

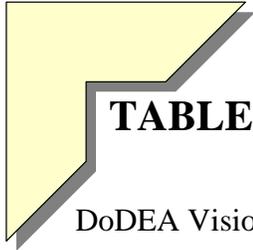
ANTILLES ELEMENTARY SCHOOL  
PUERTO RICO SCHOOL DISTRICT  
FORT BUCHANAN, PR 00934

PARENT INFORMATION HANDBOOK  
AND OBJECTIVES OF  
INSTRUCTIONAL  
PROGRAM

**SCHOOL YEAR 2004-2005**

<b>Telephone Numbers</b>	
<b>Office</b>	(787)792-6138/2755
<b>Transportation</b>	(787) 792-3774
<b>Child Nutrition</b>	(787) 792-7690/7555
<b>Fax</b>	(787) 792-5470
<b>AES Website</b>	<a href="http://www.ddess.org/acss/aes">http://www.ddess.org/acss/aes</a>

<b>DR. JACQUE TATON-SAUNDERS</b>
ADMINISTRATOR



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# **DODEA VISION, MISSION**

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## **VISION**

Communities investing in success for ALL students!

## **MISSION**

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

## **GUIDING PRINCIPLES**

- Student achievement... a shared responsibility.
- Trust and respect for other's rights.
- Unlimited opportunities to reach high expectations.
- Dedication to life-long 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!

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## **AES VISION/MISSION**

## AES: Developing Successful Readers, Writers, and Respectful Citizens.

### **GENERAL INFORMATION**

Supervision before school commences at **6:30 a.m.** Students are **not** to arrive on the school grounds before 6:30 a.m. Student supervision/safety is our first priority. Please make it your first priority also. The bell rings at 7:45 a.m. for students to line up in their respective places. School is dismissed at 2:15 p.m. All students will leave the building at this time. Car access to the school will be restricted from 1:30-2:30 p.m. to allow buses to drop off and pick up students.

In a combined effort to ensure the health, safety and welfare of our children, the Puerto Rico School District and the Fort Buchanan community, Policy Memorandum No. 9, Unsupervised/Inadequate Supervision of Children, was issued by the Commanding Officer of Fort Buchanan.

Guidelines regarding the degree of supervision are established according to age groups in order to help increase responsibility and maturation. Young children (0-8) must be supervised directly or indirectly at all times. Parents must pick up these children immediately after completion of school activities.

### **AGE-ENTRY REQUIREMENTS**

Students must be 4 years old by Oct. 31 of the school year they enter in order to enroll in the PreK program, 5 years old by Oct. 31 to enroll in Kindergarten and 6 years old by Oct. 31 to enroll in First grade.

### **ATTENDANCE**

Regular attendance and punctuality are essential for a child to make continuous progress in school. Parents are urged to send children to school regularly unless the child is ill. Tardiness is not an acceptable trait for anyone. Students arriving after 7:50 a.m. must receive a late pass from the office to enter class. Chronic tardy cases will necessitate a formal parent conference. **New Written excuses are required for all absences.** If no information is received within three days from home on the child's absence, parents will be contacted by the school nurse. In case of an emergency, where a parent needs to take a child out of school for

an extended time during the school year, prior notification in writing to the office and the teacher is required.

Early dismissals should be very rare and only for medical/dental appointments or emergency situations. A written note is required for all dismissals. Parents picking up children at school are to come to the office first with a picture ID to sign them out.

## **AUTHORITY OF SCHOOL PERSONNEL**

All students are under the jurisdiction of all teachers, regardless of whether the student is in that teacher's class. Also, students are under the jurisdiction of Education Technicians, substitute teachers, and office personnel, and are required to follow their directives.

## **BALLOONS**

The use of balloons at Antilles Elementary School is prohibited due to the following reasons:

- Children under 8 years old can choke to death on inflated or broken balloons, thus warning requirements include to keep uninflated balloons from children and to discard them at once.
- Littered balloons have a significant impact on environment when wildlife mistake them for food (look like jelly fish, or larval stage of a crab) and they can suffocate, choke, or starve to death.

## **BUILDINGS AND PLAYGROUND**

The only play area for children is at the rear of the buildings. Children play there before school and at recess. This area is off limits to all children when school is not in session.

## **BUSES**

Students riding buses should conduct themselves in a quiet and orderly manner. Safety demands that buses be strictly disciplined at all times. The school bus

driver is responsible for our children's safety. Please review these bus rules with your child:

1. Students have to remain seated
2. Students have to obey driver's instruction
3. No fighting
4. No profanity
5. Do not throw objects on or out of the bus
6. Do not hang out the window
7. Respect the driver
8. Respect others on the bus
9. No vandalism

Riding the bus is a privilege among the many services provided by our school system. It is essential that each child is assured a safe bus ride. Any infraction of these rules places each child's safety in jeopardy. Please help us make this ride safe for everyone by insisting that your child respect the adult driver and follow the rules.

A repeated violation on the school bus endangers everyone and will lead to a loss of school bus privileges. Listed below are the steps used to insure that each child has a safe school bus ride.

- 1st offense: first warning sent home
- 2nd offense: second warning sent home
- 3rd offense: third warning sent home, parent conference
- 4th offense: one week off bus
- 5th offense: two weeks off bus
- 6th offense: one month off bus
- 7th offense: suspended for semester
- 8th offense: off for remainder of school year

Suspension from the bus does not excuse a student from school. Parents are expected to provide private transportation when a bus suspension occurs.

Students who ride buses must board the same bus every day. Any changes must be verified by the parent by first calling the Transportation Supervisor (792-3774) and then giving a **written note** to the teacher and the main office stating that a bus change will take place. Please indicate the specific bus number. Telephone messages will not be accepted because this is not a verified procedure that can be followed legally. A bus schedule will be formulated by the Transportation Department after registration.

In order for our system to be effective, the following policy will be in effect:

1. All ID cards will be visibly attached outside of the child's backpack.
2. Parents, please attach the ID card with a durable cord (for example: shoelace or nylon string) on the strap of the backpack.
3. Students will have routine ID card checks to ensure everyone has them attached.
4. The loss of an ID card must be reported to the principal of the school.

This policy is effective the day your child receives their ID card.

## **CAFETERIA**

The cafeteria is to be regarded in the same manner as your dining room at home. In the beginning of the school year, all students will be made aware of the cafeteria rules and regulations. Any student who demonstrates an inability to comply with the cafeteria regulations will receive appropriate disciplinary action. The cafeteria should have a neat, clean, and pleasant atmosphere at all times.

