front of this handbook for the end date of each marking period.) The first marking period report will be given to the parent at parent-teacher conference in November. Second and third quarter report cards are sent home with students. The fourth quarter report card is sent home on the last day of school. **Note: Students must be in attendance for at least 20 days in order to receive grades.**

Grade speed is an online grade book application for all DoDEA students in grades 4-12. For more information about Grade speed, visit the DoDEA website at <http://www.eu.dodea.edu/gradespeed/>

Progress Reporting

Three progress reports are in use in the elementary schools, one each for Grades K-1, Grades 2-3, and Grades 4-5. These reports are based on developmentally appropriate practices for children in the early grades. The reports reflect more emphasis on reading, writing, listening, speaking, “hands-on” activities, and cooperative learning teaching strategies, as well technology, specials (Art, Music, PE, HN, Counseling, Specials & Services).

At the end of each quarter a progress report for each child is sent home. For the K-1 and 2-3 progress reports, those skill areas addressed in their curriculum will be marked. By the end of grades 1 and 3 respectively, all areas will have been assessed. The marking codes used are:

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

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

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

Mid-Quarter Progress Reports

Communication regarding student progress is the shared responsibility of teachers and parents. Interim progress reports are sent home at mid-quarter with students experiencing academic difficulties. In addition, teachers will contact parents concerning problems that arise between mid-term and end-of-quarter. Such problems include a student whose grade has dropped two or more letter grades or a student whose grade is less than a “C” or Satisfactory. Parents should also feel free to contact their child’s teacher when they want information about their child’s progress.

HOMEWORK POLICY

In accordance with the DoDEA-E Homework Policy, Hainerberg students will be assigned academically appropriate homework as an extension of classroom instruction. Homework will be assigned in accordance with the needs and ability of individual students and in support of the teachers' instructional objectives. Homework will be done outside class time, not during the instructional day. Homework will be accounted for and become part of the students' educational program.

It is in the students' interest that homework be used as an effective tool to:

1. Develop study skills.
2. Develop good work habits.
3. Increase understanding and retention of classroom instruction.
4. Provide essential practice for targeted skills.
5. Transfer and extend classroom instruction.
6. Prepare for class discussions.
7. Enrich and extend school experiences.
8. Discover community resources.
9. Develop problem solving and critical thinking skills.

It should be recognized that homework might not always be paper and pencil tasks. Examples of homework may be:

- | | |
|-------------------------------|--|
| Primary Level (K-3) | Intermediate (4-6) |
| - Parent reading to students | - Reading for enjoyment
(library books, newspapers) |
| - Trips to museums | - Math facts practice (flash cards) |
| - Students reading to parents | - Write letters to family and
friends |
| - Creative art activities | |
| - Make up review game | |

The following are suggested hours per week for homework: 1-2 hours for grades Pre-K-K, 2-4 hours for grades 1-3, and 5-6 hours for grades 4-5.

Parents are expected to assist in ensuring that homework is productive by:

1. Providing suitable study conditions.
2. Showing an interest in assignments.
3. Assisting, if necessary, but not doing the work for the child.
4. Communicating with the school to clarify homework objectives.
5. Communicating with the child--LEARNING TOGETHER CAN BE FUN.

4th and 5th Grade Grading and Homework Policies

Grading Philosophy

At Hainerberg Elementary School we believe that grades should reflect achievement of intended learning outcomes. Grades will reflect a particular student's individual achievement. Group and cooperative skills are important, but they will be reflected elsewhere and not on an individual's academic grade. The primary audience for the message conveyed in grades is parents and students. Our grading policies aim to give useful, timely, actionable information. Our grading practices are set up to support student motivation to learn. We want to ensure that our students never reach a place where there is no point doing any more work because failure is inevitable.

Grading System

In assessing classroom work/performance, the focus should be placed on the student demonstrating that he or she has learned the written curriculum as defined by DoDEA curriculum standards.

Examples of Graded Assignments May Include:

<p>Class Assignments (35%)</p> <ul style="list-style-type: none"> • writing examples • daily class assignments (may be completed at home and will receive academic grade) • group activities such as: whole group/small group/cooperative/flexible/centers work/pairs • notebooks • journals • speeches/debates • participation <ul style="list-style-type: none"> ○ teacher observations/teacher checklist/student checklist/discussions • performance-based activities/tasks • quizzes 	<p>Tests (40%)</p> <ul style="list-style-type: none"> • multiple choice • oral exam • short answer • textbook curriculum correlated • teacher designed • student generated • student/teacher designed rubrics • chapter test • unit test • performance based <p>**Summative assessments such as End of Unit/Selection tests will not be available for redo.</p>
<p>Projects (25%)</p> <ul style="list-style-type: none"> • performance based • portfolios • embedded assessments • posters • models • multimedia • presentations (oral/dramatic/written) • radio plays • videos • research • diorama • photo essays • poetry • technology based <p>**No redo's are available for projects.</p>	<p>Homework (not included in academic grade)</p> <ul style="list-style-type: none"> • specific to curriculum standards and elements • meaningful practice • extension of the daily lesson • mini projects • remediation/enrichment • family activities or projects <p>**Redo is not available for homework assignments.</p>

Grade Weights

Cumulative Grade:	100%
Class Assignments	35%
Tests	40%
Projects	25%

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Homework Policies

Homework at Hainerberg Elementary is an essential part of the school program. Assignments will vary in accordance to the needs of the class and will relate to classroom instruction. Homework assignments are intended to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to assess student understanding of classroom instruction. Completion of routine homework can motivate students to develop good work habits, while increasing the opportunity for individual initiative and responsibility. Homework can also stimulate creativity, critical thinking and awareness that learning can take place outside of the classroom. The guidelines below indicate how students, parents, teachers and administrators all have a responsibility for the success of homework.

Homework Policy Guidelines for Students

- Always do your best work
 - Record directions/homework in an assignment notebook
 - Understand assignments clearly before leaving class
 - Bring home the proper materials to complete the assignments
 - Hand in completed assignments on time
 - Budget time properly for long-term assignments
 - Complete any work missed due to absence from class
 - Understand how homework will affect your class grade
 - Talk to your parents and teacher if you are having difficulty with homework
 - Homework will not be assigned during school vacation except for the completion of long-term projects.
- ### Homework Policy Guidelines for Parents
- Be familiar with the philosophy and guidelines of the homework policy
 - Check your child's assignment notebook
 - Provide a time and place to do homework assignments with limited interruptions
 - Actively supervise homework completion, assisting, but not doing the work
 - Oversee completion of long-term assignments to assist in understanding time management
 - Contact the teacher with questions or concerns especially if your child exceeds the allotted time frame
 - Homework will not be assigned during school vacation except for the completion of long-term projects

Homework (Not included in student achievement grade)

Homework is not about the value for the grade but for the value of learning. Homework is considered a formative assessment and thus does not count toward students' overall academic grades. Homework will be marked for correctness, and students receive specific feedback on their progress toward learning the DoDEA standards. Students are responsible for completing assignments outside class. The school will utilize interventions when homework is not completed in a timely manner. Such interventions may include calling parents, pulling students from other classes to complete their work, or providing in-school/after-school programs in which students can catch up on homework. Teachers assign separate "grades" for homework, class participation, punctuality of assignments, effort, learning process and the like. These are reported on the report card in the area of Learning Skills. By reporting separate grades for homework, academic grades reflect precisely that-academic achievement which presents a true picture of a students' proficiency. This provides parents a comprehensive profile of their child's performance in school.

