



RILKE SCHULE

Community and Family Handbook

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Welcome Families! Willkommen!

Welcome to Rilke Schule German Immersion Charter School (Rilke Schule). Our Rilke Schule community is the heart of our school. While we are an Anchorage School District (ASD) school, we are also a charter school. This means that we are governed by a board known as the Academic Policy Committee (APC). At Rilke Schule, we foster academic success through a dual language immersion model where students are enriched with language and culture. We are so glad that you have chosen to work with the Rilke Schule community and strengthen our Mission *to provide a culturally enriched, German immersion learning environment with a focus on academic excellence and student success.*



Description of Educational Program/Unser Programm

Rilke Schule German Immersion Charter School (Rilke Schule) is a kindergarten through 8th grade charter school within the Anchorage School District (ASD). Rilke Schule is the first language immersion program in Anchorage to encompass elementary and middle school. All students attending Rilke Schule learn German, facilitating their immersion into German culture and language. We attract a diverse student population by offering a challenging, high-quality dual-language immersion education, supported by a unique after-school program featuring a variety of activities.

Vision

Rilke Schule students are biliterate, globally aware, and locally engaged.

Mission

Provide a culturally enriched, German immersion learning environment with a focus on academic excellence and student success.

Rilke Schule Goals/Unsere Ziele

- Foster investment in school community
- Ensure Rilke Schule's sustainability
- Promote student success through dual language German immersion education



About our School/Über uns

Dual Language Immersion Model/Das zweisprachige Immersionsmodell

Rilke Schule uses a dual language immersion model to deliver instructions to students. In this model, students spend roughly half of their day in an English classroom and roughly half of the day in a German classroom. This means that while students are in the German classroom, the teacher will only instruct in German, materials will be written in German, and the students will be expected to engage in German language through listening, reading, speaking, and writing. In the English classroom, mathematics and English Language Arts instruction will be provided. In the German classroom, social studies, science, and German Language Arts will be taught. There is a focus on foundational literacy skills in kindergarten through 3rd grades, and an emphasis on content knowledge 4th through 8th grades.

Student data for German benchmarks are collected annually through the STAMP assessment from 2nd through 8th grades. Furthermore, the Common European Framework of Reference for Languages (A1, A2, DSD1) assessments are offered for 3rd, 6th, and 8th grades, respectively. These assessments are provided by the German government through its Central Agency for Schools Abroad (ZfA).

Purpose of the Program/Zielsetzung des Programms

- To learn the German language and culture to broaden students horizons.
- Expose and immerse our students and their families to a new culture.
- Promote informed, active, and responsible global citizenship.
- Immerse students in an academically rigorous learning environment that exceeds local and state standards.
- Provide a consistent learning environment to best prepare our students for academic success in high school.

Decision-Making Aligned to the Strategic Plan **Entscheidungen über Lehrpläne und Verwaltung entsprechen dem** **strategischen Plan der Schule**

At Rilke, academic and governance decision-making is guided by the school's Strategic Plan. This ensures that all decisions related to instruction, programming, budgeting, or policy remain focused on long-term sustainability, student success, and investment in our school community.

Strategic Alignment in Academic and Social Decisions

Academic decisions are made through a lens of continuous improvement and goal alignment

- Promoting student success through dual language immersion education
- Ensuring long-term program sustainability
- Fostering meaningful investment in the school community

This includes:

- Selecting and reviewing curriculum through a structured, multi-year cycle
- Using student data to guide instruction
- Implementing research-based instructional practices/Ensuring access to rigorous and inclusive learning opportunities for all students

Instructional practices, interventions, and enrichment opportunities are evaluated for effectiveness and work to support the broader vision of developing biliterate, globally aware, and locally engaged students.

Strategic Alignment in Governance

As a charter school, Rilke Schule is governed by the Academic Policy Committee (APC), which operates in alignment with the Strategic Plan. Governance decisions are framed by:

- Long-term financial and operational sustainability
- Responsible stewardship of resources
- Policies that support a strong, inclusive school culture
- Ongoing evaluation of school performance and outcomes

The APC works in collaboration with school leadership to ensure that decisions reflect the mission and vision of the school while remaining responsive to the needs of students, staff, and families.

Shared Responsibility and Transparency

Decision-making at Rilke Schule is a collaborative process that may include input from:

- School leadership and Instructional staff
- Students
- Families and community partners
- The APC and associated committees

This shared approach ensures that decisions are thoughtful, transparent, and rooted in what is best for students. By consistently aligning decisions with the Strategic Plan, Rilke Schule maintains a clear direction and purpose in all areas of school operation.