**CHAIN OF COMMAND** - Help us resolve issues at the lowest possible level!

Parents with academic, disciplinary, or other school-level concerns should follow the appropriate line of contact to resolve the situation. The points of contact are:

1. Teacher
2. Counselor
3. Assistant Principal
4. Principal
5. Assistant Supt. or DSO Personnel
6. Superintendent
7. School Board Representative
8. Address the Board at a regular meeting

## **CHILD NUTRITION SERVICES**

Studies reveal that good nutrition plays an important part in your child's physical, emotional and educational development. There is reason to believe that a balanced diet aids a youngster's efforts in attaining maximum performance levels. It is easier to keep a child's mind on the task at hand if he or she is not tired, restless, or uncomfortable from a lack of proper nourishment. Each and every day your child should have a nutritious breakfast to energize him/her for

the day. Parents are responsible for their child's meals. Regular school breakfast is offered at \$1.30 and regular school lunch at \$1.80 (both prices subject

to change). Applications for free and reduced-price meals are available in the office. Free and reduced-price benefits are not transferable.

Students can bring their lunches from home. However, students who wish to take part in the school's cafeteria program are issued a bar-coded meal ticket with an account number. Students will be able to use the same meal tickets as long as they attend one of our schools.

Questions and concerns can be addressed by writing to the Program Manager at:

Puerto Rico School District  
Child Nutrition Services, Bldg. 19  
Fort Buchanan, PR 00934

For additional information, contact the Child Nutrition Service Director at (787) 792-7555.

## **CLASSWORK AND HOMEWORK**

**Classwork.** Students are expected to complete, to the best of their ability, ALL ASSIGNMENTS in class. We feel it is very important to keep the lines of communication open between parents and teachers. If your child is not performing to his/her ability, we will inform you so that you may assist us in making sure that your child does what is expected.

**Homework.** The purpose of all homework is to develop a sense of academic discipline and responsibility within the student, as well as provide an opportunity for reviewing or extending the skills learned in the classroom. Homework may be assigned in any subject area for the purpose of reinforcement, enrichment, or review. Work not completed during class could be assigned as homework, and if a child has been ill, work missed may also be given as homework.

Young children often benefit by sharing homework time with their parents. This does not mean that you should do the work for your child. The best procedure might be to provide a quiet and well-lighted place for him/her to complete homework, and then to discuss the work after it is done. In addition, try to set aside time each day for your young reader to read with you. Nothing makes a beginning reader more proud than

“showing off” his/her new skill. All homework assignments will be relevant to the subject matter taught, and completed homework will be checked. Homework assignments vary on a day-to-day basis.

## **CONFERENCES**

Halfway through each quarter, parents will be notified through a Progress Report if their child is doing poorly in any area. Parents may request a conference anytime throughout the school year. Scheduled conferences will be held with all parents at the end of the first and third quarters.

## **COUNSELORS**

The Counselors make a difference in the lives of the children and the individuals with whom they work. They advocate respect for all children based on the strong conviction of their equal worth. The recognition of individual differences and a belief that the school

contributes to the satisfactory worth of individuals are the guiding principles of the guidance program. At AES, the Counselors are an integral part of the overall school program. An extension of the parents on behalf of the children, the Counselors work with students, teachers, parents, and administrators to promote a positive climate in the school. The tasks carried out by the Counselors at AES are varied. They include, but are not limited to, guiding and counseling students, helping students adapt to the new setting, reviewing records and being their guardian, assisting with student placement, and making referrals to other professionals when warranted. Since the Counselors also get involved with some discipline problems and serve as liaison with the administrators, the Counselors are the persons to call, after the classroom teacher, if any concerns arise.

## **CURRICULUM**

Objectives of the Instructional Program, see page 20.

## **DRESS CODE**

**TOPS**

Students will wear a light blue, short-sleeved, collared, buttoned polo shirt. It may be plain or have the AES embroidered logo as the uniform shirt. Spirit Shirts may be worn on days when a student will have P.E. and on Friday. The Spirit Shirt will be the white "Reading" shirt.

### **BOTTOMS**

Students may wear either the blue, denim, or khaki shorts, pants, skirts, or skorts.

No underclothing should be visible.

### **SHOES**

Students will wear closed-toed shoes for safety purposes and for participation in Physical Education and recess.

### **DRIVEWAY**

The access road to AES is off-limits to all cars from 1:30-2:30 p.m. This is necessary to allow the buses to pick-up students.

### **FIELD TRIPS**

Sometimes during the school year, some classes may go on field trips. Trips are the culminating experience of a unit of instruction with a specific objective.

Parent permission

slips must be signed for all field trips away from the school. Phone permission will not be accepted. Permission for walking field trips or other trips on base is included on the registration form and will be kept on record by the teacher to enable students to attend activities held at Fort Buchanan throughout the year.

These are two different types of

permission forms. Parent volunteers are encouraged to accompany classes on field

trips. However, other children are not allowed on these trips.

### **HURRICANE**

The months of June through November are the most likely months for a hurricane and are considered to be the hurricane season. When at home, faculty and staff will listen to WOSO 1030 radio and watch the Weather Channel on

television for up-to-date information and instructions. Actions to be taken during a particular hurricane condition will be in accordance with the Emergency Plan put out by the Military Command.

The administration will ensure loose articles outside the building are secure and any material subject to water damage is raised off the floor, where possible.

## **HURRICANE PROCEDURES - SCHOOL**

All personnel will be at work unless notified otherwise. This includes students and staff members. The Commanding Officer and the coordinating DSO office determine cancellation of school. This announcement will activate the closure of school and determine the work status of school employees. If it is determined by the Commanding Officer that the normal schedule must be interrupted, the following will occur;

**During the School Day:** If school is to be cancelled and students sent home during the school day, the Commanding Officer will notify the District Superintendent who will in turn contact each school. The Commanding Officer's announcement will also include a statement regarding the work status of military and civilian government workers, including the teaching staff. Prior to evacuating the school building following dismissal, all records and equipment should be secured. Teachers should disconnect all electrical equipment and elevate and/or relocate materials where water may not cause damage.

**During Non-Duty, Non-School Hours:** If the Commanding Officer determines that school is to be cancelled, an announcement will be made over Radio and TV. The announcement will clearly state whether students are to report to school for the day. The announcement will also include a statement regarding the work status of military and civilian government workers, including teaching staff. The principal will then activate the School Emergency Tree in order to contact every employee by phone.

## **INFORMATION CENTER**

Kinder, first, and second graders will bring books home from our school Information Center. It is important for you to share the joy of reading with your child, so take some time each evening to read with your child. Books are signed out for one week. Please help your child remember to return the book the day before his/her class is scheduled to visit the Information Center so that he/she can sign out a new one. Proper care of the book at home will ensure a longer life for the book and develop habits of responsibility for the child. Help your child find a safe place to keep the book so that it will not get lost

or damaged. The book should be carried to and from school in a book bag or plastic bag to keep it clean and dry. This is particularly important on rainy days. If the book is damaged, please send it back to the Information Center to be properly mended. We have special supplies that will insure a longer life for the book.