Policy on Redo Assignments

Our goal at Hainerberg is that all students learn the content. Curriculum goals don't require that every individual reaches the same level of proficiency on the same day, only that every student achieves the goal. Although we try to do this 100% of the time, allowing students to redo both assignments and assessments for particularly important standards and outcomes can be highly effective. Teachers notify students in advance regarding class assignments and assessments which are not able to be redone. Typically, summative assessments in the English Language Arts and Math are not able to be redone. This includes our beginning of the year assessment, mid-year assessment and end of year assessment. Students who redo assignments will receive the higher of the two grades.

Policy on Late Work

All class assignments are expected to be turned in on the date assigned by the teacher. After the due date has passed, the work is considered late. Because Hainerberg Elementary School holds students to high standards where failure is not an option, students may submit work after the due date; however, this work will not be accepted for full credit. To maintain rigor and expectations, the window for submission of late work will only be accepted until 10 school days prior to the end of the marking period (quarter).

RE-DO Café

During the school year, students that have classwork that is not completed within the assigned deadline will have their name and assignment submitted to the Café. Café is an extended learning opportunity for students to complete late work or redo assignments with the guidance of a HES staff member. Café opportunities will be available on a regular basis throughout the school year before, during and after school. Parents will be notified in advance when a student is recommended to attend Café. Parents are responsible for student transportation before and after school as Café is considered an extracurricular club.

Extended Leave

When a student has been approved for extended leave (greater than 5 days) the student will be provided an extended leave learning assignment. These learning assignments are designed by our teachers to help the student continue learning while away from school for a period of time. Please understand that this is not a replacement of teacher directed instruction. When the student returns to class the teacher will work to ensure that that student is prepared to meet the DoDEA curriculum expectations. However, the extended leave learning assignments will likely not be based on current classroom instruction.

4th and 5th Grade Student Recognition Opportunities

Student recognition is done quarterly to acknowledge those individuals who consistently exhibit the objectives outlined in the area of Learning Skills. HES supports learning for all. We believe that student grades are about what students learn and not about what students earn. Students learn and master the DoDEA standards at an individual rate. Our grading practices are set up to support student motivation to learn. We want to ensure that our students never reach a place where there is no point doing any more work because failure is inevitable. Student recognition is quarterly at the end of each marking period.

Learning Skills

Learning Skills are made up of eight skills which support academic achievement by specifically focusing on the process and progress students make over a given school year. These learning skills are: accepting responsibility for behavior, taking initiative, participating in class, prepared for class, respecting the rights of others, working cooperatively, and doing assigned homework. Learning skills are graded using a rubric of a scale from 1-3.

All students have the opportunity to be recognized for their ability to consistently display the Learning Skills by receiving a score of 1 (consistently observed) in all eight areas. These students will be presented with a certificate for their achievement and public recognition. Students which consistently exhibit a learning skill are marked with a 1, occasionally observed a 2 and infrequently observed a 3. To clarify a mark's meaning HES teachers have identified specific behavioral indicators. The following is an example:

1=All homework assignments are completed and turned in on time.

2=There are three to five missing or incomplete assignments

3= There are numerous missing or incomplete homework assignments.

Report Card Grades

AAFES recognizes student academic achievement quarterly with saving coupons based on report card grades. Students are able to present their report card at the customer service counter of the PX and receive coupons as a reward for their individual academic accomplishments.

Fifth Grade: Presidents Education Awards Program

The purpose of this award is to recognize academic success in the classroom. To be eligible for the President's Award for Educational Excellence, students must meet the requirements as outlined below.

Grade Point Average: Students are to earn a grade point average of 90 on a 100 point scale, (an A on a letter scale or a 3.5 on a 4.0 scale). Elementary schools are not to include K-3 in their computations.

AND

State Tests and Nationally-Normed Achievement Tests: High achievement in reading or math on state tests or nationally-normed tests. For DoDEA this is the TerraNova Tests in both 4th and 5th grade. **OR**

Recommendations from a Teacher plus One Other Staff Member: One recommendation is to reflect outstanding achievement such as English, mathematics, science, history, geography, art, foreign language, and any other courses that reflect a school's core curriculum. This judgment is to be supported by tangible evidence that is comprised of either results on teacher-made tests, portfolio assessment, or special projects. The second recommendation from a school staff member may address, for example: involvement in community service or co-curricular activities including tutoring other students and/or demonstration of creativity and achievement in the visual and performing arts. The school principal has final authority to determine which students receive this award.

PARENT INVOLVEMENT

School-Home-Community Partnership

One area of focus within the HES Continuous School Improvement Plan is the School-Home-Community Partnership. This partnership includes:

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

Parent Involvement

Research demonstrates that parent involvement is essential to student success. We invite parent participation in the following ways:

- Have lunch at school with your child
- Volunteer in your child's classroom
- Establish a daily study time at home (even when there's no homework)
- Keep informed of school events and activities by reading the parent newsletter
- Communicate frequently with your child's teacher
- Prepare for and participate in parent-teacher conferences

Parent Volunteers

Education is a shared school-community enterprise. Many parents and other members of the community generously give of their time, talents and skills to enrich the school program.

If you are interested you may:

1. Serve on curriculum development/school improvement committees.
2. Assist school nurse and other specialists.
3. Help with lunch/playground supervision.
4. Share special talents and expertise in curricular and/or occupational fields (i.e. arts/crafts, music, career awareness, physical education, science and technical fields, study of other cultures, etc.).
5. Providing special assistance for individual and/or small groups of students (i.e. tutoring), and a number of other special tasks.
6. If you are interested in making a commitment of your time to volunteer in the school, please contact the main office for more information.

School Photos

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

Conferences

If there are concerns about your child's progress in school, a conference may be scheduled. Please contact the teacher directly via email ([Teacher's firstname.lastname@eu.dodea.edu](mailto:Teacher's_firstname.lastname@eu.dodea.edu)), via phone or with a note via your child. All conferences require prearranged appointment times.