Rilke Schule Highlights

- A rigorous academic program that meets or exceeds local and state standards.
- German American Partnership Program (GAPP) - exchange of middle school students with two schools in Germany.
- Recognized as a PASCH School - “Schulen: Partner der Zukunft” (Schools: Partner of the Future).
- Recognized by the American Association of Teachers of German (AATG) as a German Center of Excellence.
- Amity Institute’s Intern Program participant.
- Exhibit proficient levels of German for the corresponding grade level.
- Rilke Schule is one of the ASD’s largest charter schools.
- We are part of the ASD, which means that your child can enjoy many of the benefits that ASD has to offer.
- Our staff is professionally trained in the curriculum they teach. Many German-speaking staff are native German speakers.
- We have strong Special Education Staff, as well as an ELL Tutor, and 504 Coordinator.
- Our instruction is driven by data. We set goals for each of our students in order for them to meet their individual academic and social/emotional needs.
- We participate in all ASD assessments including language-based assessments.
- We recruit teachers through German school partnerships and ASD World Languages.
- We orchestrate an ongoing, 5-year forward-looking systematic review process to determine if the curriculum addresses the learning needs of all students.
- We utilize assessment results to increase student academic achievement throughout the school year.
- We use a system to plan instructional practices and programs that are aligned with content standards.
- We utilize research-based instructional practices, programs, and materials.
- We utilize effective classroom management strategies.
- We embed staff professional development into daily routines and practices.



Annual Events for Families and Communities

Alljährliche Feste und Veranstaltungen für Familien und Freunde

Throughout the school year, Rilke Schule celebrates many traditions and annual events that bring our community together. These gatherings reflect and strengthen our school's guiding vision and mission.

Our traditions and events serve as opportunities for students, families, and staff to connect, celebrate learning, and honor the unique blend of culture and community that defines Rilke Schule.

<u>Event</u>	<u>Time of Year</u>
Spirit Week	End of First Quarter
Oktoberfest	Beginning of October
Jo Sanders-Tag	End of October
Quarterly Awards Ceremony	Start of quarters 2-4 to celebrate the previous quarter
Sankt Martinstag	Beginning of November
Sankt Nikolaustag	Beginning of December
Christkindlmarkt	Beginning of December
Fasching	Beginning of February
Declamation	Second Semester
Talent Show	April
Kinderlauf	Beginning of May
Wandertag	Either start or end of year- depending on the school year
<u>Sporttag</u>	<u>May</u>
<u>8th Grade Graduation</u>	<u>End of the School Year</u>

Rilke Schule Expectations as Outlined in Rilke Schule's Charter **Rilke Schule Richtlinien gemäß der Rilke Schule Satzung**

Students are responsible for their own behavior and are expected to be positive and engaged members of the school community.

- Teachers inform parents about student progress, behavior, and school events through multi-modal forms of communication.
- Parents are encouraged to volunteer four hours a month as active members of the school community.



- Rilke Schule classrooms are inviting, safe, and stimulating learning environments.

- Rilke Schule follows the field trip guidelines outlined in the ASD School Activities Handbooks. As necessary, Rilke Schule faculty members will complete

appropriate designee trainings.

- Teachers participate in professional development that supports dual language immersion education.

Volunteering at Rilke Schule **Ehrenamtliche Mitarbeit an der Rilke Schule**

Part of every family's commitment to Rilke Schule is providing 4 hours of volunteer time to the school every month or a total of 36 hours a year. There are many ways to fill this need. We realize how busy families are and truly appreciate your contributions to our school.



How to Volunteer:

Please print and return the [Volunteer Waiver and Release](#) to the front office and complete [ASD's Volunteer Application](#) online. These two forms must be completed and reviewed by the ASD district office before you may volunteer in the building.

Log Your Hours:

Use our [Rilke Volunteer Hours Log](#) to record your hours. You are encouraged to log them after each volunteering activity. The log can be found on the Rilke Schule website.

Contributions in Lieu of Time:

If you are unable to volunteer your time, you can make a financial contribution to the school. Please contact the Principal if you are interested in contributing financially in lieu of volunteer time.



Activity and Supply Fees/Gebühren für Materialien und Aktivitäten

Rilke operates on a tight budget as a charter school. This is why the annual activity and supply fees are so important to provide the school with the materials needed to foster an enriched learning environment. With that in mind, the activity and supply fees can be paid beginning in August. They can be paid at any point in the school year, but we would greatly appreciate it if they were paid in the 1st semester so we can plan and be prepared for activities and supplies needed through the year.

Payments can be made with a credit/debit card under your Student's "Q" log in

<https://parentconnect.asdk12.org/>.

Activity Fee: \$125

The activity fees pay for field trips, guest speakers, buses, and other special class activities.

