Student/Parent Handbook

John O. Arnn Elementary School

Camp Zama
Japan

Cover design By

K.L

To the Students and Parents of John O. Arnn Elementary School,

Welcome to School Year 2007/08 SY

This handbook was designed with you in mind to better help you learn what Arnn Elementary School is all about. We ask that you use this guide as a resource throughout the course of the school year so that you will have a basic knowledge of some of the policies, procedures, and programs that will affect you. Information regarding student expectancies, progress reporting, academic schedules, extra-curricular programs, health services, and school supply listings are just some of the many entries you'll find within this handbook. Parents are asked to review its contents and to discuss items with students. Since this handbook offers a snapshot of what Arnn ES is all about, students and parents are encouraged to ask questions to school personnel at anytime so that individual's needs can be addressed and met.

On behalf of the Arnn ES staff, we look forward to another fun and fulfilling school year. In collaboration between the school and home, we invite you to work alongside us at the school site so that the educational programs at the school will be enhanced, fulfilling, and rewarding for all involved. Our staff is dedicated to providing a myriad of opportunities for learning and success for all of our students and we know that school year 2007/08 will be a satisfying and productive one. We welcome you and we look forward to great opportunities and new discoveries ahead!

SUSANNE A. MORIN
Principal

Brief History of Major John O. Arnn

In an era that has seen the resurgence of the importance of American heroes, we are fortunate to have a past American hero to hold up as an example for our children.

John O. Arnn was first stationed in Japan in 1953 at Camp Chicamagua on the southern island of Kyushu. While there, the much-decorated veteran of both World War II and the Korean War became involved with a children's home called the Garden of Light Orphanage Soon after his reassignment to the U.S. in 1956, Arnn learned that Camp Chicamagua had closed, leaving the orphanage without the financial support which the American community at the camp had provided. While in the U.S., he and his family sent contributions to the children's home.

In 1960 the Arnn family was stationed at Camp Zama. After a visit to the orphanage, John Arnn began a personal crusade to raise funds for the orphanage. In December of that year he and another soldier wagered that they could hike the 826 miles between Camp Zama and Beppu, where the orphanage was located, in less than two weeks. They won their bet, and the money was the beginning of a building fund for the Garden of Light home.

The following December, Arnn and five companions, both Japanese and Americans, repeated the hike. In February of 1963, Major Arnn hiked again with seven companions to raise funds for the orphanage.

Major Arnn was killed in Vietnam on Christmas Eve, 1965, but his outstanding service record and his selfless dedication to his belief that true happiness was to be found in helping others, remains an inspiration to our students.

Mr. N.S., a Japanese National living in Tokyo, visited Arnn ES on September 28, 2007 with Mr. T.M. to share his experiences about the 1963 run to Beppu and to see the new John O. Arnn ES.

For more information on Major Arnn read Janice Frew's book: *"In Search of The Walking Major"*, which is available in the Information Center. Janice Frew wrote the book while a sixth grade student at John O. Arnn Elementary School.

History of John O. Arnn ES

Sagamihara Elementary School opened in September 1951 with 300 students, ten teachers, and a principal. It started in a building purchased from the Japanese Government. This original building was destroyed by fire in 1976. Three temporary buildings were constructed in the summer of 1976 on the community play area across the street from the original school site. Later in 1978 three new buildings were completed on the original site and the campus was completed in 1983. These buildings served as the school until the new school replacement project was completed in May 2003. Fall 2003, the new John O. Arnn ES opened. Enrollment for SY 2007-2008 is approximately 350 students.

School Motto: Creating Lifelong Learners
School Mascot: The Knight
School Colors: Blue and Green
School Logo:

AES' Mission Statement:

*The John O. Arnn Elementary School community will provide a variety of instruction to our students to gain the **K**nowledge **N**ecessary to become **I**ndependent thinkers, **G**oal setters and **H**igh achievers for **T**oday and **T**omorrow*

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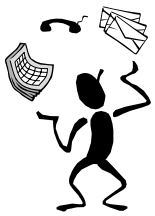


NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

We are pleased to inform you that our school has earned the North Central Association of Colleges and School accreditation in spring of 2007. Our membership in this association means that this school has met those conditions and standards of excellence as defined by the accrediting North Central Association.

DAILY SCHOOL SCHEDULE

PSCD

First Session (A.M.) 0845-1115
Second Session(P.M.) 1145-1415

SURE START

0840 Students enter classroom
0845 Instruction begins
1415 Dismissal

KINDERGARTEN THROUGH SIXTH GRADES

0830 Students arrive to school
0840 Students enter building
0845 Instruction Begins
1506 Dismissal

SCHOOL TELEPHONE NUMBERS

All staff members can be reached by leaving a message with the secretary in the Main Office. Messages are usually left in distribution boxes or e-mailed. Please specify if a message is urgent or if immediate attention in needed, as uninterrupted instructional time is a priority.

SCHOOL MAILING ADDRESSES

Arnn Elementary School
Sagamihara DHA

APO AP 96343-5006

Arnn Elementary School
Beigun Jutaku 122-01
4811 Kamitsuruma
Sagamihara-Shi
Kanagawa-Ken 228-0802

ARNN ELEMENTARY SCHOOL'S INTRANET WEBPAGE:
www.knightnet.arnn-es.pac.dodea.edu

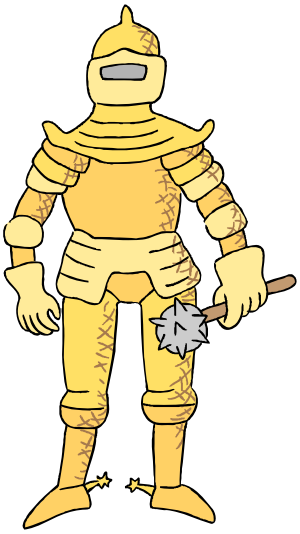
ARNN ELEMENTARY SCHOOL'S INTERNET WEBPAGE:
www.arnn.-es.pac.dodea.edu

DODEA WEBPAGE: www.dodea.edu

SCHOOLS' LIAISON OFFICER
Contact Child Youth Services Coordinator
263 3241

SCHOOL TELEPHONE DIRECTORY

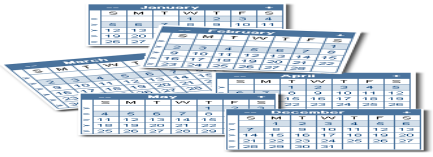
Main Office	**267-6602/6011 (DSN)** **042-869-6602/6011 (using Japanese or cell phone)** **011-81-42-869-6602/6011 (calling from U.S.)**
Fax Number	**267-6015 (DSN)** **(from US) 001 81 428 69 6015**
Principal	**267-6032**
Registrar	**267-6011**
Nurse	**267-6185**
Counselor	**267-6721**
Psychologist	**267-6052**
Information Center	**267-6108**
Cafeteria	**267-6533**