Formal school-wide conferences are scheduled for all parents at the end of the first marking period. The military commanders support this school-family effort by providing release time to active duty parents so that they may meet with teachers. Report cards are given to parents at that time, and the child's overall performance is discussed.

In order to be respectful of your valuable time, a parent wishing a conference with an administrator should call the school secretary for an appointment. This will prevent delays due to other previously scheduled appointments or obligations on the administrator's schedule. If the subject of the conference concerns the policies or practices of an individual teacher, we ask that a conference first be held with the teacher before bringing the concern to the administration. Parents may also request a conference with school personnel such as the counselor, nurse, or resource specialists as the need arises.

Parent/Teacher/Student Organization (PTO)

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

School Advisory Committee (SAC)

The goal of the school advisory committee (SAC) is to ensure that faculty, parents, and students, as well as the community at large, have a forum in which to voice concerns and contribute to the decision-making process of their school. The SAC is made up of an equal number of parents and teachers. Members are elected for a two-year term. Faculty, parents, and students are invited to the general meetings, which will be scheduled at the first meeting in early October. The SAC is required to meet quarterly each school year and may schedule additional meetings as the need arises. For additional information contact a member of the principal team. All parents of HES students are eligible to run for election and to vote for representatives to the SAC.

DoDEA ATTENDANCE POLICY

Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, provides opportunities for important communication between teachers and students, and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college. School attendance is mandatory.

- All students are required to attend school for 180 instructional days per school year (subject to exceptions noted within this policy) to ensure continuity of instruction, successfully meet academic standards and demonstrate continuous educational progress.
- Except for exigent circumstances, absences such as family vacations and absences during standardized testing will be unexcused.
- Medical appointments and other discretionary appointments should be scheduled during non-school time to maximize student learning.
- School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, and the school. The parent or sponsor should make every attempt to ensure their children attend school each day school is in session and also establish regular communication with the classroom teacher.
- A student educational monitoring plan shall be implemented during all pre-approved extended absences to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.
- Students with excessive school absences, as defined in this Regulation, will be monitored by the Student Support Team to assist students in the completion of all required work and successfully master course objectives.

Attendance Absences

It is the responsibility of the parent/guardian to notify the school every time a student is absent.

School personnel assume responsibility for the welfare and safety of students when their parents send them to school. Upon return from an absence, the student is required to submit a written excuse from a parent. Failure to submit an excuse will result in parent notification by the school. Students are responsible for obtaining and completing assignments within an agreed time limit set by the teacher.

Regular attendance ensures students get the maximum benefit from school. Students may be excused from school for illness, family emergencies (severe illness, death in the family, local hardship situation), and medical necessities which cannot be accommodated during non-school time. Please keep the teacher advised when these absences take place.

DoDDS-Europe Policy

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

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

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

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

- a) Every effort will be made to reach the parents as early as possible to report the child's absence.
We will call all parent numbers and then call work numbers.
- b) If contact information is not current/correct, DoDDS-E will initiate contact through the chain-of-command.

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

Requests for Pre Approval of Student Absence

The school has been given the following guidance for consideration of approving an absence. There are four things that the school must consider when reviewing a request:

1. The student is in good academic standing.
2. The student has a record of consistent school attendance during the current school year.
3. Review of the impact previous extended absences from school have had on the student's educational program during the current school year.
4. Administration shall confirm with the parent or sponsors Command, if dates of any extended absence are mandatory or discretionary.

Excused Absence

Unique family circumstances which warrant absence will likely require additional discussion with the family to help determine if the situation meets the definition of an excused absence. The policy from DoDEA defines an excused absence as *"an acceptable absence which is identified as critical to a student's physical, social, or emotional well-being. An example is a medical appointment"*.

The following is the excerpt on guidance for what is considered an excused absence. The parent or sponsor should attempt to schedule appointments before or after the school day to minimize disruption of the educational environment. 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) within a reasonable time period. The Student Educational Monitoring Plan shall be completed for excused absences.

DoDEA considers the following conditions to constitute reasonable cause for absence from school for reasons other than school related activities.

- (1) Personal illness
- (2) Medical, dental, or mental health appointment
- (3) Serious illness in the student's immediate family
- (4) A death in the student's immediate family or a relative
- (5) Religious holidays
- (6) Emergency conditions such as fire, flood, or storm
- (7) Unique family circumstances warranting absence and coordinated with school administration
- (8) College visits that cannot be scheduled on non-school days
- (9) Pandemic event

Extended absences are those absences which are greater than 5 consecutive school days. These absences will be reviewed the by school's Student Support Team to determine if a *Student Educational Monitoring Plan* is necessary. The school *administration also may request Command assistance for students with chronic absenteeism and/or tardiness*, those absences over 7 days.

To honor the policy as outlined above, all absences five (5) days or less must be communicated to the classroom teacher in writing prior (except in emergency situations) to the absence to coordinate with the teacher the students assignments during the absence to be considered excused. Absences greater than 5 days will need to have administrative approval before they are considered excused. Absences greater than 5 days may require additional supporting documentation to determine if they meet the intent of the DoDEA policy as an excused absence.

When a student's cumulative absences reach 7 days the Student Assistance Team will review the case to determine if the student meets the definition of excessive school absence and will contact the family in the event that an intervention plan needs to be considered.

In order for students to achieve their highest potential as learners, they must be present during classroom instruction. This is extremely important in elementary schools where new learning often builds on the previous day's teachings. While school attendance is emphasized at Hainerberg Elementary, it is also acknowledged that it is ultimately the responsibility of parents to insure that elementary children are present in school.

If your child is sick please report the absence by 9:30am by calling the student absence number here at 0611-408-0354 or emailing the attendance clerk at HainerbergES.attendance@eu.dodea.edu.

Make-up work

Upon a child's return to class, parents are to provide the classroom teacher with a written note explaining the reason for the absence. The student delivers the note to the teacher and where appropriate, collects required makeup work. All makeup work must be completed and returned by the date established by the teacher. Normally, the number of days allowed for submission of makeup work will not exceed the number of consecutive days of the absences. Field trips are not counted as absences but makeup work expectations apply.

Excessive Absenteeism

Excessive absenteeism is considered truancy. This may result in retention consideration and a letter sent to the unit commander and the Kaiserslautern School District Superintendent.

WIESBADEN CHILD SUPERVISION POLICY MATRIX

This matrix provides standards for the supervision of children within the Wiesbaden area. Parents are ultimately responsible for the welfare and actions of their children, and failure to exercise those parental responsibilities may constitute child neglect. Parents must use good judgment and consider the physical, emotional and psychological maturity of their child when determining the level of supervision required. Children with a history of ADHD, ADD, Developmental Delay, behavior problems, impulsivity, psychiatric problems or other impairments should not be given the degree of self-management/responsibility indicated in this policy.