Supply Fee: \$100

The supply fees pay for classroom supplies like colors, paper, glue, pencils, scissors, folders, containers, and other materials for instruction. It also covers teacher supplies like paper, post-its, expo markers, paper towels, tissues, pens, and other supplies needed for instruction. Lastly, the supply fees are used for schoolwide supplies for art, P.E., music, and copy paper. **This fee acts as a replacement for a traditional supply list that parents would use to buy items at the start of the year.**

Personal Items / Personliche Dinge

Students will still be responsible for backpacks, binders, lunch packs, water bottles, gym shoes, art shirts and other personal items that go back and forth between home and school. Thank you for your support. We could not provide an engaging learning environment without your help.

Rilke Schule Dress Code Guidance/Rilke Schule Kleiderordnung

Rilke Schule does not have a school uniform designed to make all students look the same. Instead, we have a **dress code** that encourages a sense of belonging and pride in our school, promotes respect for the learning environment, and helps reduce feelings of inequality related to personal attire. The Rilke Schule Dress Code can be easily understood by doing the following:

Rilke Schule Dress Code

- All clothing must be clean and without holes.
- Rilke logo wear and traditional German or German-speaking country attire (ex. lederhosen and dirndl) may be worn at any time.
- Rilke Event Wear such as Battle of the Books, Track and Field, Cross Country, Travel Club, etc... may be worn at any time.
- **Tops:** Solid-color shirts with collars and sleeves, blouses, jumpers, sweaters, or dresses (no patterns or graphic designs). Solid color hoodies/sweatshirts/ zip hoodies are permitted, as are Rilke wear hoodies. If it is a Rilke wear t-shirt it does not need a collar.
- On Friday: Students are permitted to wear jeans with no holes
- **Exception (Grades 5–8): Plaid or striped collared shirts are allowed any day of the week**
- **Pants:** Must be solid in color. This can include kakis, chinos, slacks, joggers, and leggings. This clothing must be worn at the waist, not below.
- **Length requirement:** Dresses, skorts, shorts, and skirts must fall below your finger tips when arms are hanging to your side.
- **Outerwear:** No outdoor gear (e.g., jackets, coats, snow boots) may be worn in classrooms unless there are HVAC issues and the room is cold.
- **Dressy Friday:** Last Friday of each month is “Dressy Friday.”
- **Scouting uniforms:** Boy Scout and Girl Scout uniforms may be worn on meeting days.
- **Hats and headgear:** Hoods, caps, visors, bandanas, and similar items must be removed upon entering the building and may not be worn or carried during the school day.
- **Makeup:** Makeup should be worn with a “natural” look and not be distracting.

Field Trip Days

Students are encouraged to wear clothing with **Rilke Schule logos** when participating in field trips or events outside the school building. If teachers specify a specific exception to the Dress Guidance, they will share that exception with families ahead of the field trip.

Why Does Rilke Have Dress Guidance?/Warum haben wir eine Kleiderordnung?

A school dress code supports a positive, safe, and focused learning environment for all students. At our school, the purpose of a dress code is not to limit self-expression, but to ensure that clothing choices support learning and community values. Benefits of a school dress code include:

- **Supporting Academic Focus**
A consistent standard of dress helps minimize distractions and allows students to focus on learning and classroom engagement.
- **Promoting Equity and Inclusion**
Dress codes help reduce visible socioeconomic differences and lessens pressure related to clothing brands or trends, supporting an inclusive school community.
- **Strengthening School Culture and Community**
Shared expectations around dress foster a sense of belonging and reinforce that students are part of a respectful learning community.
- **Encouraging Life Readiness and Respect**
Learning to follow dress expectations helps students develop responsibility and understand appropriate attire for different settings, an important skill for future academic and professional environments.
- **Reducing Social Pressure and Conflict**
Clear and consistent guidelines can reduce peer comparison, fashion-related pressure, and potential conflicts related to clothing choices.
- **Providing Consistent Expectations**
A schoolwide dress code ensures fairness and consistency in expectations across classrooms and grade levels.
- **Supporting School–Home Partnership**
The dress code provides families with clear guidance and reinforces shared responsibility in preparing students for a successful school day.

Enforcement/Einhaltung der Kleiderordnung



Dress code enforcement is a shared responsibility among families, staff, and school administration. We understand that mornings can be busy and stressful, so we ask families to support their children by helping them choose clothing—perhaps the night before—that aligns with Rilke’s Dress Code.

Rilke Schule uses a **three-step system** for addressing dress code concerns:

1. **First Warning in the school year:**

The teacher or staff member privately speaks with the student, explains the concern, and clarifies what needs to change to comply with the dress code.

2. **Second Warning in the school year:**

The teacher or staff member contacts the student’s parent or guardian to share the concern and explain what needs to be adjusted.

3. **Third Warning in the school year:**

The student is referred to the administration for follow-up and parent contact.

Administration will work with the family and student to find solutions that ensure compliance with the dress code. Disciplinary action may be taken if necessary.