2007/08 SCHOOL YEAR CALENDAR

24 August 2007	New Student Orientation @ 1500
27 August 2007	First Day of School 1-6 PSCD
27-31 August 2007	PSCD & K Home Visits
3 September 2007	Labor Day- Federal Holiday
4 September 2007	First Day of School Kinder
11 September 2007	Sure Start Orientation @100
17 September 2007	First Day of School for Sure Start
5 October 2007	½ Day for Students Professional Development Day (PDD)
8 October 2007	Columbus Day Federal Holiday
12 October 2007	No School Educators Day
1 November 2007	End of First Quarter
2 November 2007	No School for Students Teacher Workday
5 November 2007	Begin Second Quarter
7 - 9 November 2007	Begin First Quarter Parent Conferences 7th – ½ Day for Students, afternoon Conferences 8th & 9th Conferences all day, No School for Students
12 November 2007	Veterans' Day- Federal Holiday
22-23 November 2007	Thanksgiving- Federal Holiday
14 December 2007	½ Day PDD
24 December 2007	Begin Winter Recess
7 January 2008	Instruction Resumes
9 January 2008	Geography Bee
18 January 2008	½ Day for students Dismiss 1145 ½ Day PDD
21 January 2008	Martin Luther King Jr. Federal Holiday

24 January 2008	End of the Second Quarter
25 January 2008	Teacher Work Day No School for Students
28 January 2008	Start Third Quarter
1 February 2008	Job Shadow Day – 6th Grade
15 February 2008	No School for Students PDD Technology
18 February 2008	Presidents' Day- Federal Holiday
27 February 2008	Science Fair
3 March 2008	Read Across America
7 March 2008	½ Day for Students - PDD
10–21 March 2008	Terra Nova Testing 3-6
28 March 2008	½ Day PDD, Band Concert
3 April 2008	End of Third Quarter
4 April 2008	No School for Students- Teacher Workday
7 April 2008	Begin Spring Recess
14 April 2008	Instruction Resumes- Begin Fourth Quarter
18 April 2008	Third Quarter Student/ Parent/Teacher Conferences
21 April – 25 April 2008	Online Assessments 5th Grade Science 3rd & 6th Grade Social Studies
26 May 2008	Memorial Day- Federal Holiday
12 June 2008	End of Fourth Quarter and Second Semester ½ Day for students
13 June 2008	No School for Students- Teacher Workday/Last Day for Educator Personnel



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DODEA)
Dr. Shirley Miles, Director, DODEA
Dr. Nancy C. Bresell, Area Superintendent, DoDDS-PACIFIC
Mr. Bruce Derr, District Superintendent, Japan

DODEA MISSION STATEMENT

The Department of Defense Education Activity (DODEA) provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

DODEA GUIDING PRINCIPLES – STUDENTS

Student achievement…a shared responsibility
Trust and respect for others' rights
Unlimited opportunities to reach high expectations
Dedication to lifelong learning
Equal access to a quality education based on standards
New and motivating challenges to inspire excellence
Total accountability with teamwork
Success for all…students first

DODEA SCHOOLS COMMUNITY STRAGETIC PLAN (CSP)

Goal 1: Highest Student Achievement: All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Goal 2: Performance-Driven, Efficient Management Systems: DODEA will use a performance driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Goal 3: Motivated, High Performing, Diverse Workforce: The DODEA workforce will be motivated diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Goal 4: Network of Partnerships Promoting Achievement: Every level of DODEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.

Continuing School Improvement (CSI)

Last school year Arnn completed a five-year school improvement cycle with a very successful visit from our school accreditation organization, NCA-CASI (http://www.ncacasi.org/). This year, working with all our stakeholders (parents, students, Arnn staff, and community members) we will be designing our new school improvement plan. Parents are an important part of this process. You're invited to attend our professional development days and work with Arnn staff on developing our school improvement plan.

Professional Development Days: Early release 11:45

Students at John O. Arnn Elementary School receive ten (10) minutes more instructional time each day to allow teachers to get a professional development day (PDD) once or twice a month. During this time, parents are welcome to participate in various staff development activities with the school staff. Staff development activities vary from training to training. We will work on meeting our DODEA Community Strategic Plan and John O. Arnn Elementary School Improvement Plan. For more information please feel free to contact the school.

CHAIN OF COMMAND

Everyone benefits when the proper chain of command is followed. We request that you attempt to solve issues at the lowest level before requesting resolution at a higher level. It is requested that when a problem or a concern exists, **you begin with your child's teacher and speak with them first regarding a classroom issue**. Please note our DoDDS Chain of Command below.

Parents and Community Members

Classroom Teacher
Resource Person
Counselor, Nurse, Psychologist, Specialists & Support Staff 267-6602

Ms. Sue Morin, Principal 267-6032

Mr. Bruce Derr, District Superintendent, Japan
Unit 5072, APO AP 96328-5072 Telephone: 225-3940

Dr. Nancy Bresell, Deputy Director (Pacific), DoDDS
PSC 556, Box 796 FPO AP 96386-0796 / Telephone: 645-2340

Dr. Shirley Miles, Director, DoDEA
4040 N. Fairfax Drive Arlington, VA 22203-1635Telephone: (703) 696-4462

RESOURCE PROGRAMS

In additional to regular classroom instruction, Arnn Elementary School offers the following resource services:

READ 180 READ 180 is an intensive reading intervention program designed to meet the needs of students in grades 4, 5, & 6 whose reading achievement is below the proficient level. The program directly addresses individual needs through direct instruction in reading skills, high-interest literature, and adaptive and instructional software.

English as a Second Language Instruction in English as a Second Language is provided for students who are not proficient in speaking, reading, and writing English. Services are provided in age appropriate, individual, and small group settings.

Gifted Resource Education The Gifted Education Program is designed to help those students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess unusual leadership capacity, and/or excel in specific academic fields. Parents and/or staff members may refer student candidates to this resource program, whereby the Gifted Education Review Committee will then screen, assess, and determine student eligibility to participate in this program. (DoDEA Regulation 2590.1)

Art, Music, and Physical Education Students receive regularly scheduled instruction from resource educators specifically trained in these areas.