PARENTS ARE ULTIMATELY RESPONSIBLE FOR THE SAFETY AND SUPERVISION OF THEIR CHILDREN.

Age Of Child	Unattended in yard or Playground	Walk unattended To school or bus?	Left unattended in quarters?	Baby-Sit others?
Under 5	No	No	No (Will Not be left unattended in a parked car – per RABI 2005 31-204 CHP.4.1.21)	No
Age 5-6	No	No	No (Will Not be left unattended in a parked car – per RABI 2005 31-204 CHP.4.1.21)	No
Age 7-9	Yes. During daylight hours with access to adult.	Yes, but not across busy streets or more than 1 mile	No (Will Not be left unattended in a parked car – per RABI 2005 31-204 CHP.4.1.21)	No
Age 10-11	Yes. With access to an adult.	Yes	Yes ² . Up to 3 hours with access to an adult	No
Age 12-13	Yes	Yes	Yes ² . Not overnight.	No
Age 14-15	Yes	Yes	Yes ² . Not to exceed hours	Yes. Not overnight.
Age 16-17	Yes	Yes	Yes ² . Not to exceed 3 consecutive days. Must have periodic checks by adult	Yes. Not to exceed 24 hours

¹A child is considered to “attended “ when in the presence of, or under the protection of (within sight or hearing), an appropriate caregiver. Completion of Red Cross Baby-sitting class and infant/Child CPR is strongly recommended for every teen before caring for other children.

²When left unattended in quarters, children must have access to an adult – parent’s phone number, neighbor, etc. Parents must designate a responsible adult to periodically check in on the children. If left overnight, a medical power of attorney is strongly recommended.

RECESS GUIDELINES

We will intend to go outside everyday as long as the temperature and wind chill are above 25 degrees and it is not precipitating (we might go outside if it is snowing as long as the playground surface is safe). Cold weather conditions may have a negative impact on the health and safety of our students and staff. Though the implementation of these guidelines the school wishes to minimize, to the greatest extent possible, risks associated with cold weather conditions including frostbite and hypothermia (lower body temperature).

During cold weather anytime of the year, children must wear enough warm clothing so they can remain outside for a period of 20 minutes during recess periods and before or after school. Cloth shoes become wet and cold and are not appropriate in the winter. Boots worn all day make feet perspire and then become cold when the child goes outside. Outer clothing, to include caps, jackets or coats will be removed when classes are in session. Please label all items with your child's name.

Green Weather Conditions

Green weather conditions are indicated by an outdoor temperature between 25 and 40 degrees Fahrenheit. Green weather conditions allow for a full recess period of 20 minutes.

Children must wear: winter coat or heavy jacket over long sleeved clothing and closed shoes or boots with socks (stocking caps and gloves/mittens are recommended).

Yellow Weather Conditions

Yellow weather conditions are more limiting. In a yellow condition, temperature and/or wind chill between 16 and 25 degrees Fahrenheit. Yellow weather conditions allow for appropriately dressed children to have limited outdoor play periods under vigilant supervision for no more than 10 minutes (this includes all travel time to and from the playground while outside of the building). Outdoor recess time may be canceled according to changing weather conditions.

Children must wear: winter coat, closed shoes or boots, stocking caps and gloves/mittens.

Red Weather Conditions

Red weather conditions include extreme cold temperatures combined with wind chill factors below 15 degrees Fahrenheit or precipitation/snow. Red weather conditions become a health risk and therefore outdoor recess is not permitted for any length of time. Ice covered blacktop or playgrounds are considered safety hazards for children and staff and therefore indoor recess will be utilized.

General Guidelines for Parent and Teacher

Part of our healthy daily routine at Hainerberg Elementary School includes outdoor recess. Research shows that children need fresh air, exercise, and sunshine. Physical activity is not only healthy for a child's body, but it also stimulates brain activity. Play, whether vigorous or sedentary can provide intense skill learning. Physical activity is known to lessen the symptoms of mild attention deficit disorder, and is associated with much lower incidences of childhood obesity. A daily recess break of 15-20 minutes in the school day plays a role in improving learning, social development, and health in elementary school children. Keeping active everyday will help make children less vulnerable to illness in cold weather. Children are usually thrilled to go outside when the snow begins to fly. To ensure that children have a safe and fun winter at school, the following clothing is required: a winter jacket, a warm hat (stocking cap), warm mittens/gloves and closed toed shoes or boots. This will ensure a comfortable recess for all. Dressing in layers helps to keep children comfortable during fluctuations in the temperature both indoors and outdoors.

Since children who have recess behave better and are likely to learn more, they should not be excused from outdoor recess without a written medical reason from a physician. Further, a child should not miss his or her entire recess period as a consequence for work missed in the classroom or as a consequence for an infraction.

Adequacy of Clothing

Parents are encouraged to monitor their children's clothing selections to make sure they are prepared for colder temperatures and are appropriately dressed for outdoor recess following the above guidelines. Each year we collect a large selection of lost clothing that we cannot match up with children. Please label your children's winter clothes so if they misplace them we can get them returned.

Due to health concerns, we cannot loan winter clothing for recess. Children reporting to school without proper winter attire will not be permitted to participate in outdoor recess.

STUDENT BEHAVIORAL EXPECTATIONS

At Hainerberg Elementary School our school-wide approach to managing student behaviors consists primarily of teaching and reinforcing positive attitudes and behaviors. Management of student behavior is a responsibility shared by students, parents, the school, and the community, and consists principally of teaching and **reinforcing positive student attitudes and behaviors**. We expect students to come to school ready to learn. If a child's behavior inhibits his/her learning or the learning of others, we expect parents to become involved in a solution.

Students are responsible for their own behavior and conduct, and sponsors are held accountable as well. Students are expected to maintain standards of behavior that will bring credit to themselves and their families as well as show recognition and consideration for the rights of all HES community members. No dangerous acts to self or others are permitted. Students are expected to obey all adults in the school environment.

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

The Hainerberg Elementary School discipline program is based on:

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

Classroom and School Rules: The Hainerberg High Five (see next page)

- I behave in safe ways.
- I am responsible for my own choices.
- I take care of my school and my own things.
- I make good choices to allow myself and others to learn.
- I treat everyone with kindness and respect.

High Five Hero

The Hainerberg High Five Hero program recognizes positive behavior displayed by all Kindergarten through 5th grade students at HES. Students may earn a High Five Hero coupon from any staff member at the school who recognizes exemplary behavior by the student. The students take the coupon to the main office and put it in a box for a daily drawing. The students will receive a stamp on their hand and a sticker, which will go on a sticker chart for their class. If a student's name is drawn that day, their name is read over the loudspeaker and they will receive a prize at the office. When students in a class fill up the sticker chart, the chart will be mounted in the hallway as part of our expanding Dachshund. The goal is to fill our school with good citizenship and positive school behavior, and the expanding Dachshund is a visible sign of the positive behavior at HES. Parents are encouraged to support their children by reviewing the Hainerberg High Five with their children and encouraging positive school behavior.