Remember, in the Information Center, a child has the freedom to choose books which satisfy his/her personal interest. Although children will be encouraged to sign out books that are on their reading level, they may often choose materials which satisfy their curiosity. Parents are welcome to check out books under their names during the school year. We recommend kindergarten parents borrow books so they can enrich their child's educational experience by providing an example.

Lost books or books damaged beyond repair must be paid for by the child's sponsor. Checks must be made to the order of the ***U.S. Treasury Department***. The school cannot accept cash.

## **LOST AND FOUND**

Items found are usually placed on a table in the cafeteria. The most successful way to recover lost objects is to label everything with your child's name and class number.

## **PARENTAL COMMUNICATIONS**

The school must have current telephone numbers and addresses at all times. In all communications:

1. A maximum of two written correspondences will be delivered home with the student.
2. Repeated telephone attempts will be made to communicate.
3. A third letter will be mailed to the parent.
4. If no communication is established, AES will report the case to the Post Commander in the case of active duty military personnel, or to the Head of the Agency if civilian.

## **PARENT/TEACHER ORGANIZATION**

Antilles Elementary School has a Parent Teacher Organization (PTO) which meets regularly during the school year. Notices will be sent home regarding the

specific time/date and planned activity. Membership is automatic. Education is a family affair. Please join one of the PTO's committees this year. For the children returning, as well as the newcomers, the PTO has planned numerous events to ensure your child has a memorable year. The cooperation of each parent, student, and faculty member is solicited to ensure the smooth operation of planned events and the proper development of your child's mind.

## **PICKING YOUR CHILD UP AT SCHOOL**

From time to time it may be necessary for you to arrange to pick up your child for a special "early release" from school. This is usually for some special family circumstance or emergency and should occur very rarely because this takes away from your child's learning experiences. In fact, most parents have their children attend school and never need to have such arrangements made. The school system must undertake great care and concern for the security, safety and well being of the students in our care. Following regulations is greatly appreciated. The purpose of these regulations, obviously, is to focus our mutual concern upon the safety of children.

1. When you plan an early pick up, please provide a written, signed request to the teacher and the office.
2. In all cases, the parent or guardian must present herself/himself at the main office of the school. We will not release children to wait outside.
3. Parents or guardians are required to present proof of identification, specifically a valid driver's license or Government ID Card when requested by the office staff. We must know, in fact, that you are the parent or guardian.
4. Sign the child out, including date, time, child's name, reason, and your signature.
5. We will not release your child to anyone other than a parent or guardian. If a neighbor or relative comes to pick up your child because of an unforeseen situation, release will be made only after the office has been notified by the parent and/or has verified the situation. Under no circumstances will a child be released to someone the child does not identify and recognize.
6. If any circumstance or person seems questionable, the school has the authority to call the Military Police Department immediately to request intervention, and will hold the child until police arrive.

## **AES VEHICLE PICK-UP/DROP OFF PROCEDURE**

- POV (Privately Owned Vehicles) Drop-off and Pick-up of all students (including Pre-Kindergarten afternoon classes) will take place at the front of the school by the steps. The circle will remain one way traffic.
- In the morning all buses will drop off students next to the gym.
- Each morning the road (between the school buildings) to the upper parking lot will be closed immediately after the last bus delivers students. Parents are not authorized to park in the upper parking lot. (This is to keep our young children safe).
- The road will remain closed until 2:45 PM.
- Vehicles parked in the upper parking lot will remain there all day, and the ONLY traffic on the road will be delivery trucks.
- Only cars with a clearly visible AES identification logo will be authorized to park in the upper parking lot.

## **PHYSICAL EDUCATION**

Children in grades K-2 have physical education at least once a week. Students should wear shoes that are appropriate for the activities. Sneakers and rubber soled shoes are best for all activities.

## **PROGRESS REPORTS**

These reports are issued at the end of each quarter. These reports will be sent home with your child, given at scheduled parent conferences, and mailed at the end of the year. (Parent/Teacher conferences will be held in October and March.)

## **SCHOOL ASSEMBLIES/ACTIVITIES**

We have different assemblies and activities throughout the year. Please plan to attend at least one of them. Some of these are Hispanic Week, Family Fun Day, Week of the Young Child, Field Day, Month of the Military Child and various fairs which celebrate student

success. Also each grade level (PK, K, 1, 2) may present a program during the school year.

## **SCHOOL CLOSING**

It may become necessary to close school as a result of a tropical storm or hurricane threat. Please refer to the instructions in the parent Destructive Weather Information letter.

## **SCHOOL NURSE BASIC GUIDELINES FOR PARENTS**

Parents: The school nurse should not be a substitute for seeing a pediatrician for health problems arising at home. Students who are too ill to function in the classroom will be sent home.

**General Illness. Please do not send your child to school when he or she is sick.** Send your child to school when ill is not fair to the child, fellow classmates, or school personnel. Generally, a good rule to follow is if the child's temperature is 100F or above, the child should not attend school until his/her temperature is normal (98.6 F or 37 C) for a 24 hours period. When a cold is developing (watery eyes, sneezing, sore throat, etc.), please keep your child home and in bed for at least 24 hours, as this is the contagious period of the disease. Also, when vomiting and /or diarrhea occur, keep the child home for at least 24 hours to insure that the cycle does not repeat itself. The school nurse is not equipped with spare clothing. **All students** should carry a spare set of clothes.

**Contagious Disease.** If you suspect that your child has a contagious disease or condition, please notify the school's nurse so that appropriate preventive health measures can be taken. Consult your physician. A medical certificate is necessary to re-enter class. The child must see the school nurse for clearance.

**Open Wounds.** Do not send your child to school with open and draining sores. The bacteria causing these sores multiply very fast in a warm climate and spreading the bacteria through the drainage to other person is easy. If the sores cannot be dried up with home remedies, consult a physician.

**Excused Absences.** All excused absences, including absences for health reasons, must be certified by a note from a parent or guardian before or upon the student's return. **Absences for illness three or more days must be certified by a physician.** The school nurse must evaluate the student the morning of his/her return before releasing to class. Children are expected to participate in outdoors recess and PE if they come to school.

Students excused from PE will not attend recess. To excuse a student from PE classes/recess for 1-2 days following an illness, provide a written medical excuse signed by a certified physician. Any student who has had surgery (major/minor), stitches or a cast, may not come back to school without a note from the attending physician. They will not be able to participate in recess or physical education until they have been cleared by their doctor for full physical duty.

**Health History.** Parents/Guardians are responsible for up-dating your child's health history as changes occur. Please notify the school nurse.