Host Nation Education is a unique feature of DoDEA K-6 school programs and is designed to provide DoDEA elementary school students with a cross-cultural program to inculcate in students an appreciation and understanding of the culture of the country in which they are located. In addition, the host nation language is an essential part of the curriculum. Students acquire second language skills in play and work situations where meaningful contextual communication is necessary and desired. Students also acquire a deeper understanding of cross cultural diversity and a greater understanding of the social environment of the host nation.

Information Specialist The Information Specialist is responsible for ensuring that the Information Center (library) serves the needs of all students and parents by ordering, cataloging, and maintaining library books, audio-visual materials, and equipment. Students are given instructions in research skills though the use of computer-based programs and the Internet.

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Guidance Counselor The primary responsibility of the counselor is to help children adjust to the school setting. The counselor also meets with individual parents who are concerned about their child's academic, social and/or emotional development. Information about professional help and services available either though the school or local agencies can be provided. Parents are encouraged to inform the counselor when there is a family crisis, such as divorce, death, serious illness, or adjustment to a stepfamily. This helps both the counselor and the classroom teacher provide support for the child during a difficult time.

School Psychologist A psychologist is available to provide short-term psychological counseling that supplements and extends the regular guidance-counseling program. The goal of such counseling is to improve the student's ability to be successful in the school environment. The school psychologist is also available to consult with parents, teachers, and community agencies.

Nurse The school health nurse is a professional registered nurse who provides first aid to injured or ill students, dispenses prescription medications, monitors students with chronic medical conditions, provides health assessments, including vision, hearing, scoliosis, and developmental screenings and arranges for annual dental screenings. The school health nurse also provides instruction in health and safety education for all grade levels, human growth and development education for 4th through 6th grade students.

PARENT INVOLVEMENT

PARENT TEACHER ASSOCIATION (PTO)

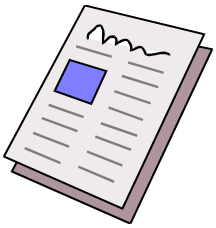
The PTO is a school spirit and fund raising organization that requires the support of all parents to fully satisfy our objectives in supporting the school. Meetings are held each quarter. Anyone interested in working with the PTO should contact the President or Vice-President by calling the school office.

SCHOOL ADVISORY COMMITTEE (SAC)

The SAC established by DoD regulation, composed of an equal number of elected parents and teachers, advises school administrators and/or installation commanders on program matters which impact on the quality of education in our schools. Unlike PTO, this is a non-fund raising committee. Meetings are open to all community members, and parents are encouraged to attend these meetings, share concerns and become involved in improving our school programs.

SCHOOL-PARENT NEWSLETTER (Knightly News)

The school makes every effort to communicate often with our parents and community members. Every other week throughout the school year, you will be advised of school happenings through the official school-parent newsletter, The Knightly News. In addition, reminders will also periodically be published to advise you of important events and dates. Currently, the newsletter is being printed, but eventually, editions will be sent home electronically.



GENERAL INFORMATION

ARRIVAL AT SCHOOL

Students who walk to school should arrive at 0830. Caution your child(ren) to leave home so that the arrival at school is not prior to this time. Supervision is not provided prior to 0830. 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' advance permission).

ARRIVING LATE

For the safety and security of our students, all students arriving after 0845 must be signed in by a parent/sponsor.

SCHOOL SUPPLIES

School supplies may be purchased at the Main Post Exchange on Camp Zama. Teachers may send home a list of additional items needed after school begins. Supply lists are located in the office, on the Knight Net (school's intranet) and in the appendix of this handbook.

Please ensure that student's personal materials are clearly marked with student's full name, grade, and teacher. Please be sure eyeglasses and watches are easily identifiable with student's full name permanently marked on items.

DoDDS 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.

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

STUDENT DRESS

Students are expected to present a clean, neat appearance. Every effort possible will be made to assist in maintaining this appearance throughout the school day.

Short shorts, spaghetti straps, halter tops, see-through shirts, T-shirts designed as underclothing, pants worn below the normal waistline, and shower shoes are examples of inappropriate classroom attire. Clothing with offensive words or obscene pictures is not permitted. Appropriateness of dress outside these parameters will be determined on a case-by-case basis by the administration.

Clothing appropriate for local weather conditions is important in a rainy, chilly climate. If an occasion should arise in which a staff member has concerns regarding the appropriateness of a student's dress, mutual discussion with the student and parent will be held. Appropriate rain and winter clothing are important for health protection. Clothing should be appropriate for all school situations, including PE and recess (i.e., shoes such as flip-flops and open-toed shoes are inappropriate for school).

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. **Knives and toy guns are not allowed in school for any reason.**

Scooters, skateboards, roller blades, CD players, radios, tape players, infrared laser pointers, pagers and battery-operated games are not allowed at school. These items will be confiscated and will only be returned to a parent. Bicycles, if used to commute to and from school, need to be secured in the bike-racks during school hours

CELL PHONES AT SCHOOL

Cell phones may be carried by the student but not used at anytime at school. Cell phones must remain in the student's backpack at all times. In the event that they are taken out and used, the cell phone will be taken and turned into the office for safe keeping until it can be personally returned to the students' parents. Students have access to school phones as situations warrant.

CAMP ZAMA SCHOOL BUS OFFICE INFORMATION

The school bus office is located on Camp Zama in Bldg. 102, Room M101.

Bus Safety Training is provided to all students by the bus office at the beginning of each school year. **Questions about school bus transportation should be directed to the school bus office at 263-4151. Problems of misconduct or other complaints concerning bus transportation should be directed to the Bus Monitor Office at 263-5898**

PARENTS PLEASE TEACH YOUR CHILDREN **NEVER TO GO IN FRONT OF OR BEHIND THE SCHOOL BUS AND TO WAIT SIX FEET BACK FROM THE CURB, BEHIND THE YELLOW SAFETY LINE.**

SCHOOL LUNCH PROGRAM

SY 2007/2008 Prices

Student lunch: $2.05	Milk $0.60
	Juice $1.30
	Cookies $ 0.40
Adult lunch: $ 3.30	

The school cafeteria is operated by the Army and Air Force Exchange System (AAFES). Orders/count of lunches are taken by teachers each morning to assure preparation of required number of lunches. Bag lunches may be brought and milk may be purchased for $0.60. Please establish a credit line at the Zama Main Exchange, Customer Service Counter. Once the account is established, money can be added to it, at the Sagamihara Shoppette and/or Sagami Depot Gas Station. Students will have their own individual pin numbers to purchase lunch. Cash is also accepted.
* Prices are subject to change, all questions regarding the lunch program are to be directed to AAFES, at 263-4534**.**

NATIONAL SCHOOL LUNCH PROGRAM

Under direction of Department of Agriculture and Department of Defense, the National School Lunch Program is offered at Arnn Elementary School. 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 the school as well as the CYS Central Registration Office in Bldg. 533 on Camp Zama.