If a family needs assistance obtaining clothing that meets the dress code, we encourage them to contact school leadership. We are happy to work with families to provide support and resources as needed.

Healthy Foods Guidance at Rilke Schule Richtlinien für gesunde Ernährung

Students may bring their own lunches or purchase hot lunch from the school cafeteria. Rilke Schule provides guidance to support **healthy eating habits** and a positive learning environment. Rilke Schule will not take food away from a students if it does not align with our Health Food Guidance, but we do ask that you try your best to cooperate with our guidance as it focuses on setting students

Our Approach: Eat Smart, Be Healthy!

At Rilke Schule, we educate the **whole child academically, socially, emotionally, and physically**. Healthy food guidance supports well-being, focus, and lifelong habits.

Key Goals:

- **Supporting Learning and Focus:** Nutritious foods help students maintain steady energy and concentration throughout the day.
- **Supporting Growth and Development:** Healthy eating supports physical growth and overall well-being at all ages.
- **Building Lifelong Habits:** Consistent expectations help students develop healthy eating habits beyond the school day.
- **Creating a Calm Learning Environment:** Balanced nutrition supports emotional regulation and reduces energy spikes and crashes.
- **Promoting Equity and Community:** Guidance emphasizes nourishment over treats and helps foster respect and inclusivity.
- **Consistency and Predictability:** Clear guidelines reduce confusion for students and families.
- **Partnership with Families:** Families are encouraged to model healthy choices at home and help children come to school nourished and ready to learn. If possible, please pack your child's lunch together with them. Preparing your child's school lunch together helps them learn what healthy meals look like and why good food choices matter. When children are involved, they are more likely to eat and enjoy nutritious foods and feel a sense of ownership over their choices. Over time, this shared routine builds practical life skills and a positive, confident relationship with food that can last into adulthood.

Healthy Snack and Lunch Guidance

Generally speaking, please do not send your child to school with candy, desserts, high sugar foods, or sugary/energy drinks. All students have greater success in school when all students come to school with food or access to school food that supports cooperative learning and a classroom culture that promotes academic success.

Snacks:

- Teachers will give guidance at the beginning of the year about what snacks are appropriate for their classroom in order to maintain cleanliness and classroom culture.
- Whole foods to support the whole child.
- Choose fruits, vegetables, or whole grains (e.g., apple slices, carrot sticks, berries, whole-grain crackers, small portions of nuts if allowed).
- Avoid sugary or highly processed snacks.
- Portion snacks appropriately for age to maintain focus.
- Snacks should be easy to handle safely; no sharing with classmates.

Lunches:

- Include protein, vegetables, fruits, whole grains, and healthy fats (e.g., sandwiches with lean protein, salads with beans or eggs, rice bowls with vegetables and protein).
- Limit sugary drinks and processed foods; water is preferred.
- Limit prepackaged and processed foods when possible.
- Use reusable containers when possible to model environmental responsibility. This should include reusable forks and spoons.
- Encourage children to listen to their bodies, eat enough to feel satisfied, and minimize waste.

Community and Responsibility:

- Be mindful of classmates with allergies or dietary restrictions.
- Promote a respectful lunch environment by cleaning up after eating.
- Healthy food habits at home support learning, growth, and self-care at school.

Classroom Celebrations-

At Rilke Schule, we place great value on celebrating our students and building strong classroom communities. However, it is equally important that these celebrations remain inclusive and do not disrupt the learning environment. Sugary foods, even when offered with the best intentions, can impact classroom climate after the celebration ends and may unintentionally exclude students with allergies, dietary restrictions, or medical conditions such as diabetes. **Teacher teams will communicate their classroom celebration guidelines at the beginning of the year, including whether food items may be brought in and how to schedule these opportunities with your child's teaching team.**

Both our school and classroom policies limit sugary treats, but there are ways to celebrate birthdays and special occasions. Your child's teacher(s) can share with you their approaches to These options honor students while supporting a healthy and inclusive environment, such as:

- Singing "Happy Birthday" as a class
- Allowing the birthday student to choose a favorite activity or game for a set time
- Letting the student select a favorite book for the teacher to read aloud
- Having parents send in a birthday card for classmates to sign
- Providing non-food party favors (pencils, stickers, or small trinkets)

These alternatives offer meaningful recognition, foster classroom community, and keep the learning environment welcoming and healthy for every student. **Please note that in special circumstances, classroom teachers will collaborate with school administration to address the specific situation appropriately.**

Cell Phone Guidelines/Handy Richtlinien

Cell phones are part of our everyday life, but they also lead to distraction in an academic setting. Below, are the cell phone guidelines for students at Rilke Schule:

The Anchorage School District has a new cellphone policy starting with the 2025-26 school year. Under the **new ASD policy**, use of cellphones and other electronic communication devices are not allowed in class at any time, in any grade. Students must put them away, and they must be off or in airplane mode. Elementary and middle school students are not allowed to use their cellphones at any time during the school day, including lunch and recess.