**Absence of Both Parents from Home.** If a child needs to be left with someone else due to the absence of both parents on record, the school office and nurse need to be notified in writing. There should be a power of attorney and medical power of attorney on record on behalf of the temporary guardian, in case the child needs emergency medical attention.

**Accident/Illness at School.** The school does not have facilities to care for the sick or injured. Therefore, it is essential that the school office and the nurse have on file current telephone numbers for both parents/guardians and a responsible friend or relative as a back up. Emergency first-aid care, that is, prevention of undue suffering or loss of life, will be given. If an ambulance is required, the student will be transported to the most medically appropriate medical facility. In order that care other than the emergency first-aid is given, the parent or guardian **must be in attendance** to give permission. The school nurse or other responsible school personnel will remain with the student until a parent or guardian arrives. The school nurse determines if the parent should be called and if the student should be sent home.

**Medications.** A new DoDEA Directive has been received causing a change in the dispensing of medication to students.

1. Prescription medication **must be** in the original pharmacy-labeled container; marked with student's full name, name of the drug, amount to be taken, and the time to be taken.
2. A written permission from the parent for the student to take the medication is needed.
3. A written order from the physician that the student requires the medication **is mandatory.**

Medications **will not be administered**, to include over the counter drugs, without the above requirements, such as: Tylenol, Pepto-Bismol, antacids, throat

lozenges, and/or other over-the-counter medicines that were previously given in the nurse's office.

The medical authorization form can be obtained from the school office. Please, discuss with your child's physician the possibilities of alternative dosing schedules so that medication can be given at home.

It is **extremely important** that the school have updated phone numbers for all parental and emergency contacts for students, as Tylenol **will not longer** be given to a student with fever. Parents need to be prepared to **immediately** pick up their child.

Students are not allowed to have any type of medication in their possession during school hours. All medications are to be kept in the nurse's office.

**Physical Examinations.** Students entering Pre-Kindergarten, Kindergarten and student new to AES must have an examination not more than 6 months prior to registration. Physical exam forms can be obtained at the school office.

**Head Lice.** Students will be excluded from school until the condition is treated and controlled. All nits must be removed from hair for re-admission to class and the child must be re-screened by the school nurse.

**Hearing and Vision Test.** Results are required prior to admission of Child Find and EDIS cases.

**Immunizations.** Prior to admission, parents/guardians shall be required to provide an official immunization record documenting the student has received all inoculations and tests. All four years old students entering school must have the following vaccinations:

DPT = 5	MMR = 2	HIB Series = 4	Varivax
ARIVAX	Hep.B = 3	PPD every five years	

Registration procedures will not be considered complete until physical exam and immunizations are up to date and received by the school's nurse. Students who are missing any portion will have 10 working days to complete or be disenrolled.

## **SNACKS**

There is a nutrition break for children each day. Healthy snacks such as fresh fruits, vegetables, peanuts, etc. are recommended. Make sure your child has a

nourishing breakfast. This is important for alert performance through the morning hours. Snacks are provided by the parents.

## **SPECIAL SUBJECTS**

In addition to the regular academic program, your child may receive instruction (per staffing allotment) in the following areas:

Art (K-2)

Library Skills (K-2)

Music (K-2)

Physical Education (K-2)

Culture

Service for certain children may also be provided in the areas of ESL (English as a Second Language), Resource Room, Special Education and Related Services, Speech Therapy, as well as Instructional Support and Gifted Education.

## **STUDENT BEHAVIOR/DISCIPLINE**

Students are members both of the educational community and the local community. Conduct in the areas of Good Manners, Politeness and Courtesy should be in line with what is expected in the home. If an infraction does occur and disciplinary action is necessary, the school's intent is educational, not punitive. It is in this spirit that we hope parents will assist us in helping our young people to develop their own self-discipline.

In cases of disruptive behavior, which interferes with the learning climate of others, discipline must and will be imposed. Teachers usually handle routine discipline problems in their classrooms. In some cases, however, the Administration becomes involved. Parents are usually contacted at this point and a conference may be requested. Methods of discipline generally relate directly to the misbehavior, for example, removal from the cafeteria for lunchroom misbehavior. The goal of our discipline is to encourage children to develop appropriate behavior patterns and to grow into self-disciplined young people.

Disciplinary actions are taken with the aim of correcting behavior patterns. Most behavior problems can be handled routinely with properly organized school and classroom programs. A universal set of rules is used at the school. However, teachers set parameters of discipline within the classroom using classroom rules, rewards, and consequences. However, when these classroom disciplinary consequences do not work, the counselors are involved, and the District Student Behavior Policy will be in effect (page 16).

The Universal rules at AES are:

- Always walk
- Speaks in a low voice
- Keep hands and feet to ourselves
- We are safe and happy

## STUDENT DISTRICT POLICY

The following represent the P.R. District's basic offenses and penalties. They are provided for your information even though at AES, the consequences may vary due to age appropriateness.

GROUP I: SERIOUS OFFENSES	
<ul style="list-style-type: none"> <li>a. Occasional Unexcused Tardiness to School and/or Class</li> <li>b. Minor Bus Misconduct</li> <li>c. Public Display of Affection</li> <li>d. General Disruption of the Orderly Educational Process</li> <li>e. Disrespect or Use of Vulgarity or Vulgar Gestures toward other students.</li> <li>f. Possession of tobacco, cigarettes, cigars, or other tobacco products on school grounds or at school activities.</li> </ul>	<ul style="list-style-type: none"> <li>g. Misrepresentation or forgery of a signature and/or excuse.</li> <li>h. Wearing clothes or accessories that are inappropriate for the educational setting.</li> <li>i. Unauthorized selling of any product for personal profit.</li> <li>j. Gambling</li> <li>k. Disruptive use of portable communication devices (e.g., beepers, cellular phones, walkie-talkies, etc.)</li> </ul>

GROUP 1 PENALTIES	
<ul style="list-style-type: none"> <li>1. Verbal reprimand</li> <li>2. Administrator/teacher/student conference</li> <li>3. Detention</li> <li>4. Parental/sponsor conference</li> <li>5. In-School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>6. Restriction of Privileges</li> <li>7. Probation</li> <li>8. Suspension of bus-riding for bus infractions</li> <li>9. Parental/sponsor monitoring during school day</li> </ul>