HEALTH SERVICES AND INFORMATION

MEDICAL EMERGENCY

In case of a medical emergency, the child will be transferred by ambulance to a Japanese hospital and parents will be notified ASAP. **IT IS VERY IMPORTANT IN CASE OF AN EMERGENCY FOR THE SCHOOL TO HAVE A CURRENT ADDRESS, HOME PHONE, DUTY PHONE, CELL PHONE AND THE PHONE NUMBERS OF YOUR EMERGENCY CONTACT PERSON IN CASE NEITHER PARENT CAN BE CONTACTED.**

MEDICATION POLICY

It is best practice to administer medications at home. If medication is required 3 times daily, it can be given in the morning, after school and at bed time.

All medicine, including over the counter products, need a doctor/dentist or primary care provider's order. The necessary school medication form, Hold-Harmless Letter, is available from the school nurse and at MEDDAC, and needs to be completed by the doctor and parent before medication can be given. All medicine must be in the original container, labeled with student’s name, the medication, dosage, current date, and brought to the nurse by a person over 18 years old and left in school for the duration of the medication. For everyone’s safety, children are not allowed to transport nor have medication in their possession.

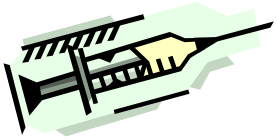
When should a child stay home sick?

In order for your child to be ready to learn and to control communicable diseases in school, it is very important for you to keep your child at home for the following reasons.

If your child:

- has a temperature over 100 degrees. Your child needs to remain at home in bed for the day, and has be fever free for 24 hours without the need for fever reducing medication before returning to school, as many children rebound with a fever.
- has been diagnosed with a strep infection. Your child needs be on antibiotics for 24 hours before returning to school.
- has vomited during the night or in the morning
- has persistent diarrhea during the night and into the morning.
- has a moist productive cough, chest congestion, or discolored nasal discharge.
- has red or swollen eyes that itch/hurt and are draining

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



IMMUNIZATION

Visit the school's web site www.knightnet.arnn-es.pac.dodea.edu for the immunization requirements, look under Health Office, DoDDS requirements.

REGISTRATION INFORMATION

REGISTRATION AND ENTRANCE REQUIREMENTS

All returning students must be re-registered each school year.

Requirements for entering school:
Sure Start: Must be four (4) years of age by 31 October of the current school year.
Kindergarten: Must be five (5) years of age by 31 October of the current school year.
First Grade: Must be six (6) years of age by 31 October of the current school year.

Documents required:

- Sponsor's PCS orders, unit orders assigning sponsor, family travel orders with student's name listed, amended orders, and/or extension orders.
- Student's Immunization Records (see requirements)
- Student's Social Security Card
- 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

SCHOOL POLICIES AND PROCEDURES

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 notify 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 & EMERGENCY SITUATIONS

It is vital that the school has a current emergency contact name, address, and phone number for each student. Please update this information accordingly throughout the school year.

Since no one can predict when an emergency will occur, it is essential that the school be aware of the sponsor's duty telephone number, spouse's work telephone number, your current home telephone number, as well as an emergency address and the telephone number of a friend or neighbor. If any of these numbers change, please notify the office immediately. We MUST have a number to reach you during the day. This is a critical requirement since the health clinic may not treat a child without parental permission. It is suggested that you provide the emergency contact person with a medical power of attorney for each child.

Your child must know exactly what he/she is to do in case school must be closed in the middle of the day for an emergency. This may never happen, but nevertheless, preplanning is necessary. Please arrange with our child where he/she should go if you are not at home, in order to ensure adequate and responsible supervision for the remainder of the day.

HOMEWORK POLICY

Homework includes all educational experiences occurring outside of school hours, but directed by the school. The kind and amount of homework is dependent on student needs. The most beneficial homework is that which strengthens understanding and provides enrichment. Homework is not assigned merely as "busy work" or as a disciplinary measure. It should be recognized that "homework" might not always be paper and pencil tasks. Some of the homework in primary grades will be students reading to parents and parents reading to students, or possibly host nation and creative art activities. It is good practice for parents or siblings to be as involved as possible with homework assignments. The emphasis is NOT on quantity; rather, homework assignments should serve the following purposes:

1. To provide students with opportunities to follow up on individual activities.

2. To allow exploration in greater depth of the material is presented during class. Assigned homework will reinforce skills learned in class; it will not introduce new or unfamiliar concepts or skills.

3. To supplement classroom learning with related outside experience.

4. To provide opportunities for problem solving and research. Homework assignments are planned to help motivate students. Homework will be checked for completeness and mastery of concepts as appropriate to the nature of the assignment.

5. To the greatest extent possible, homework assignments will be coordinated with school events. The following guidelines show the average range of minutes that may be assigned as a daily total. In addition, extra time may be required at the teacher's discretion for special projects, such as Science Projects, journal writing and increased daily personalized independent reading.

Grade	Range of Daily Minutes	Grade	Range of Daily Minutes
Kindergarten	10 - 20 minutes	4th	30 - 50 minutes
1st	10 - 20 minutes	5th	30 - 50 minutes
2nd	10 - 20 minutes	6th	60 - 80 minutes
3rd	30 - 50 minutes		

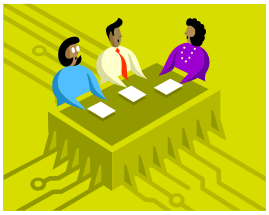
MONEY IN SCHOOL

Money required for school activities, projects and functions will be collected by the classroom teacher at the beginning of the school day (except for lunch money). **PLEASE** arrange for correct change for each student in your family.
School lunch line of credit with AFEES eliminates the need for children to carry money daily. The school cannot assume responsibility for losses of money left in such locations as desks, book bags or clothing; however, every reasonable effort will be made to assist your child.

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

LOST AND FOUND

Parents are urged to clearly mark with the child's name: jackets, boots, raincoats, sweater and all other personal property in order that they may be returned if misplaced. The "Lost and Found" is located in the cafeteria. Unclaimed items are disposed of at the end of the school year.