Students will not use or check their cell phones or other devices (tablets, watches, etc.) between the school hours of 7:45 - 3:15 while on the Rilke Schule campus. If a student does use a device, it will be confiscated and a parent will need to come to the front office to retrieve the item. If this becomes a habitual offense, disciplinary action could be taken.



- If a student does bring their cell phone or personal electronic device to school, they will need to come to the front office and retrieve a Yondr Pouch to secure the item and it can be unlocked once they are dismissed for the day.
- Students may be given explicit permission to use the device to communicate with parents only in the front office. Students should not be calling or texting parents on campus without explicit permission to make that call in the front office.
- Parents need to call the front office to communicate with students. Do not call or text students during the school day. This could lead to device confiscation or discipline action.



Student Discipline and Rilke Schule Progressive Discipline Outline **Verhalten und Verhaltensmaßregeln**

This outline provides a three-tiered PBIS approach to student behavior, ensuring fair, consistent, and developmentally appropriate responses while prioritizing learning, relationships, and safety.

- **Tier 1:** Universal support for all students (proactive teaching, modeling, recognition of positive behavior).
- **Tier 2:** Targeted support for repeated or moderate infractions (additional teaching, counseling, and behavior plans).
- **Tier 3:** Intensive supports for severe or repeated infractions (individualized interventions, safety plans, possible alternative placement)

Each behavior category includes:

- ✓ Education and reflection
- ✓ Escalating consequences for repeated or severe infractions. Focus on teaching appropriate behaviors and making amends
- ✓ Parent involvement at every level
- ✓ School administration reserves discretion for skipping levels if behavior is severe or threatens safety to oneself or others.

Levels of Intervention/Mehrstufige Maßnahmen

<i>Level</i>	<i>Description</i>	<i>Examples of PBIS-Aligned Supports & Consequences</i>
Level 1	First-time or minor infractions; emphasize teaching and reflection	Parent contact/meeting, buddy room, restorative conversation, re-teaching expectations, reflection sheet, apology letter, reteaching session, detention. suspension as needed on a case by case basis depending on level and nature of threat.
Level 2	Repeated or more serious infractions; focus on correction and safety	In-school suspension (1–5 days) with restorative work; formal behavior plan; check-in/check-out supports; detention; SRO consult (if needed). out of school suspension as needed on case by case basis depending on level and nature of threat.
Level 3	Severe or repeated infractions; focus on safety and serious accountability	Out-of-school suspension (1–9 days); SRO contact; drug counseling (if needed); alternative placement recommendation; individualized safety plan; functional behavior assessment; referral to external supports

Types of Actions Taken/Arten von Maßnahmen

Action taken to address student behavior by Rilke Schule Administration will consider the following factors:

- Student Handbook guidelines
- Frequency of behavior
- Context and intent of student behavior
- Complete due process and investigation of incident
- Staff communication

Any action taken by the Rilke Schule Administration will be recorded in Q/ Parent connect for documentation

Use of Suspension and Commitment to Restorative Practices **Unterrichtsausschluss und Wiedereingliederung**

Rilke Schule follows a progressive discipline model rooted in research-based practices that prioritize student growth, accountability, and relationship-building. While suspension may be used as a corrective consequence, it is not the first approach unless a student's behavior is severe, unsafe, or significantly disruptive to the learning environment.

Research shows that exclusionary practices such as suspension, when overused, can:

- Disrupt student learning
- Negatively impact long-term academic outcomes
- Weaken a student's connection to school

As a result, Rilke Schule prioritizes preventative, instructional, and restorative approaches to behavior whenever possible. Suspension is reserved for situations where:

- Safety is at risk
- Behavior is egregious or significantly harmful
- Previous interventions have not been successful

Restorative Practices as a Core Component **Bedeutung der Wiedereingliederung**

When a student receives a suspension or other significant consequence, Rilke Schule is committed to supporting the student's successful reintegration into the school community. Staff and administration intentionally incorporate restorative practices to repair harm, rebuild relationships, and promote accountability.