Classroom teachers are expected to resolve the majority of discipline/behavior problems in the classroom.

Procedures to resolve problems may include but are not limited to:

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

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

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

Hainerberg High Five

Location	Hallway	Cafeteria	Playground	Restroom	Classroom
I behave in safe ways.	<ul style="list-style-type: none"> Walk quietly Stay in line Walk on the right side of the hall Walk at a safe pace Keep your hands and feet to self Hold handrail when going up and down stairs 	<ul style="list-style-type: none"> Look ahead when walking Keep hands and feet to yourself Walk in a single line Leave the cafeteria only after a monitor has given you permission Keep all food to self Sit with feet on floor, bottom on bench and facing table 	<ul style="list-style-type: none"> Walk to and from playground Stay within playground boundaries Keep playground free from trash Be aware who or what is around you Use equipment appropriately 	<ul style="list-style-type: none"> Keep feet on floor Get in and out quickly Wash hands with soap 	
I am responsible for my own choices.	<ul style="list-style-type: none"> Keep lockers closed Keep items inside lockers 	<ul style="list-style-type: none"> Bathroom visits are for emergencies only Gather all items before you sit down (utensils, milk, etc) 	<ul style="list-style-type: none"> Line up when whistle blows Follow adult directions first time given 	<ul style="list-style-type: none"> Return to room promptly 	
I take care of my school and my own things.	<ul style="list-style-type: none"> Use your eyes to admire displays Keep hallways clean 	<ul style="list-style-type: none"> Keep all food in cafeteria Clean up after yourself 	<ul style="list-style-type: none"> Report problems, accidents, and injuries to a staff member Return equipment Take turns, keep hands and feet to yourself 	<ul style="list-style-type: none"> Keep water inside sink Flush toilet after use Flush only toilet paper Put all trash in garbage Clean up after yourself 	
I make good choices to allow myself and others to learn.	<ul style="list-style-type: none"> Give others space to move Be on time to class Walk in a single line facing front Hold door open for person behind you 	<ul style="list-style-type: none"> Clean up after yourself Clean table area including floor before dismissal Take trays to trash and dump contents Raise your hand if you need something 	<ul style="list-style-type: none"> Take turns with playground equipment Play fair and follow the rules 	<ul style="list-style-type: none"> Wash hands Use quiet voice Report problems to adults 	
I treat everyone with kindness and respect.	<ul style="list-style-type: none"> Allow others to pass 	<ul style="list-style-type: none"> Use quiet voice. Use good manner words, such as "please" Ask before you borrow Wait your turn 	<ul style="list-style-type: none"> Include everyone 	<ul style="list-style-type: none"> Knock on stall door Give others privacy 	

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

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

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

Remember, fighting is not allowed at school – EVER. When a fight occurs, the students will be sent to an administrator who will investigate the nature and extent of the problem. Consequences of fighting may range from parent escort to in-school or out of school suspension.

Disciplinary Action

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

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

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

Discipline procedures SHOULD NOT INCLUDE

- Isolation of a student or students outside of the classroom.
- Use of corporal punishment.
- Use of ridicule, sarcasm, or inappropriate language.

Due Process Rights DoDEA-E Policy

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

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

Suspension and Expulsion DoDEA-E Policy:

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

- Caused, attempted to cause, or threatened to cause physical injury to another person, or has threatened to use or has used physical force against any person.
- Caused or attempted to cause damage to school, government, vendor, or private property.
- Stolen or attempted to steal and/or knowingly received stolen school, government, vendor, or private property.
- Possessed or used tobacco or any product containing tobacco or nicotine products. including, but not limited to, cigarettes, cigars, miniature cigars, clove, or smokeless tobacco - including snuff and chew packets.
- Committed any lewd, indecent or obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Inappropriate or violent conduct; including fighting, that endangers the well being of others.
- Unauthorized presence in the school, on the school grounds, or on school buses or failure to leave promptly after being told to do so by the principal or staff member in charge.
- Possession or control of a cell phone or similar portable communications device unless authorized by the principal. Cell phones or similar communications devices are subject to confiscation by school authorities.
- Cursing, gesturing, or verbally abusing any person, including but not limited to, abuse or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, or intellectual ability, and matters pertaining to sexuality.
- Vandalism, arson, or any threat to bomb, burn, or destroy in any manner a school building or school property.
- Forgery, cheating, or plagiarism.
- Use or possession of fireworks.
- Violation of attendance regulations.
- Unauthorized or illegal use of, or access to, computers, software telecommunications, and related technologies; any willful act that causes physical or financial damage, or otherwise disrupts information technology; any use of a computer to communicate threatening, harassing, or indecent messages; or to download obscene material.
- Violation of any law, regulation of the military installation or school, or policy of the DoDEA-E system.
- Complicity in the violation of any rule described above.

Particular Reasons For Expulsion:

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

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

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

Weapons Policy

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

STUDENT:	GRADE:	TEACHER:
Reported by:	DATE:	TIME:
LOCATION: <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Classroom <input type="checkbox"/> Other		
WITNESSES:		
BRIEF DESCRIPTION OF INCIDENT:		

Hainerberg High Five- Check which High Five was not honored.	
<input type="checkbox"/> I behave in safe ways.	<input type="checkbox"/> I am responsible for my own choices.
<input type="checkbox"/> I take care of my school and my own things.	<input type="checkbox"/> I treat everyone with kindness and respect.
<input type="checkbox"/> I make good choices to allow myself and others to learn.	