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, do make an appointment to talk with his/her teacher for clarification and possible solutions to the problem. Working together will ensure the best educational program for your child.

School-wide conferences are scheduled at the end of the first grading period. A conference day is also scheduled at the end of the third quarter for new students. Teachers or parents may also initiate a request for a conference during on this date. Individual conferences may be initiated at any time during the school year by parents and teachers. A written or telephone request is all that is necessary to schedule an appointment before or after school (class) hours.

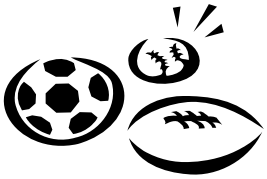
PARENT VOLUNTEERS

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 (e.g. 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 (e.g. tutoring), and a number of other special tasks.

All volunteers must have a background check; information is readily available in the main office.



PARTICIPATION IN ALL SCHOOL ACTIVITIES

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

DARE PROGRAM

The Department of Defense Education Activity (DoDEA) selected the D.A.R.E. (Drug Abuse Resistance Education) Program as the primary drug education program for our students. D.A.R.E. is one of the oldest and largest substance abuse and violence prevention programs in the United States. D.A.R.E. is the pioneer prevention effort founded in Los Angeles in 1983 by the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD) and was adopted by Department of Defense Dependents Schools (DoDDS) in 1986. The D.A.R.E. curriculum is taught in the fifth grade in DoDDS-Pacific/DDESS-Guam elementary schools.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued four times a year. First quarter reports are issued at a scheduled parent conference. One day is scheduled for a third quarter conference, especially for new students and for those parents or teachers wishing to conduct a special conference to discuss possible academic concerns. Parent or teachers may request a conference at any time. Students that are new or departing in mid Report Cards will be issued only after 20 days of attendance in the quarter for new students or those departing during the school year.

PROPERTY AND SUPPLY ACCOUNTABILITY

Each student is accountable for DoDDS 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.

SCHOOL ATTENDANCE/ABSENCE

Regular and prompt school attendance is essential to success and academic achievement. Every effort should be made to ensure your child's full, regular participation in his/her educational program.

1. Students are expected to arrive at school on time. If your child departs from home too late to arrive at school on time, **please sign him/her in at the front office**. Should this not be possible, please send a dated note to the office indicating what time the child left home and the reason for the tardiness.

2. It is recognized that there are times when school absence is necessary for reasons such as the following:

a. Illness
b. Death in the family
c. Cancellation of school transportation
d. Medical/Dental appointments
e. Emergencies
f. Participation in special religious services or holidays occurring on school days.

3. It is the parent's responsibility to call the school each time a student is absent from school.

4. Participation in non-school functions, babysitting with younger brothers and sister, helping with housework, missing a school bus and/or oversleeping are examples of inappropriate and unexcused absences.

5. Students are expected to remain on the school premises during school time. Please comply with the following administrative procedures which have been established to insure your child's protection and safety:

As DoDDS' school personnel, we are legal as well as educational guardians for the children under our care. In order to safeguard your children, the following procedures are to be followed when signing out children from school or from their assigned bus:

NOTES

All students must have written permission from the parent or legal guardian to leave the school campus during the day. The note should be brought to the classroom teacher or office by the child. Parental signing out when departing and signing in upon return is required. Teachers may not send children home for any reason without directing the student to the office first. A parent or guardian may also come directly to the school office to sign out their child. The procedure then is for the parent/guardian to sign the log book in the school office to authorize the release. They should also indicate departure time. All students must be escorted off campus by their parent or legal guardian (or adult with written parental consent).

a. Advance written notice regarding planned student absences for travel, religious holidays/services or stateside leaves.

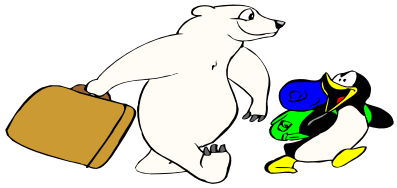
b. Arrangements should be made with a child's teacher to complete as many of his/her work assignments as possible in advance of planned absences or during his/her absence. Students are responsible for checking on required make-up assignments when they return (age permitting). Work missed should be completed within a two-week period. In the event of extensive absences special arrangements can be made with the teacher involved to adjust this policy.

c. If absence is due to leave travel, plan a special project of foreign study with your child's teacher prior to the trip.

d. Students returning to school after an unplanned absence should bring a written note signed by the parent indicating date(s) of absence. It would be helpful for the teacher to know the general reason for absence.

e. Children who are absent from school during the instructional day will not be permitted to participate in after-school activities/events.

f. It is understood that emergencies occur and/or sudden decisions have to be made. Please advise us where we can be of assistance in such circumstances.

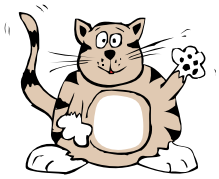


STUDY TRIPS

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

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.

Parental permission is required for a student to participate in study trips. Parents are requested to assist by volunteering to accompany classes and help with supervision. Parents must have a background check on file with the office. Background Check Forms are available in the main office. **Younger children and/or siblings cannot accompany parent chaperones on the trip.**



TRANSFER/WITHDRAWAL OF STUDENTS

Please notify the school in writing as to your child's last day of school attendance **prior** to a transfer or withdrawal from school. A minimum of 10 working days advance notice is necessary to process school records and conduct withdrawal activities for the student. Given advance notice, your child's records will be prepared and ready for you to pick up on the afternoon of his/her last day of attendance. Copies of permanent records may be hand carried by parents.

A child may be promoted to the next grade twenty days prior to the last day of school (in June) if PCS orders are submitted to the registrar.

UNSCHEDULED CHANGES DUE TO INCLEMENT WEATHER

Stay tuned to AFN radio (810AM) during, or at the onset of inclement weather.

USE OF BABY SITTERS/CHILD CARE PROVIDERS/CDC/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, sponsor's 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. Please include dates involved.**

VISITING THE SCHOOL

All visitors must register and obtain a visitor's pass at the main office before proceeding to contact students or staff members. Signs are posted in entry/exit points within the school as a reminder.

CLASSROOM VISITATIONS

Parents are encouraged to visit classes. Parents are required to make appointments to visit classes through the teacher or the school office.