GROUP II: MAJOR OFFENSES	
<ul style="list-style-type: none"> <li>a. Defiance of Authority and/or the use of vulgarity or vulgar gestures toward school personnel.</li> <li>b. Disruptive behavior including on the bus, on campus, in the cafeteria, during school activities and/or events</li> <li>c. Simple assault and/or threats</li> <li>d. Smoking</li> <li>e. Stealing</li> <li>f. Cheating and/or plagiarism</li> <li>g. Truancy</li> <li>h. Fighting and/or mutual fray</li> <li>i. Hazing, harassment, and/or the malicious use of slurs based on race, gender, religion, ethnicity,</li> </ul>	<ul style="list-style-type: none"> <li>j. Sexual harassment</li> <li>k. Lying or participating in deception which may lead to an adverse action against another.</li> <li>l. Extortion</li> <li>m. Use or possession of alcoholic beverages</li> <li>n. Possession of paraphernalia related to the use of illegal drugs.</li> <li>o. Vandalism</li> <li>p. Chronic unexcused tardiness to school and class</li> <li>q. Instigator or accomplice to GROUP II violation</li> <li>r. Habitual offender of any GROUP I and/or GROUP II violations.</li> </ul>

language, background and/or national origin.	
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GROUP II PENALTIES	
1. Administrator/teacher/student conference 2. Detention 3. Parental/sponsor conference 4. In-school suspension 5. Restriction of privileges	6. Probation 7. Out of school suspension from 1 through five (5) days 8. Parental/sponsor monitoring during school day. 9. Suspension of bus-riding for bus infraction

GROUP III: CRIMINAL OFFENSES	
a. Aggravated assault and/or assault and battery b. Possession and/or concealing a deadly weapon. c. Robbery or burglary. d. Possession, use, and/or distribution of illegal substances or drugs. e. Sex violations. f. Aggravated vandalism. g. Willful detonation of a fire alarm without a just cause and/or calling a false report of an event that could affect the health, safety, or welfare of students, employees, or visitors to the school (e.g., bomb threat)	h. Possession, concealing, and/or detonation of any device which may result in bodily harm. i. Arson j. Instigator or accomplice to any GROUP III violation. k. Habitual offender of any GROUP III violations.

GROUP III PENALTIES	
1. Parental/sponsor conference 2. Out-of-school suspension from 3 through 9 days *3. Superintendent's out-of-school suspension for 10 or *4. Expulsion from the ACSS	5. Restriction of Privileges 6. Probation 7. Suspension of bus-riding for bus infractions 8. Referral to appropriate security agency

\* A NOTATION WILL BE MADE ON STUDENT'S PERMANENT RECORD

**4. DISCIPLINE PROCEDURES FOR STUDENTS ON INDIVIDUALIZED EDUCATION PLANS:**

The amendments to the special education laws have influenced PR District disciplinary policy for students with disabilities. Students with disabilities may be suspended and removed from current placement for 10 school days or less in the same school year by the unilateral decision of the school administrator. The school is not required to provide instructional services during these periods of suspension. Assignment of additional discipline during the school year will be handled on an individual basis with the input of the child's

special education teacher, and on occasion, by review of the Case Study Committee.

## **STUDENT DROP-OFF PROCEDURES**

The Military Police, as the enforcing agency on this installation, has provided the correct procedure for student drop-off. Please follow these regulations:

- Student must be hand delivered to the Educational Technician on duty by the school steps in front of the school.
- Cars can only stop in front of the school to drop off children and must move immediately.
- No cars are allowed to:
- Park behind the staff parking area in front of the school or anywhere else
  
- Pass other cars
- Pass a stopped school bus
- The yellow line means no parking at any time!
- There will be signs posted in the near future as to where parking is allowed.
- There is a visitor parking lot as you come up the hill to the right, across from the staff parking lot.
- Written note required for changes in bus/pickup.

These regulations will be enforced by the Military Police. Our highest priority is the safety of our children, and violations will be reported to the Military Police. Thank you for following these regulations.

## **SUPERVISION**

Supervision before school commences at 6:30 a.m. At 7:40 a.m., the students line up in their respective places and teachers meet their students in the classrooms at 7:45 a.m. School is dismissed at 2:15 p.m. All students will leave the building at this time. Car access to the school will be restricted from 6:45-7:30 a.m. and 1:30-2:30 p.m. to allow buses to drop off and pick up students.

Fort Buchanan and ACSS are working cooperatively to assure that children are not left unattended. In accordance with Policy Memorandum No. 35 – Out of School Child Supervision Requirements for Elementary and Middle School Children and Youths During Parental Duty Hours, **children are prohibited from**

loitering in or around any school property before 6:30 or after 3:00 during school days and anytime when school is not in session. Parents are responsible for making transportation arrangements for their children in order to comply with the specified before and after-school hours. If a child is found without proper supervision or has not been picked-up by 3:00, the Report Point of Contact (RPOC) - Military Police - will be called to assess the situation. The RPOC will contact the parent/guardian.

## **TELEPHONE CALLS**

The telephone is available in the office for emergency calls only. School work left at home and forgotten lunches or money are not considered emergencies. Children cannot be called to the office to answer the phone. Messages would be passed to the student via the school intercom, and this necessitates interrupting the entire class and educational process.

## **TELEPHONE NUMBERS**

AES.....	792-6138/2755	Fax.....	792-5470
Nurse.....	792-7950	Transportation.....	792-3774
Cafeteria.....	792-6118		

## **TEXTBOOKS**

Textbooks are school property and are on loan to students. Homeroom teachers will issue textbooks, record serial numbers and note condition of each book. Please make sure your children keep all textbooks covered and in good condition for further use. Your child should

let the teacher know immediately if a textbook has been damaged. Make repairs on your own as the year goes on. At the end of the school year, all textbooks issued will be collected and serial numbers and book condition checked. Books that have been damaged or need repair will be charged against the student. Checks must be made to the order of the ***U.S. Treasury Department***. The school cannot accept cash.

## **TRANSFERS**

Notify the office **at least one week in advance** of a transfer to allow your child's records to be prepared. Grades will be given if the child has been in school for a minimum of 15 school days. Before a student's records are released, all

textbooks/library books must be returned and any cafeteria debts must be paid. These records are very important, so please arrange to pick them up from the office. Upon request, they will be mailed to your new school. Please note on your calendar the cut-off date for early withdrawal, when PCS'ing.

## **VALUABLES**

Students are advised not to bring valuable items to school. Unfortunately, we cannot safeguard personal belongings. Toys are not to be brought to school. Loss of money, valuables, and property of any kind is always grievous to the owner and in most cases the items are irretrievable. We caution students not to be careless with their property, giving specific emphasis to the danger of leaving valuables and money unsafeguarded.

**Students are responsible for their own personal belongings and should carry such with them. Valuable items should not be brought to school.**

The school cannot be responsible for stolen personal belongings, unless they have been properly secured at the office.

## **VIDEOS/PHOTOS**

Many of our activities are videotaped or photographed and may appear in AES or District publications. Children are delighted to see themselves in print or on video. However, if you do not want your child to be included, please indicate in writing to the teacher and administration.