Level 1 (# of Warnings)	Level 2	Level 3
<input type="checkbox"/> Excessive Noise: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Disruptive Behavior	<input type="checkbox"/> Unsafe behavior
<input type="checkbox"/> Engaged in Horseplay: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Pushing and shoving	<input type="checkbox"/> Fighting
<input type="checkbox"/> Lying: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Forgery of Signature	<input type="checkbox"/> Cheating/ Plagiarism
<input type="checkbox"/> Threats of Damage: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Damage to Property	<input type="checkbox"/> Other Damaging Behavior
<input type="checkbox"/> Offensive Behavior: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Disrespect to student	<input type="checkbox"/> Disrespect to adult
<input type="checkbox"/> Abusive acts/language: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Indecent act/language	<input type="checkbox"/> Verbal Abuse/ Gesture
<input type="checkbox"/> Aggressive behavior: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Threatening behavior	<input type="checkbox"/> Sexually Offensive Behavior
<input type="checkbox"/> Uncooperative with staff: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Failure to comply rules	<input type="checkbox"/> Willful Disobedience
<input type="checkbox"/> Harassing students: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Harassment: Bullying	<input type="checkbox"/> Harassment: Sexual
<input type="checkbox"/> Throwing/shooting object: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Physical Injury	<input type="checkbox"/> Biting or Spitting
<input type="checkbox"/> Receiving stolen property: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Stealing	<input type="checkbox"/> Robbery/Extortion
<input type="checkbox"/> Unprepared for Class: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Full/partial nudity
<input type="checkbox"/> Portable Electronic Device: <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> Possession of Prohibited Item	<input type="checkbox"/> Weapon
<input type="checkbox"/> OTHER	<input type="checkbox"/> Leaving class w/o permission	<input type="checkbox"/> Leaving campus w/o permission
	<input type="checkbox"/> Tampering with Equipment	<input type="checkbox"/> Fire Alarm Violation
	<input type="checkbox"/> Fire works	<input type="checkbox"/> Explosive Device <input type="checkbox"/> Bomb Threats
	<input type="checkbox"/> Internet Agreement Violation	<input type="checkbox"/> Arson
	<input type="checkbox"/> Public display of Affection	<input type="checkbox"/> Smoking/Tobacco Products
	<input type="checkbox"/> Gambling	<input type="checkbox"/> Drug Related

LEVEL 1: INTERVENTIONS for Targeted Behavior(s): <input type="checkbox"/> Teacher did <input type="checkbox"/> Asking Admin to Intervene				
<input type="checkbox"/> Change Seating	<input type="checkbox"/> Keep in Proximity	<input type="checkbox"/> Private Discussion	<input type="checkbox"/> Restitution	<input type="checkbox"/> Warnings
<input type="checkbox"/> Gentle Reminder	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Re-Teach Rule	<input type="checkbox"/> Time Out	<input type="checkbox"/> Other
LEVEL 2 and 3: (ADMINISTRATOR USE ONLY)				
ACTION	First Day	Length	ACTION	First Day/Length
<input type="checkbox"/> Letter of Apology			Loss of Privilege:	
<input type="checkbox"/> Community Service			<input type="checkbox"/> Class Lunch <input type="checkbox"/> Recess <input type="checkbox"/> Computer <input type="checkbox"/> Other	
<input type="checkbox"/> Parent Conference			Suspension:	
<input type="checkbox"/> Student Behavior Plan			<input type="checkbox"/> Out of School <input type="checkbox"/> In School	
PARENT CONTACTED BY:		<input type="checkbox"/> PHONE CALL <input type="checkbox"/> EMAIL DATE:		
ADDITIONAL COMMENTS:				
ADMINISTRATION SIGNATURE:				

Time to Think Sheet

Name:	Date:
Teacher:	Grade:
Directions: Answer the questions. When you are finished, wait quietly for someone to talk with you about it.	
Problem: Who was involved?	
What was happening?	
What did I do about it?	
How did it work out for me?	
Solution: When I think about it now, what are 2 things I could have done instead? 1. 2.	
When could I have done them?	
If it happens again, I will...	
Consequences: What is an appropriate consequence for your actions?	

HES COMMUNITY SERVICE TIME SHEET

MAP ON BACK

STUDENT'S NAME:	TEACHER ASSIGNED TO:
ROOM ASSIGNED TO:	VOLUNTEERED OR ASSIGNED (CIRCLE ONE)
GRADE LEVEL:	STUDENT'S TEACHER:

DATE	START TIME	END TIME	STUDENT INITIALS	TEACHER INITIALS	TOTAL MINUTES
WEEKLY TOTALS:					

TEACHER SIGNATURE:	DATE:
ADMIN SIGNATURE:	DATE:

TABLE OF RECOMMENDED CONSEQUENCES FOR DISCIPLINARY ACTION

Category	Examples of Infractions	First Referral	Second Referral	Third Referral	Fourth Referral
Level 1	Excessive Noise Engaged in Horseplay Lying Threats of Damage Offensive Behavior Abusive acts/language Aggressive behavior Uncooperative with staff Harassing students Throwing/shooting object Receiving stolen property Unprepared for Class Portable Electronic Device	Administrative Action**	Administrative Action**	Administrative Action**	Administrative Action**
Level 2	Disruptive Behavior Pushing and Shoving Forgery of Signature Damage to Property Disrespect to student Indecent act/language Threatening behavior Failure to comply rules Harassment: Bullying Physical Injury Stealing Dress Code Violation Possession of Prohibited Item Leaving class w/o Permission Tampering with Equipment Fire works Internet Agreement Violation Public display of Affection Gambling	Administrative Action**	Administrative Action**	Suspension 1 Day	Suspension 2 Days
Level 3	Unsafe behavior Fighting (any kind) Cheating/Plagiarism Disrespect to Adult Verbal Abuse/Gesture Sexually Offensive Behavior Willful Disobedience Harassment: Sexual Biting or Spitting Full/partial nudity Leaving campus w/o permission Fire Alarm Violation Smoking/Tobacco Products	Suspension 1-3 Days	Suspension 3-5 Days	Suspension 5-6 Days	Suspension 7-10 Days
	Drug Related Robbery/Extortion Explosive Device/Bomb Threats Arson Other Damaging Behavior Weapon	Suspension/Expulsion Proceeding Initiated			

**Administrative action may include, but is not limited to the following:
Warning, Counseling Session, Detention, Loss of Privileges, Parent Notification, Letter of Apology, Community Service, Parent Conference, or Student Behavioral Plan.

Children must be accompanied by a parent/guardian on the day (s) of suspension. This applies for all three suspension scenarios lasting more than a day:

1. Shadowing-parent accompanies student to all classes and remains throughout the day, including lunch.
2. Out of school-parent accompanies and remains with student.
3. In school- parent accompanies student to and from school. Student remains in designated room at school. School assignments for the day are to be completed.

The purpose of this table is to provide guidance to administrators and should not restrict their use of discretion in handling misconduct issues with regard to unique circumstances or special needs students.

BULLYING

The importance of the physical and emotional safety of each and every student and staff member is paramount to our school and DoDEA. We try to identify critical concerns that are important to our students and staff. We take the issues of bullying and violence in our culture very seriously. Recent concerns have been brought to the schools attention regarding specific instances of bullying in our upper grades. The purpose of this letter is to seek your assistance as parents in helping us identify and eliminate bullying.

Bullying is when one or more people exclude, tease, taunt, gossip, hit, kick, or put down another person with the intent to hurt another. Bullying happens when a person or group of people want to have power over another and use their power to get their way, at the expense of someone else. Bullying can also happen through cyberspace: through the use of e-mails, text messaging, instant messaging, and other less direct methods.

Although we have always made a conscious effort to prevent bullying in our school community, bullying itself has transformed into more than its traditional definition.