Restorative practices focus on:

- Understanding the impact of behavior
- Taking responsibility for actions
- Repairing harm done to individuals and the community
- Rebuilding trust and connection

Depending on the situation and developmental level of the student, restorative practices may include:

- **Restorative Conversations**

Guided discussions between the student and staff to reflect on behavior, understand impact, and identify better choices moving forward

- **Restorative Circles/ peer groups**

Structured group conversations involving affected students and staff to rebuild relationships and strengthen community

- **Reflection Activities**

Written or verbal reflections where students process what happened, why it happened, and how to make different choices in the future

- **Apology and Repair of Harm**

Meaningful apologies (written or verbal) and actions that repair harm, such as helping restore a classroom environment or supporting peers

- **Re-Entry Meetings**

Meetings with the student, family, and school staff following a suspension to set goals, clarify expectations, and provide support for a successful return

- **Behavior Support Plans**

Individualized plans that include clear expectations, supports, and regular check-ins

- **Check-In/Check-Out Systems**

Daily connection points with a trusted adult to provide guidance, accountability, and encouragement

- **Skill-Building and Counseling Supports**

Targeted support in areas such as emotional regulation, conflict resolution, and decision-making

Rilke Schule believes that discipline is most effective when it is instructional rather than purely punitive. Even when consequences are necessary, the goal remains the same: to support students in learning from their actions, maintaining their connection to the school community, and growing into responsible, respectful members of that community.



Arrival and Dismissal/Beginn und Ende des Schultages

Arrival/Ankunft am Schulgebäude

Students arrive and line up ~~outside on the playground~~ before school. Supervision on the playground begins at **7:45 AM**, and students may begin arriving at that time. Please do not arrive at the school before 7:45, as there is no supervision, and students should not be waiting in the front of the school. Please reach out to Rilke Clubs for supervised before-school club offerings. Families have **two drop-off options** to choose from:

1. The first option is to ~~park in the front lot (west side) and walk your child to their designated line-up area~~ on the playground. If you choose this option, we ask that you arrive before **8:05 AM**. After 8:05, any student walking into the building with a parent must enter through the front entrance. For our **Kindergarten families**, please note that if you're arriving after 8:05, we ask that you walk your child either to their class line or directly to their classroom.
2. The second option is to use ~~curbside drop-off~~ in the **Drop-Off/ Pick-Up Loop**, located behind the school (east side) and accessed via **84th Avenue**. Staff is present to greet students and guide them to the playground if they arrive before 8:05. Students dropped off after 8:05 enter the building through the ~~northwest entrance~~, near the 5th and 6th grade classrooms, and go directly to their class.

Once on the playground, students use ~~designated play areas~~, though certain sections—including the Field, Hill, and Northside equipment—remain off-limits during morning arrival. All students should be in line by **8:00 AM**, and teachers begin picking up their classes at **8:05 AM**.

Line-up locations vary slightly by grade level. **Kindergarten and first grade students** line up under the covered area on the far south side of the building or outside their individual classroom doors. **Students in grades 2 through 8** line up behind cones near the picnic tables—the same area they use for recess pickup.

In the event of extreme weather, students are directed inside to line up by their classroom doors until 8:05.



End of Day Dismissal Procedures for 2025–2026/Ende des Schultages

Dismissal takes place between ~~3:00 and 3:15 PM Monday through Thursday, and 1:45 to 2:00 PM on Fridays~~. If students are not picked up by the end of this window, they will be escorted to the front office and parents will be contacted by a staff member.. Parents arriving late will need to park and enter the building to collect their child.

- ~~1. Families with Kindergarten or First Grade Students~~ park in the ~~front parking lots~~ and ~~enter the building through the south side doors or the front entrance~~. Parents walk to their child's classroom for pick-up. If you have children in other grades, you are welcome to walk to their classrooms and pick them up as well. After collecting your child(ren), we ask that you return to your car promptly and exit the parking area to help ease congestion for other families. While families with children in grades 2–8 are also permitted to park and pick up students in person, we ask that they use this option only when necessary. This ensures that Kindergarten and First Grade parents, who are required to enter the building, have priority access to limited parking.
- ~~2. Families with Students in Grades 2 through 8~~ use the ~~Drop Off/Pick Up Loop~~ located behind the school (east side), accessed from ~~84th Avenue~~. During dismissal, students wait inside classrooms that face the loop and are released as their cars arrive. To maintain a steady traffic flow, cars should continue moving forward and pull up as far as possible. Students meet their families at their vehicles; we ask that parents remain in their cars and not stop in the loop to wait or walk up. The loop has two lanes—once your child is in the car, you may carefully pull into the second lane to exit. If your second through eighth-grade child has a sibling in first grade, they may go to their sibling's classroom at the end of the day and bring them to the pick-up loop so that both can be picked up together. However, if your family includes a **Kindergarten student**, we ask that you **always use the in-building pick-up process** described for Kindergarten and first grade.

Thank you for your attention to these procedures and for helping us maintain a safe and efficient dismissal process. If you have questions or need clarification, please don't hesitate to contact the school office.



Helpful Tips:

- Please make a sign to display in your window or dashboard that states your child's name and grade level/teacher. This allows our staff who are working outside and assisting with dismissal to quickly call for students.
- Please don't arrive in the "Drop Off/ Pick-Up Loop" during dismissal way in advance. If cars begin to backup onto 84th Ave for a prolonged time, we will face conflict with the municipality.
- Keep traffic flowing by continuing to move your car forward.
- Be patient and kind. We dismiss hundreds of students safely within just a few minutes, so your cooperation and patience are greatly appreciated.