SPECIAL EDUCATION

It is the policy of DoDEA that students shall be provided a free, appropriate education in schools where placement and service decisions are based on individual needs of the student, in the least restrictive environment and in accordance with the system's guiding principles. Imbedded in this mission and policy is the practice of inclusive education, which is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents and other special needs in the general education program, as appropriate. Supplementary aids and services are provided to these students where necessary in order for them to attain success.

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CHILD FIND

Child Find is the ongoing process used by DoDEA and the military departments to seek and identify individuals (from birth to age 21, inclusive) who are eligible to receive special education and related services.

STUDENT SUPPORT TEAM

The Student Support Team (SST) at Arnn Elementary is part of a DoDea-wide effort to provide academic and behavioral assistance to teachers and parents. A student is referred to the team if standard classroom interventions are not effective in resolving a problem. When referred, a team of school professionals works with teacher and parents to define the problem, look at effective interventions, and monitor the student for progress. The SST may also make referrals to other agencies or teams for such issues as ADHD, learning disabilities, and social skills deficits. For more information, you may contact the school psychologist.

CSC

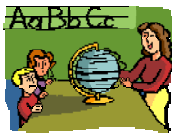
There are two kinds of Case Study Committees: Core CSC and student specific CSC. The Core CSC is composed of school personnel who oversee the special education program. It usually consists of the special education providers assigned to the school, an administrator, one or more general educators and other specialists within the school (e.g., counselor, nurse, etc.) The Core CSC is responsible for a variety of activities that contribute to the effective functioning of the special education program. The student specific CSC is responsible for those activities directly related to a specific student from the time of referral through Individual Education Program (IEP) development.

DODEA STANDARDIZED TESTING PROGRAM

Students will participate in three separate system wide assessments. First the Terra Nova, Multiple Assessment, 2nd Edition will be given to students in the third through sixth grade in the spring of 2008. It is a standardized norm-reference achievement test that compares students' scores to scores of a "norm group".
The second system wide assessment will be the Science Criterion-Referenced Assessment done online for fifth grade students only given in late April 2008.
The third system wide assessment is the Social Studies Criterion-Referenced Assessment done on line for third and sixth grade students in late April.

STUDENT BEHAVIOR

At Arnn ES, our school wide approach to managing student behavior *consists primarily of teaching and reinforcing positive attitudes and behaviors.* We view our students' behavior as a responsibility shared by students, parents, school staff, and the community. Adults guide students from direct discipline to self-discipline through consistent positive examples, reinforcement of appropriate student actions, and conversations with them when they make inappropriate behavior choices.



STUDENT & SCHOOL WIDE EXPECTANCIES

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

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

Teachers have class rules, which are based on these expectancies and which give students more specific information about the rules and what the teacher expects of them. Parents receive information on classroom discipline plans when their child enters the teacher's program.

PLAYGROUND EXPECTATIONS

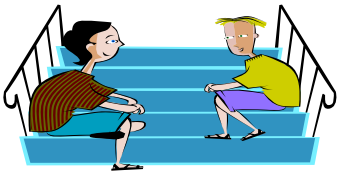
During our recess times, we

- Finish all food/drinks before going outdoors (food and drinks can choke us when playing).
- Invite/include others to play.
- Use the equipment appropriately:
  - Kick only soccer balls (as other balls may "pop")
  - Slide <u>down</u> the slide <u>feet first</u>
  - Use the playground equipment for climbing, sliding and walking – not for playing "tag" or chasing others.
  - Stay at least 10 steps back from those people who are swinging on the swings.
- Share and give others a turn.
- Ask an adult to go to the nurse before leaving the playground.
- Pick up after ourselves.
- Line up when it is time/when you are called.

CAFETERIA EXPECTATIONS

In the lunchroom we

- Walk
- Stay at our tables
- Pick up our areas (tables and floors)
- Use inside voices
- Raise our hands to seek permission to use the bathroom
- Know to bring a jacket to the cafeteria. If we forget these items in the classroom, then we remain in the cafeteria with a quiet activity for our lunch time.
- Know that the clapping pattern is the way to let us know that we need to lower our voices.
- Wait for the adult to dismiss us from our tables.



INAPPROPRIATE BEHAVIORS

When students act in ways that do not reflect the Arnn rules, such incidents become opportunities for teaching responsibility and how to make better choices.

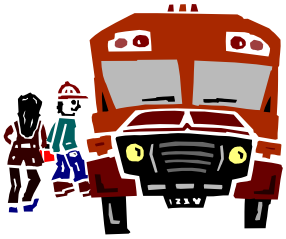
In common areas of the building, all staff members share the responsibility for enforcing the school wide rules and monitoring individual student behavior. Therefore, any staff member may and should take the opportunity to discuss observed inappropriate behavior with students, and if warranted, refer the student to the classroom teacher or an administrator.

When incidents occur on the playground or lunchroom or when a teacher makes a referral for a specific incident in the classroom, the principal will investigate the referral, to include talking to all students with relevant information. If it is determined that the student has behaved unacceptably, the administrator will apply a consequence.

First offenses generally result in a warning, and in a disciplinary record being established in the school's student information system. For serious first offenses or for inappropriate behaviors after that initial event, consequences are matched to the student after consideration of his/her age, prior behavior history, and of course the circumstances surrounding the referral.

Possible consequences include:

- student/parent conferences
- behavior contracts
- restriction from use or access to a place or activity for a specified time
- lunchtime or after school detention
- attending school on a non-school day (such as Saturday)
- suspension from school.
- contact with sponsor's chain of command



SERIOUS INFRACTIONS

DoDEA Regulation 2051.1 states: "Disciplinary consequences and other behavior modification techniques that are within the experience of the teacher, must be exhausted prior to resorting to disciplinary consequences that remove a child from the school, except when a child poses an *immediate* threat to his or her safety or the safety of others in the school."

Arnn Elementary School is able to offer a range of support services to assist classroom teachers and parents in changing repeated inappropriate student behaviors. These include a school counselor, a behavior management specialist, a school psychologist, and a range of special education personnel.

SUSPENSION AND EXPULSION

Suspension and expulsion, are disciplinary consequences used to modify the undesirable conduct of a student who is unreasonably disruptive to the education program and for whom other behavior management techniques and disciplinary consequences have proven futile." (Excerpt from DoDEA Regulation 2051.1)

The following list of most severe behaviors would generally result in a suspension and could also lead to expulsion:

- Possession of firearms, weapons, or explosives
- Possession, use, or sale of drugs
- Violence directed towards other students causing a deliberate, serious, physical injury
- Deliberate physical assault of an adult
- Making a bomb threat
- Deliberately setting off a fire alarm

Other types of serious behaviors may result in suspension/expulsion after consideration of such factors as the age of the student, his/her prior behavior history, and circumstances surrounding the events.