## **VISITORS**

All visitors are asked to sign in at the office when they arrive on campus. Classroom visits are welcomed as silent observations. Schedule visits and conferences with the teacher ahead of time. Please do not ask to have guests, brothers, or sisters visit the school.

AES reserves the right to restrict visitors when the potential for disruption of the educational/school process occurs.

## **VOLUNTEERS**

Parents are welcome to volunteer at AES. Your help can make a difference. Some of the volunteer activities are to assist in the classroom or media center by preparing materials,

working on bulletin boards, making copies, and listening to children read. Parents interested in volunteering their services must complete an application form. Volunteers must follow District and local school policies. The volunteer program is designed to enhance the learning opportunities in the class; therefore, **other children will not be allowed to accompany the parent volunteer.**

## **OBJECTIVES OF THE INSTRUCTIONAL PROGRAM**

### **EARLY CHILDHOOD EDUCATION AT AES**

The Early Childhood Program (EC) at AES is based on the recommendations of the National Association for the Education of Young Children (NAEYC), the nation's largest professional association of educators of the young child. These are established with the goal of providing high quality developmentally appropriate programs for our three to eight year old children. The EC program at AES is based on knowledge of how young children learn and their level of maturity. New students are screened to help identify students with special needs and to assist teachers in planning instruction.

**Learning** is a complex process that results from the interaction of children's own thinking, their experience with the world and their level of maturation. As students get older they acquire new experiences and skills that facilitate their learning. Knowledge is not something that is given to children but that is acquired through playful interaction with objects and people. Work done by child development theorists and researchers has demonstrated that **young children learn by doing** which is the fundamental premise of our program.

**Teachers** at AES are facilitators for learning appropriate to their students by preparing the environment, so it provides stimulating, challenging materials and activities for them. They then closely observe to see what children understand and challenge them to push their thinking further. For students to understand fully and remember what they have learned, the information must be meaningful to the child in the context of the child's experience and development. It is possible to drill children until they can correctly recite or complete worksheets with pieces of information such as the alphabet or the numbers, but their responses may not reflect true understanding of what they have learned.

**Parents/Families** are the child's first and most important teachers, having had the greatest influence on their social, emotional, physical and cognitive development. The positive connection and communication between home and school can make a difference in the child's life. Parents can assist at home and at school by playing games, reading stories and listening to the children. It is also very important to keep the teacher informed of major developments at home that may have an influence on your child.

**Active Learning.** The principle that the child's intentions, interests, and goals are the mainspring for his or her own development is fundamental, we support children's active learning by stocking the classroom with a variety of materials; by interacting with and carefully observing individual children; and by promoting small- and whole-group activities that provide active learning opportunities.

**Classroom Arrangement.** Visitors seeing a classroom for the first time typically make two immediate observations: (1) the learning environment invites children to engage in personal, meaningful, educational experiences; and (2) the environment is well organized. Classrooms contain five or more clearly labeled interest areas (for example, art, math, science). In each area, storage and labeling systems are carefully designed to maintain order yet encourage a range of choices. Observers also notice that desks and tables are arranged to accommodate both small- and whole-group activities.

**Daily Schedule.** Schedules (1) provide a balance of small-group, large group, and individual time; (2) incorporate specific content with math, science, language, and the arts; (3) remain as consistent as possible from day to day; and (4) contain a minimum number of transitions.

**Content.** Key experiences are sequences of observable learning for each content area. Teachers use the key experiences to plan and evaluate activities incorporating content from mathematics, language, science, and the arts. As teachers become familiar with both the abilities of each child and the key experiences, they teach flexibly--working with children's interests and abilities while taking advantage of particular events to highlight important concepts.

**Teacher-Child Interaction.** Positive and supportive teacher-child interaction strategies are essential for facilitating children's learning. Teachers create a positive social environment in which they support children's intrinsic motivation to learn, engage them in instructional dialogue to support and extend their learning, and empower children by sharing control.

**Assessment.** From the first day of school, teachers keep anecdotal notes about individual children's significant behavior, changes, and statements--anything that might shed light on a child's way of thinking or learning. These notes become part of the child's portfolio, a collection of work for each child that reflects his or her current abilities.

### **Parental /Family Involvement**

Parent involvement is an important part of the Early Childhood program and all parents are encouraged to attend scheduled sessions. The purpose is to provide an opportunity for parents to share their parenting skills, understand their child's development, and become active participants in their child's school experience.

**Family Orientations.** At the beginning of the school year there will be an orientation to explain the program and procedures. Parents and students will have an opportunity to meet with your child's teacher and to make a smooth transition into school.

### **Special Events for Parents.**

- Open House
- Family Interview
- A Day in the Life of Your Child
- Parent Teacher Organization (PTO)
- Hundredth Day Activities
- Parent Workshops
- Week of the Young Child
- Last Day of School Celebration
- Holiday Celebrations
- Parent-Teacher Conferences

**Parents-As-Partners Program.** We believe that parents should work together with the school to enhance the educational process. We want to work with you to make this a successful and enjoyable learning experience.

**Daily Schedule.** Active, constructive learning experiences are the curriculum. The key elements of these active experiences are as follows:

- Materials. Adults supply a range of "hands-on" materials that invite children to build, construct, create and solve problems.
- Choices. Children choose their own activities during the child-initiated parts of the routine. During adult directed activities, adults offer many options to children, allowing them to choose from among several subtasks or to solve problems in individual ways.
- Language. Children talk about what they are doing with adults and peers.

- Support. Adults use a variety of strategies to support children's efforts and encourage them to undertake further challenges as they develop their ideas.

### **Prekindergarten Daily Schedule**

The prekindergarten is a half-day program. Each teacher has the flexibility to vary the schedule to meet the current classroom objectives. The first session is from 7:45 – 10:15 am. The second session is from 11:45 – 2:15 p.m.

Breakfast is available from 7:00-7:45 a.m. daily; lunch is available from 11:15-11:45 a.m. daily

### **KINDERGARTEN, FIRST & SECOND GRADE DAILY SCHEDULE**

Following are the components of our program, which will be included in schedules, along with specials such as Art, Music, Media, Computers, Culture/Spanish, ESL, Instructional Support, and Physical and Gifted Education.

OPENING/CLASS MEETING- Children share greetings, say the Pledge of Allegiance, sing songs, and discuss news or special events.

CIRCLE TIME- Children participate in stories, songs, plays, dances or group games led by children or adults.

STORYTIME- The teacher reads to the whole class or children read quietly.

CONTENT WORKSHOPS- Small groups participate in activities, which promote concepts and skills. Activity may focus on a particular content area or involve integrated curriculum and may take many forms (e.g., an active-learning activity or project, reading, journal writing, etc.) The teacher works with different groups of children throughout the week.

RECESS/OUTSIDE TIME- Children are engaged in active play outdoors.