ASD Immersion





Language Immersion Learning/Lernen durch Immersion

Rilke Schule German Immersion Schule (Rilke Schule) continues to be a great place to learn and grow! Our learning community is dedicated to fulfilling its mission, to provide a culturally enriched, German immersion learning environment with a focus on academic excellence and student success. The students' energy, sense of wonder, and willingness to explore new concepts are echoed in all of our classrooms and hallways.

Rilke Schule students are continually involved in learning that stretches their imaginations and engages them in collaborative efforts. Our students excel at demonstrating their engagement during the school day and beyond. We are fortunate to have students, staff, and families who are willing to come together and support our students' educational efforts in meaningful and memorable ways. Our learning community is intentional in its sharing of cultural practices and celebrations.

Students will hopefully reflect back on these many school days ahead - create those memorable moments by sharing a smile, learning something new, helping a friend, experiencing success, and feeling pride in their accomplishments. We are fortunate to be part of all students' learning journey, and look forward to the many adventures ahead.

In Service,

Your Rilke Schule Staff

Typical Day/learning Activities/Beispiel eines typischen Schultages:

Here is an **example** of an immersion student schedule:

Example Schedule Content: 8:00-3:00	Examples of Classroom Activities
 Target Language: Literacy 45 minutes	• Develop key vocabulary • Listening, Speaking, Reading, Writing • Reading Text • Exploring Songs, Poems, Hands-on Learning, Traditional Stories, Enrich in the Culture
 Target Language: Social Studies 30 min.	• Develop key vocabulary • Listening, Speaking, Reading, Writing • Engaging in group and partner projects • Reading text • Use of maps & data sets
 Target Language: Science 30 minutes	• Develop key vocabulary • Listening, speaking, reading, writing • Engaging in group and partner projects • Reading text • Nature walks & field trips
Lunch/Recess: 45-50 minutes	
 Specials: Music, Art, Health, Physical Education: 30-60 minutes	
 Language Arts: 60 minutes	• Develop phonological awareness, phonics, vocabulary, fluency, & comprehension • Listening, speaking, reading, writing • Targeted Intervention- What I Need Time (WIN)
 Mathematics: 45 minutes	• Engage in mathematical discourse • Develop the standards of mathematical practice
 Social Emotional Learning: 15 minutes	• Address five areas of competence: ◦ Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

How Rilke Schule's Immersion Model Supports and Challenges Higher-Level Learners/Die Rilke Immersionsmethode als Herausforderung für fortgeschrittene Schüler

At Rilke Schule, German language immersion is more than learning a second language. It is a carefully designed instructional model that challenges students academically while supporting a wide range of learning needs. For families of higher-level learners, immersion provides daily opportunities for deeper thinking, problem-solving, and sustained academic engagement.

Immersion as Academic Challenge/Immersion als Herausforderung

In an immersion classroom, students learn core subjects such as reading, writing, science, and social studies through German or in partnership with English Teachers. This means students are not only learning what to think about but also how to think in another language. Processing new ideas, vocabulary, and concepts at the same time increases cognitive demand and requires students to apply higher-order thinking skills every day.

For higher-level learners, this model naturally provides enrichment. Lessons move beyond memorization and focus on analysis, reasoning, and application. Students are asked to make connections, infer meaning, and explain their thinking in German, which deepens understanding and strengthens academic skills across subjects.

Supporting Advanced Thinking and Problem-Solving/Fördern von unabhängigem Denken und Problemlösungsstrategien

Research shows that immersion learning strengthens skills such as attention, flexibility, and problem-solving. Students regularly encounter situations where they must work through uncertainty, use context clues, and persist when answers are not immediately clear. This type of productive struggle is especially important for higher-level learners because it builds resilience and encourages independent thinking rather than quick completion of tasks.

At Rilke Schule, teachers intentionally design lessons that allow students to:

- Engage with complex texts and ideas
- Apply concepts across subjects and languages

- Explain their reasoning and thinking processes
- Explore multiple strategies to solve problems

These practices ensure that higher-level learners remain challenged and engaged while they develop language proficiency.

Strong Academic Outcomes Over Time/Schulische Leistung als Ziel

Families sometimes wonder whether learning in another language might slow academic progress. Research on immersion programs consistently shows that this is not the case. By the upper elementary years, immersion students typically meet or exceed grade-level expectations in English language arts and mathematics. Higher-level learners, in particular, often transfer skills efficiently between languages, resulting in strong literacy and academic performance in both German and English.

Rilke Schule's sustained immersion approach supports this long-term growth by maintaining high academic expectations while providing appropriate scaffolding and support.