"ZERO TOLERANCE FOR WEAPONS"

The DoDDS school system has a "zero tolerance" for weapons. Many items that would not normally be considered weapons are prohibited when "carried in a concealed manner, or if displayed openly, brandished, or carried in the presence of other persons in a manner likely to make reasonable persons fear for their safety." The following *partial* list of weapons are provided as examples of prohibited items by USAREUR Reg. 190-6 and USAFE Reg. 125-17.

> **"Any of the following, if carried in a concealed manner, or if displayed openly, brandished, or carried in the presence of other persons in a manner likely to make reasonable persons fear for their safety: straight razor, razor blades, weapons made from razor blades, ice picks, daggers, machetes, swords, spears, bows, crossbows, clubs, any objects that may be used as a club to inflict bodily harm (for example, pieces of wood or pipe, stones, bricks), replicas of firearms (toy guns, BB guns), black cartridge pistols, and any other object that might be used to inflict bodily harm (for example, bicycle chains, canes with sharp points, broken bottles or glasses, small knives).**
> **-machine gun, shotguns, rifles, silencers or mufflers for any weapon, any destructive devices, any firearms, switchblade knives, club-type hand weapons(blackjacks, brass knuckles), gas pistols and shooting pens."**

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Incidents involving weapons on school grounds during the school day will involve a report to the military police for subsequent investigation and action, in addition to any consequence of suspension or expulsion applied by the school.

For weapons' incidents, as well as in cases of serious infractions for which a suspension is proposed in excess of a total of ten school days, or for which an expulsion would be the appropriate consequence, a disciplinary hearing will be held to formulate a recommendation to the principal on the consequence for the student. Parents are invited to attend such hearings and full attention is given to according due process rights to the student.

MANAGING STUDENT BEHAVIOR

STEP BY STEP INTERVENTIONS FOR STUDENTS WITH NON-RESPONSIVE, TROUBLESOME BEHAVIORS

When a student repeatedly does not respond to the classroom rules and behavior plan, the teacher should consider the following steps in addressing the disruptive or inappropriate behaviors.

- ✓ STEP 1 Teacher attempts to modify student's behavior by selecting a different strategy than those used for the remainder of the class.

- ✓ STEP 2 Teacher holds parent conference to modify student's behavior.

TEACHER REPEATS STEPS 1 AND 2 AS LONG AS THE STRATEGIES CHANGE THE STUDENT'S BEHAVIOR, EVEN IF EACH DOES SO ONLY FOR A LIMITED PERIOD.

- ✓ STEP 3 Teacher consults with resource staff for ideas on other strategies that could be tried. Teacher may also request an observation by the resource educator of the student in the setting in which most inappropriate behaviors take place. If the resource is the counselor, then alternative interventions become part of the counseling plan. Written documentation of behavior contracts, classroom discipline strategies and modifications, and results of consultations with school resource staff are set up and maintained. Parent conferences are held at intervals to share information on choices and progress.

- ✓ STEP 4 Teacher meets with supervisor to discuss the student's behaviors and the steps taken thus far. A plan is developed cooperatively for conditions under which the student will be referred to the office and for an appropriate expected response when such referrals take place.

STEPS 3 & 4 MAY OCCUR CLOSE TOGETHER IN TIME, OR EVEN AT THE SAME TIME, PARTICULARLY IF A BEHAVIOR CONTRACT IS BEING DEVELOPED OR ANOTHER STRATEGY IS PUT IN PLACE, WHICH REQUIRES

A CONSISTENT RESPONSE FROM AN ADMINISTRATOR IF THE CHILD IS REFERRED TO HIM/HER BY ANY STAFF MEMBER.

- ✓ STEP 5 Resource educators, teacher, student, parents, and administrators, work as a TEAM to modify student's behavior.

- ✓ STEP 6 If the staff working with the child suspect's issues of ADD or ADHD, a referral is generated to the school nurse, the point of contact for the Student Support Team (SST) that manages these medical referrals. A meeting of that group is held after the appropriate forms, documentation, and information is gathered.

  If the student is identified as ADD or ADHD, the Student Support Team (SST), under the nurse's direction, will work with the teacher to monitor the student and his/her behavior.

- ✓ STEP 7 If inappropriate behaviors persist over time, even when identified strategies are consistently applied, then the classroom teacher and the resource educators that have been working together consult with the Case Study Committee Chairperson. They determine what additional documentation (other than Step 3 materials) or actions will be needed to pursue a formal referral for possible identification for special services/referral to EDIS. The behavior management specialist becomes the case manager. During the period of the referral and assessment process, the classroom teacher and resource educator team continue to document the results of the strategies they are using with the student.

- ✓ STEP 8 If the student is determined eligible for special education, an Individualized Education Plan (IEP) is developed. Any further concerns about student behavior are addressed through CSC meetings in which IEP goals are reviewed and type and amount of services are modified to address needs.

- ✓ STEP 9 If the student is not determined eligible for special education, the classroom teacher and resource educator team continue to use Steps 1, 2, 4 & 5 to address concerns.

At this point, it would also be appropriate to discuss with the administrators what other community resources need to be involved in the problem, (e.g. sponsor's command, civilian misconduct officer, social services, etc.)

MANAGING SEVERELY DISRUPTIVE STUDENTS

1. Upon first evidence that student has physically disruptive and potentially unsafe losses of self-control, the teacher will consult with an administrator.

   NOTE: If first incident occurs without any forewarning or time to prepare, common sense and good professional judgement should be exercised to get additional assistance and work through the incident until the child is safe and unable to disrupt. Following this, the teacher should proceed to address #2 and #3 swiftly and set up the conference as soon as possible for developing the plan outlined in #5.

2. Review school records.
   If special education records are available, review these also and request a CSC meeting to discuss and resolve the remaining steps to be taken, including those issues discussed in #5 below.
   a. If special education records are active, modifications to the IEP should be carefully considered. Discuss how other staff members who work with the child will be informed of necessary information to manage his/her special needs.
   b. If special education records are inactive or the student was not eligible for services based on assessment results, CSC should discuss other appropriate eligibility criteria or additional information at hand that could re-open the eligibility decision to reconsideration.

3. Have school psychologist and behavior management specialist observe. Be sure to inform them of whether or not special education records exist, and whether student is on an IEP.