We are aware that incidents of bullying are rarely committed in view of supervising adults. Victims are most vulnerable in situations beyond the eyes of staff, such as the playground, buses, restrooms, and bus stops. The most likely adult to be informed by a victim is the parent. Parents are often reluctant to inform the school due to the student's fear of redress. Without parent input, the school personnel will be uninformed and unable to intervene to stop this behavior. It is vital that school staff and parents continue to work together to protect the safe environment of our school programs.

We encourage you, as parents, to please let us know about any particular bullying concerns you may have for your child that may led to exclusion or meanness towards your child by somebody else here at school. We want to ensure that this problem can be managed by a strong partnership between our school and you.

The following pages are a copy of the Wiesbaden Garrison Bullying Policy which was signed into effect in 2012.

USAG Wiesbaden Anti-Bullying Policy

The U.S. Army Garrison Wiesbaden and Wiesbaden DoDD Schools are committed to making our community and school safe, caring, and welcoming places for all our children and youth. We will treat each other with respect, and we will refuse to tolerate bullying in any form in our community or at our school.

Our community and school define respect as follows: Treat others with the dignity and regard you would want to be treated with.

Our community and school define bullying as follows: Bullying is a mean and one-sided activity intended to harm where those doing the bullying get pleasure from a targeted child's pain and/or misery. Bullying can be verbal, physical and/or relation: have as its overlay includes all forms of hazing and cyber bullying. It can be and often is continuous and repeated over time, however, once is enough to constitute bullying.

Bullying that happens off of school grounds, including all forms of cyber bullying can impact the feeling of safety the targeted child has upon returning to school with the perpetrator(s) and can create an intimidating, hostile or offensive environment for all students. The school and the Civilian Misconduct Action Authority (CMAA) will address these actions when necessary for the wellbeing and safety of the community and all students involved. All suspension and expulsion documents, if forwarded to the CMAA, may be used as aggravating factors when considering administrative action in juvenile civilian misconduct under Army Europe Regulation 27-9.

Examples of bullying include but are not limited to:

- Taunting
- Using put-downs, such as insulting or making fun of someone's race, religion, physical ability or disability, mental ability or disability, gender – including perceived or actual sexual orientation
- Threatening or ganging up on someone
- Stealing or damaging another person's things (stealing or damaging can be also be considered a criminal offense)
- Spreading rumors about someone
- Physically hurting a targeted child, including, but not limited to hitting, kicking, tripping, pushing, shoving
- Unwanted touching, patting, grabbing, hugging, kissing, cornering, blocking passage, bumping (can be considered a form of assault which is a criminal offence)
- Shunning or purposefully excluding a targeted student or trying to get other students not to play with targeted child
- Using a cell phone, gaming device, the internet, or other social media to threaten, stalk, ridicule, humiliate, taunt, spread rumors, lock out of a game, or hack into a targeted child's account
- Hazing, i.e. "any intentional, knowing , or reckless act by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student of the purpose of pledging, being initiated into affiliating with, or holding office in an organization

Adults in our community and staff at our school will do the following to prevent bullying and help children feel safe:

- Closely supervise children and youth in all areas of the Child, Youth and School (CYS) Services and school) to include the school and playground)
- Watch for signs of bullying behavior and stop it when it happens
- Teach the Steps to Respect program and/or other supplemental Social Skills lessons to increase awareness and empowerment in all children and youth in our school and CYS Services (It is the school culture and social environment that these policies, procedures, and programs create as well as reflect).
- Provide training opportunities for students and families regarding awareness and prevention of bullying
- Take seriously families' concerns about bullying and create a procedure for reporting
- Look into all reported bullying incidents and respond quickly and appropriately
- Assign consequences for bullying based on the school discipline code
- Maintain open communication between CYS Services staff and school staff for optimal support of all children involved in a bullying incident
- Provide immediate consequences for retaliation against students who report bullying

Children and Youth in our Community will do the following 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
- Try to include everyone in play and social interaction, especially those who are often left out

Discipline Procedures for Bullying in School

Consequences for bullying will always include a procedure for holding accountable for their actions the perpetrator(s) and any bystanders who played an active supporting role in the bullying. Other procedures can range from positive behavioral interventions to expulsion from school. These consequences are dependent on the nature and severity of the behavior, the age of the student and the student's past behavior. The purpose of these procedures is for holding student(s) accountable for the bullying, preventing another occurrence, and protecting the targeted child.

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

- Notify parents/guardian of the incident and consequences
- Assisting the perpetrator(s) to find more appropriate ways to relate to peers
- Conference with teacher, principal, and/or parent
- Referral to Social Work Services, such as Social Work Services, Garrison Chaplain and Military Family Life Counselors
- Corrective instruction
- Behavior management plan
- Temporary removal from the classroom
- Loss of school privileges
- Classroom or administration detention
- In-school suspension
- Out of School suspension
- Legal action
- Expulsion

Note: If the school can handle the behavior problem internally, it is within their right to do so. Should the behavior escalate, or present a danger to the order, discipline, and safety of the Garrison, the individual should be referred to the Assistant Civilian Misconduct Action Authority (ACMAA). Any behavior that constitutes a Criminal act or breaks the law must be reported to the Military Police with a notification the ACMAA.

Discipline Procedure for Bullying in CYS Services

Consequences for bullying will always include a procedure for holding accountable for their actions the perpetrator(s) and any bystanders who played a supporting role in the bullying. Other procedures can range from positive behavioral interventions to removal from the program. These consequences are dependent on the nature and severity of the behavior, the age of the youth and the youth's past behavior. The purpose of these procedures is for holding perpetrator(s) accountable for the bullying, preventing another occurrence, and protecting the targeted youth.

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

- Notify parents/guardian of the incident and consequences
- Assisting the perpetrator(s) to find more appropriate ways to relate to peers
- Conference with youth and/or parent
- Referral to Social Work Services, such as Social Work Services, Garrison Chaplain and Military Family Life Counselors
- Corrective Instruction
- Behavior management plan
- Community Service-as determined by the CMAA
- Temporary loss of CYS Services program privileges as determined by Program Director and CYS Services Coordinator
- Loss of logistical support as determined by the CMAA
- Legal action
- Removal from all CYS Services programs

Note: If CYS Services can handle the behavior problem internally, it is within their right to do so. Should the behavior escalate, or present a danger to the order, discipline, and safety of the Garrison, the individual should be referred to the ACMAA. Any behavior that constitutes a criminal act or breaks the law must be reported to the Military Police with a notification to the ACMAA.