## TRANSITIONS-

Children move from one activity to the next. Teacher often incorporates music and/or movement to assist flow.

## **ART EDUCATION**

Art is a way to...

- ◆ Enrich individual awareness and understanding of the world of nature and the world of man through an increased development of the sensory mechanism, for example, learning to observe, feel, listen, smell and taste.
- ◆ Develop skills in the use of art materials through experimentation, manipulations and practice.
- ◆ Enrich appreciation of artists, art works and aesthetic forms.
- ◆ Become a creative person.
- ◆ Become a flexible, confident person through telling your ideas in a visual language.
- ◆ Clarify and fix ideas in the mind through visual reiteration, by strengthening what has been learned about something.

These basic concepts create a foundation for the child to build a solid understanding, which is expanded at the secondary level and beyond. The student will be able to:

### ***First Grade***

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1. Identify and name the basic colors.
2. Identify variations of a given color.
3. Properly assign the top, sides and bottom of geometric shapes.
4. Properly identify the middle or center of shapes.
5. Identify "alike" and "different."
6. Experiment with the use of different kind of lines.
7. Cut basic geometric shapes from paper.
8. Distinguish between "many" and "few."
9. Distinguish between rough and smooth textures.
10. Make drawings with crayons, markers or other media.
11. Use paint to create a picture of real or imaginary subject matter.
12. Work primarily in two-dimensional manner.
13. Make projects with pliable materials such as clay.
14. Create texture in form.
15. Experiment with texture.
16. Use cut-and-paste techniques to make a picture.
17. Create simple weaving projects using paper.
18. Give expression to the faces of people.

19. Identify repetition in works of art.
20. Use basic vocabulary related to specific art activities.

### ***Second Grade***

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1. Experience manipulation of forms.
2. Name the two primary colors that mix to produce a secondary color.
3. Mix colors to create specific new ones.
4. Draw an object with a pencil from observation, including details.
5. Manipulate paper using simple paper sculpture techniques such as bending, curling, folding, pleating, cutting and fringing.
  
6. Paint pictures of objects from imagination or real life.
7. Use simple processes in stitchery and appliqué.
8. Join things together by gluing, pasting, nailing, hinging, sewing and sticking.
9. Show the sky coming down to earth.
10. Place people and objects in position other than a straight line.
11. Use overlapping to create the illusion of depth.
12. Build constructions.
13. Communicate in nonverbal ways.
14. Organize colors and mix specific ones from red, yellow, and blue.
15. Make forms and figures out of clay.
16. Use vocabulary words based on techniques learned.
17. Discuss artwork created by self and others.

## **ENGLISH AS A SECOND LANGUAGE PROGRAM**

Since English is not the first language of all our students, mastery of English as a second language (ESL) is a vitally important part of the instructional program. The AES ESL program is designed to assist students whose need for English-language proficiency precludes satisfactory achievement.

Limited-English proficient (LEP) students are those who lack minimum English competency. LEP students will receive instruction in English as a second language. English proficiency will be measured by a standardized test such as the Language Assessment Scales (LAS). ESL students will be referred, screened and placed in accordance with policies and procedures established in the DoDEA ESL handbook. ESL students will be placed according to their individual needs in the following levels:

**Level One (I).** Students receive instruction in English language skills in a self-contained classroom. Students enter the mainstream when they are able to demonstrate minimum English proficiency as determined by teacher evaluation and standardized testing.

**Level Two (II) & Level Three (III).** Students are pulled out of the mainstream for a designated portion of each school day for ESL instruction.

**Level Four (IV).** Students receive all of their instruction in mainstream classes and their progress is monitored by the ESL teacher through collaboration with the mainstream teachers.

During the enrollment process and/or the first weeks of instruction, parents must fill out a home language survey. A LAS test will be given to students whose reported dominant language at home is not English. The test will be administered to all new or referred students identified as potential ESL candidates. Based on the results of the test, the school counselor and the principal will review candidates, including ESL teacher recommendations, for placement in either intensive or pullout, linguistic environments. Notification of ESL student placement will be given to parents. Students are re-evaluated at the end of the school year or when needed or requested.

## **GIFTED EDUCATION**

DoDEA “Gifted Education Manual” is used to guide our Gifted Education Program.

**DoDEA Gifted Education – Philosophy and Guiding Principles:**

- Giftedness appears in many different forms in every cultural group at every level of society.
- Schools must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.
- Student identification should be based on multiple measures.
- Assessment of students should continue over time.
- Gifted students require differentiated learning experiences, K-12.
- Differentiation should occur along a continuum of curricular options, instructional approaches, and resource materials.
- Gifted students have unique patterns of social and emotional development.

## **INFORMATION CENTER**

The purpose of the Information Center is to support the entire school curriculum and to reflect the philosophy, goals and objectives of AES. The Information Center provides support in intellectual and physical access to information as well as providing students opportunities to expand their world by using various media and technology resources.

This is a Reading Counts library with most of our books having tests on the computers. It is a powerful way to manage, measure and motivate student reading.

In order to ensure that all students and faculty have access to the Information Center and to implement DoDEA policy, the Information Center has an "open library". Students may go to the Center individually, in-groups, or teachers may arrange to bring their classes for Research Based Learning (RBL). At the end of the school year, students will be able to:

### ***Kindergarten***

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1. Identify areas of the Information Center.
2. Demonstrate knowledge of Information Center rules and procedures.
3. Demonstrate proper care of materials.
4. Identify a book's cover and spine.
5. Attend to the sights and sounds of storytelling.
6. Browse for books.

### ***First Grade***

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1. Identify areas of the Information Center.
2. Demonstrate knowledge of Information Center rules and procedures.
3. Demonstrate proper care of materials.
4. Identify a book's cover and spine.
5. Attend to the sights and sounds of storytelling.
6. Browse for books.
7. Alphabetize by the first letter.
8. Shelve books correctly by reading the spine label.
9. Select books that interest him/her.

10. Identify equipment used in the Media Center.

### ***Second Grade***

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1. Identify areas of the Media Center.
2. Demonstrate knowledge of the Media Center.
3. Demonstrate proper care of materials.
4. Attend to the sights and sounds of storytelling.
5. Identify a book's cover, spine and title page.
6. Interpret information on a title page.
7. Identify the classification by subject of different materials.
8. Determine the difference between fiction and non-fiction books.
9. Locate books on specific subjects with assistance.
10. Locate fiction and non-fiction books.
11. Distinguish between different kinds of literature.
12. Understand audiovisual presentations.
13. Identify the card catalog and its use.
14. Identify equipment used in the library Media Center.
15. Practice and refine browsing for books.
16. Recognize the purpose of the Dewey's classification system.
17. Plan and produce simple audiovisual presentations.
18. Identify Caldecott Award winning books.