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

5. Develop a crisis response plan with all of the above individuals which includes:
   a. a signal for securing additional adult assistance
   b. a back-up plan with colleagues in the adjacent classrooms for signaling for assistance
   c. a plan for removing other students from harm's way, if needed
   d. the clearly identified set of behaviors/circumstances for which this plan would be activated
   e. a clear understanding of the appropriate manner in which to exert physical restraint, if that is an issue with the student, and the documentation for such incidents
   f. clearly identified roles of the psychologist, behavior management specialist, counselor, or other staff who will provide support in such incidents
   g. plan for briefing all staff members who work with the child on the above
   h. the parents' full knowledge and consent for the above steps, and for their own identified role/response.

FAMILY EDUCATIONAL AND PRIVACY ACT OF 1974

DoDDS 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.

SUPPLY LISTS SY 2007-2008

Kinder

- 1 – Resting mat or thin towel
- 1 – Large size backpack
- 1 – Pack of pencils (regular size #2)
- 2 - Box of "Crayola" Crayons (16 count)
- 1 – Pack of Dry Erase Markers
- 1 – Pack glue sticks (2,3 or 4)
- 2 – Bottle of "Elmer's" glue-all (4-oz size)
- 1 – Large box of "Kleenex" tissues
- 1 – Large bottle of any anti-bacterial soap
- 1 - Large roll of paper towels
- 1 – Large container of baby wipes
- 1 - Box "Ziploc" sandwich bags
- 1 – Box "Ziploc" gallon bags
- 1 – Box of "Crayola" Markers
- 1 – Box of large block erasers
- 1 – Blunt/Rounded edged "Fiskars" scissors

First Grade

- 1 – Large size backpack
- 1 – Pack of #2 pencils (10-12 count) – please, no mechanical pencils
- 1 – Pack of pencil erasers
- 1 – 2 in. eraser
- 2 –Composition book – Mead, black and white type
- 1 – Bottle of "Elmer's" glue-all (4-oz size)
- 2 – Pack of glue sticks (2,3 or 4)
- 1 - Box of "Crayola" Crayons (24 count)
- 1 – Box of "Kleenex" tissues (large)
- 1 – Large roll of paper towels
- 1 – Box of sandwich size Ziploc - Girls
- 1 – Box of gallon size Ziploc bags – Boys
- 1 – Pack colored pencils (24 count)
- 1 – Pack washable markers (not permanent)
- 1 – Child size scissors
- 3 – Pocket Folders (no metal clips)
- 1 – Box of baby wipes (non scented) - Girls
- 1 – Hard soap liquid small bottle - Boys

Second Grade

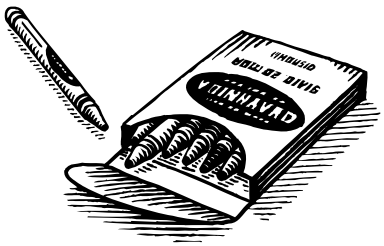
- 3 - Composition Notebooks – Mead, black and white type
- 2 - Plain regular pocket folders with pockets on each side (Preferably plastic type but please, NO TRAPPER KEEPERS)
- 2 – Pack of #2 pencils (10-12 count) – please, no mechanical pencils
- 1 – Box of "Crayola" Crayons (24 count)
- 1 – Bottle of Elmer's Glue (4 oz size)
- 1 – Pack glue sticks (2,3 or 4)
- 1 – Large roll of paper towels
- 1 – Box of gallon sized Ziploc bags, and 1 box sandwich size
- 2 – Small box of Kleenex tissues
- 1 – Child size scissors
- 1 – Ruler
- 1 – Clipboard

Third Grade

- 1 – Medium backpack or book bag
- 1 – Pack of #2 pencils (10-12 count) – please, no mechanical pencils
- 1 – Box of Crayola Crayons (24 pack)
- 1 – Box of Crayola colored pencils
- 2 – Pack of glue sticks (2,3 or 4)
- 1 – Ruler (cm & inch)
- 2 – Box of Kleenex tissues
- 2 –Composition books – Mead, black and white type
- 2 - Package of wide-ruled notebook paper, 200 sheets
- 1 – Pair scissors
- 1 – Roll of paper towels
- 3 – White erasers (Japanese type preferred)
- 3 – ring binder (1" white with inside pockets)

Fourth Grade

- 1 – Large backpack or book bag
- 3 – Individual spiral notebooks (not multiple subject type)
- 2 – Pocket folders (pockets both sides)
- 1 – Package of wide-ruled notebook paper, 200 sheets
- 1 - Pack of #2 pencils (10-12 count) – please, no mechanical pencils
- 1 – Pencil bag
- 1 – Large eraser
- 1 - Highlighter
- 1 – Bottle of "Elmer's" glue (4 oz size) or Glue sticks
- 1 – Ruler
- 1 - Box of Colors (crayons, or colored pencils)
- 1 – Pair of scissors
- 1 – Box of quart storage bags
- 1 – Large box of Kleenex tissues
- 1 –Bottle of hand soap
- 1 – Roll of paper towels



Fifth Grade

- 1 – Large backpack or book bag
- 1 - Pack of #2 pencils (10-12 count)
- 3 – Composition notebooks – Mead, black and white type
- 1 – Package of wide-ruled notebook paper, 200 sheets
- 3 - Pocket folders individual side pockets
- 1 – pencil/pen case
- 1 – Box of Crayola colored pencils
- 1 – Ballpoint pens
- 1 – Ruler (Plastic with cm and inch)
- 1 – Bottle of "Elmer's" glue-all (4 oz size)
- 1 – Glue stick
- 4 - Highlighters
- 1 – Large paper towel
- 1 – Box of Kleenex
- 1 – Pair of scissors
- 1 – Protractors

Sixth Grade

- 1 – Large backpack or book bag
- 1 – Composition notebook
- 1 - Pack of #2 pencils (10-12 count) – please, no mechanical pencils
- 1 – Package of ballpoint pens (blue or black)
- 3 – Ring binder with 6 Dividers
- 1 – Packs of loose leaf notebook paper, 200 sheets
- 1 – Package (or 2 single) fine tip dry white board erasable markers
- 1 – Pair of safety scissors
- 1 – Box of colored pencils
- 1 – Bottle of "Elmer's" glue-all (4 oz size)
- 1 – Large box of Kleenex tissues
- 1 – Large roll of paper towels
- 1 – Bottle of liquid hand soap
- 2 – Highlighters
- 1 – Ruler
- 1 – Protractor
- 1 – Compass