Support for a Target of Bullying

The effects of bullying on the targeted youth cannot be over emphasized. Isolation, lack of friends and/or support and a feeling of helplessness that targets of bullying experience can be devastating. The Garrison and School will ensure that targeted youth receive all support necessary. Actions may include but are not limited to:

- Notify parents/guardians immediately of the incident. Give them the method to use to report any further targeting of their child.
- Take effective measures to keep the targeted youth safe at school and at CYS Services; give/her tools to stand up to the perpetrator(s), and support to keep the targeted youth from succumbing to the bullying.
- Identify a person or persons to whom the targeted youth can safely report any further bullying incidents.
- Should the targeted youth appear to be in immediate danger of hurting himself/herself; parents will be notified without delay. If parents are not available, the Military Police will be contacted and asked for an immediate and emergency referral to Social Work Services.
- Should the behavior be a concern to the well-being and safety of the community, the ACMAA will be contacted.
- Provide referrals to counseling services, such as Social Work Services, Garrison Chaplain and Military Family Life Counselors.
- Maintain open communication between CYSS staff and school staff for optimal support of the targeted youth.

Important note of Discipline

Discipline is not judgmental, arbitrary, confusing, or coercive. It is not something we do to students. It is working with them. It is a process that gives life to a student's learning. It is restorative, and invites reconciliation. Its goal is to instruct, guide, and help students develop self-discipline- an ordering of the self from the inside, not an imposition from the outside.

The four goals of discipline:

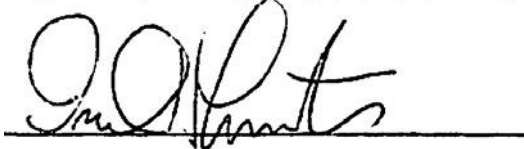
1. Show students what they have done.
2. Gives them as much ownership of the problem that they can handle.
3. Gives them options for solving the problem.
4. Leaves their dignity intact.

For mistakes, mischief, and mayhem that unintentionally or intentionally create serious problems of great consequence, the **Three R's**- restitution, resolution, and reconciliation; are incorporated into the four steps of discipline.

R.S.V.P.—Consequences need to be **R**easonable, **S**imple, **V**aluable, and **P**ractical.

Anti-Bullying Policy

Signed on 22 MAR 2012



COL DAVID H. CARSTENS
Garrison Commander
USAG Wiesbaden

U./Ju. IA -

Penelope A. Miller-Smith
Principal
Hainerberg Elementary School



Chuck Fannin
Principal
Wiesbaden Middle School


Ed.D.

Sharon O'Donnell
Principal
Wiesbaden High School

Note of explanation:

Civilian Misconduct Action Authority=Garrison Commander

Assistant Civilian Misconduct Action Advisor-staff member that serves as action advisor to the Garrison

DoDEA-E OFFICIAL SCHOOL SUPPLY GUIDELINES

This is the only official list of supplies for students at DoDEA-E schools throughout Europe. All other lists that may be in circulation, or requests for additional supplies, should be disregarded. Parents should follow only the DoDDS-E official guidelines when purchasing school supplies for their children.

Each school may provide additional guidance to the parents on what to buy for their student that is more "grade specific". These lists are normally published in the local newspapers for each garrison just before school starts.

SCHOOL SUPPLIES

School supplies may be purchased at the Main Post Exchange in the Hainerberg Shopping Center as well as Shoppettes at the Hainerberg Shopping Center, Wiesbaden Army Airfield and Mainz-Kastel. Please check with teachers regarding any materials you may need to purchase.

Parents are expected to provide the following for their children as needed:	Schools are expected to purchase the following items and have them available in August for the beginning of school:
Pens and pencils Rubber eraser Colored pencils Glue (sticks, bottled) Pocket folders Paper – loose leaf Book bag or backpack Spiral notebooks Plastic supply box Notebook dividers Bound composition book Highlighters Notebook – 3 ring binder Paints (watercolor) Colored markers Tissues (1 box, max.)	Planners Gym shoes Child’s round end scissors Crayons Bath towel Rulers (ES & MS only) Paints (tempera) Pencil Sharpeners Toilet Paper Paper - Graph Index Cards Calculators Dishwashing Detergent Plastic Bags Paper Towels Contact Paper Liquid Soap Baby Wipes Hand Sanitizer Locks (as required) Copy/Printer Paper

**Hainerberg Elementary School
Student Supply List**

All Students	Kindergarten (K)	1st Grade
Rubber erasers Colored pencils Glue (sticks/bottled) Book bag or backpack Tissues (1 box maximum) Child's round scissors Crayons Pencils (*larger ones if possible for K) Gym Shoes	Pocket folders (2) Plastic supply box Paints (watercolors) Bath towel or blanket	Pocket folders Bound Composition Book Paints (watercolors) Colored Markers
2nd Grade	3rd Grade	4th & 5th Grade
Pens Pocket folders (2-w/brads, pockets on bottom) Spiral notebooks (2) -70 sheet count) Bound composition book (2-blk/wh) Notebook (3-ring binder) Paints (watercolors) Paper- loose leaf Colored markers	Pens Pocket folders Highlighters Spiral notebooks Plastic supply box Bound composition book Colored markers Bath towel Paper-loose leaf	Pens Pocket folders Highlighters Plastic supply box Bound composition box Colored markers Paper- loose leaf Paints (watercolors) (4th grade ONLY) Notebook (3-ring binder) (4th grade ONLY) Spiral notebooks (5th grade ONLY)

*This list is based off of the DoDEA-E Official School Supply Guidelines.

The mission of Hainerberg Elementary School is to provide exemplary education programs that inspire and prepare all students for success in a global environment.

Students, Teachers and Parents...Learning for a Lifetime.



**DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE PRINCIPAL
HAINERBERG ELEMENTARY SCHOOL
UNIT 24305 BOX 86
APO, AE 09005**



Aug. 21, 2014

MEMORANDUM FOR PARENTS AND STAFF
SUBJECT: Notification of AHERA inspection (or re-inspection)

As required by the Asbestos Hazard Emergency Response Act (AHERA) of 1986, our buildings have been inspected or re-inspected for asbestos-containing materials (ACM). The most recent inspection was conducted on 11/15/2011 in accordance with Environmental Protection Agency (EPA) regulations and DoDEA policy. The results of the inspection indicate we have asbestos materials in our school.

As required by EPA, a triennial re-inspection and six month periodic surveillance program is in effect for any asbestos materials that remain in place and their condition will be closely monitored. A copy of the Asbestos Management Plan, which includes the recommended management response action(s) for ACM, is kept in our office and is available for your review. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Debbie Parks,
Principal

Hainerberg Elementary School



HES Vision Statement

Students, teachers, and parents...
Learning for a lifetime!

Hainerberg ES - CSI GOALS

- Goal 1: Students will communicate and apply mathematical concepts.
- Goal 2: Students will write responses that demonstrate knowledge through the use of reading and writing strategies.

DoDEA Mission Statement

Educate, Engage, and Empower Each
Student to Succeed in a Dynamic World