## **INTERNET RIGHTS AND RESPONSIBILITIES**

### **STAFF & VOLUNTEERS**

Staff and Volunteers need to have training and an understanding of Internet use and responsibility before utilizing the Internet.

Use of the Internet is a privilege, not a right, and inappropriate use, visiting inappropriate sites, or downloading inappropriate files will result in the cancellation of those privileges. Federal regulation mandates that you protect and conserve Government property and not use such property for other than authorized purposes. The Internet in AES is Government property.

### **STUDENTS**

Since AES is a primary school, the following guidelines will be adhered to at all times:

In accordance with DoDEA Administrative Instruction 6600.1 "Computer Access and Internet Policy" all grades K-12 parents and all grades 4-12 students are required to sign the Student Network Use Agreement whenever a student registers for school. The Agreement covers the use of the school LAN, Internet, and e-mail. The signed agreements

are maintained at the school. Students at AES using the Internet will be under the supervision of an Internet-trained teacher/information specialist/or volunteer whenever accessing the Internet. Permission for students to print Internet

information is determined by the information specialist, teacher or supervising adult.

## **COMPUTER LAB**

First and Second grade teachers take their classes to the lab once each week. This is an extension of the curriculum. Kindergarten works in the lab during Second Semester.

## **MUSIC**

At Antilles Elementary School, students are exposed to quality music, which is designed to develop an appreciation and enjoyment of music. Students will engage in developmentally- appropriate learning experiences, following the guidelines set by the Musical Educators

National Convention. Further, in order to participate fully in a diverse, global society, students will learn about their own historical and cultural heritage and those of others within their community and beyond, through music.

Students are given opportunities to participate and perform in musical programs. Skills are developed in listening, performing, reading, writing, and creativity. Musical skills are also developed through the use of educational computer software. After receiving instruction on the appropriate grade level, the student will be able to:

### ***Kindergarten***

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1. Clap, march to a steady beat.
2. Demonstrate fast-slow, high-low, loud soft through vocal sounds and body movements.
3. Sing songs about the seasons, the alphabet, numbers and about themselves.
4. Play different percussive instruments.
5. Play simple melodic patterns on musical instruments.
6. Respond through purposeful movement to selected music.
7. Identify the sounds of a variety of musical instruments.

### ***First Grade***

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1. Sing songs from music book level one.
2. Tap accented beats in a song.
3. Sing and play high-low, and loud-soft pitches.
4. Play simple accompaniment on various percussion instruments.

5. Identify the instruments in a symphony orchestra.
6. Work alone on simple musical drills using developmentally appropriate software on the computer.
7. Learn songs from their culture as well as from others.
8. Demonstrate the shape of a melodic phrase through movement.

### **Second Grade**

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1. Sing songs from music book level two demonstrating good vocal practices.
2. Identify the following musical notation: the staff, measures, bar lines, clef signs, notes, and rest.
3. Demonstrate the shape of a melody phrase through movement.
4. Demonstrate the rhythmic meter through movement.
5. Play four or more rhythmic instruments.
6. Student will sing a varied repertoire of songs from diverse cultures, styles and genres.
7. Students will perform simple rhythmic, melodic and chord patterns accurately and independently on classroom instruments.
8. Work alone on simple musical drills using developmentally appropriate software on the computer.

## **PHYSICAL EDUCATION**

The physical education program contributes to the physical, social, emotional, and intellectual growth of each child through selected movement and physical experiences. Students will be able to:

1. Show an understanding of rules and follow directions.
2. Perform fitness exercises to achieve an optional level of physical fitness and good health.
3. Demonstrate positive self-image and leadership abilities.
4. Perform the skill of the activity with some degree of excellence according to grade level.
5. Demonstrate decision-making skills leading up to positive social behavior.

Instruction will be provided that enables the student to develop:

1. Body management skills.
2. Basic motor skills (non-locomotor and locomotor).
3. Manipulative object skills.
4. Ball handling skills.

5. Skills in stunts and tumbling.
6. Rhythmic interpretations.
7. Eye-hand coordination.

In accordance with diagnostic test findings, Special Education students are prescribed adaptive physical education instructional activities or are mainstreamed into the regular instructional class activities. These skills will be developed in the following study areas:

Warm-ups and fitness activities	Lead-up games
Basic movement perception	Tumbling
Rhythmic interpretations	
Eye-hand coordination	

### **PREREFERRAL/TAT (Teacher Assistance Team)**

When you suspect that a child may be experiencing difficulties in academic achievement and/or developmental progress, you should contact the child's teacher or guidance counselor to arrange a conference to discuss ideas and strategies that may help your child in the learning process. Behaviors that may indicate that this referral process should begin include:

- Difficulty staying on task
- Persistent difficulty in following direction
- Frequent outbursts for no apparent reason
- Difficulty in understanding what is read
- Difficulty expressing ideas in spoken or written form
- Experiencing complex medical problems
- Inability to talk as well as children of the same age.
- Demonstrating little interest in toys or stories for children of that age
- Demonstrating puzzling behaviors
- Inability to play with other children

### **SPECIAL EDUCATION**

According to Public Law (PL) 102-119, **The Individuals with Disabilities Education Act of 1997 (IDEA)**, and **32 Code of Federal Regulation (CFR) Part 80**, special education is specially designed instruction, provided at no cost to parents, to meet the unique needs of a child with disabilities. This include:

- Classroom Instruction
- Vocational Instruction
- Instruction in Physical Education

- Home Instruction
- Instruction in Hospitals and Institutions

Special education is provided for children that have been diagnosed with the following disabilities:

- Physical Impairments
- Emotional Impairments
- Communication Impairments
- Learning Impairments
- Developmental Delays

Eligibility and placement in the special education program is determined by the school's multidisciplinary committees, called Case Study Committees (CSCs), after all screening procedures have been completed.

Services are provided in the least restrictive environment (LRE) by certified professionals, such as:

- Guidance Counselors
- Physical/Occupational Therapists
- Psychologists
- Special Education Teachers
- Speech/Language Pathologists
- Regular Classroom Teachers
- Special Education Teachers

Students are placed, to the greatest extent possible, in an educational setting with students of his/her own age.

Placement alternatives include:

- A regular classroom program with related services
- A regular classroom program with consultation from special education teachers.
- Regular classroom and special education team teaching (co-taught classes)
- Resource room services
- Special education with part-time regular program
- Self-contained (full-time) special education classroom
- Private or public day school program
- Private or public residential school/facility

- Hospital/home program

In addition to the services described above the following related services are provided for students that qualify for them:

- Counseling to students and parents
- Occupational therapy
- Physical therapy
- Psychological testing and counseling
- Adaptive physical education
- School health services
- Speech/language therapy
- Transportation