Enrichment Through Inclusion/Bereicherung durch Inklusion

Rilke Schule's immersion model is designed to challenge higher-level learners without separating students into tracks or limiting access. Instead, enrichment is embedded in daily instruction. Teachers differentiate within the classroom by offering varied levels of complexity, open-ended tasks, and opportunities for deeper exploration. This ensures that students are appropriately challenged while learning together as a community.

Preparing Students for the Future/Vorbereitung auf die Zukunft

The skills developed through immersion, including critical thinking, adaptability, perseverance, and bilingualism, are essential for success in advanced academic settings and beyond.

Tiered Supports, Special Education, and Student Services

Rilke Schule is committed to supporting all learners through a Multi-Tiered System of Supports (MTSS), ensuring students receive the level of instruction and intervention they need to be successful.

Tiered Support Structure

- **Tier 1:** High-quality, research-based instruction for all students in both English and German
- **Tier 2:** Targeted small group interventions for students needing additional support
- **Tier 3:** Intensive, individualized supports for students with significant academic or behavioral needs

Student progress is regularly monitored, and supports are adjusted based on data.

What I Need (WIN) Model

Rilke Schule uses a dedicated **WIN (What I Need)** time to provide intervention and enrichment:

- **K–3:** Focus on foundational literacy skills aligned to the Science of Reading, including phonics, fluency, and comprehension
- **Grades 4–8:** Integrated WIN structures that rotate between intervention and enrichment across English and German content areas

This model allows staff to respond to student needs while maintaining high expectations for all.

Special Education and 504 Supports

Rilke Schule provides services in alignment with Anchorage School District and federal guidelines:

- **Special Education (IEPs):** Individualized services, supports, and goals for qualifying students
- **504 Plans:** Accommodations to support access to learning (e.g., extended time, seating, organizational supports)

Services are provided in collaboration with teachers, specialists, and families, with a focus on inclusion whenever possible.

Commitment to Student Success

Through targeted supports, inclusive practices, and strong collaboration with families, Rilke Schule works to ensure all students grow academically, socially, and emotionally.

Rilke Schule Intern Program

Every year, Rilke Schule is excited to host German-speaking interns from Germany, Austria, and Switzerland. Our interns are university students studying to become teachers and are at various stages of completing their degrees. Most are between 20 and 25 years old.

During their time at Rilke Schule, interns are hosted by one of our school families and spend the majority of their time supporting learning in our primary classrooms. Their stays can range from three months to the entire school year. This program is made possible through the generosity of Rilke Schule Inc. and provides invaluable language and cultural support in our classrooms.

We view hosting interns as an opportunity for the entire Rilke community to participate in cultural exchange. Families interested in hosting provide a bedroom, meals, and transportation to and from school. Many host families find that interns quickly become part of their family, and relationships often continue for many years after the internship ends. Although interns are not intended to serve as babysitters, hosting can be a wonderful way to bring more German language and culture into the home.

Families who are not able or interested in hosting can still support our interns in many meaningful ways – by welcoming them into the school community, inviting them on Alaskan adventures and local activities, assisting with transportation when needed, or sharing winter clothing and sporting equipment.

Partnering at Home for Life and Academic Readiness at Each Grade Level/Partnerschaft zwischen Schule und Familie

At Rilke Schule, we believe that student readiness includes both academic growth and the development of social and life skills at each grade level. As students move from Kindergarten through 8th grade, preparing for the expectations of the next grade is key to their continued success.

This growth is strongest when it is supported through a partnership between school and home. While our teachers work with students daily in the classroom, families play an essential role in reinforcing independence, responsibility, and learning habits outside of school.

Our school team has identified a set of life readiness and academic goals for each grade level to help students build the skills they need as they progress through Rilke Schule. Working with your child on these goals at home will help set them up for greater confidence, independence, and success—both in school and beyond. Please review the goals below and reach out if you have any questions or would like support in working on these skills with your child.

German language goals are aligned with ACTFL Can-Do Statements across interpretive, interpersonal, and presentational modes. Students progress from Novice Low in Grade 1 to Novice High (A1 proficiency) by the end of Grade 3, with continued development toward Intermediate Low in Grade 4. Instruction is based on the Niko curriculum and emphasizes fluent communication, literacy development, and accuracy in writing. Grades 5 and 6 guide students to the A2 language level in all four language skills (reading, writing, listening, speaking), while grades 7 and 8 complete the Rilke Schule journey at a B1-level. By the time students leave Rilke Schule, many students traditionally exceed the B1-level in reading and listening.

Kindergarten

German Goals: **Oral Language (Listening & Speaking)**

- Understand and respond to **simple classroom directions in German** (e.g., sit, stand, line up, listen).
- Recognize and use **common words and phrases** related to daily routines (greetings, weather, calendar, feelings).
- Participate in **songs, chants, and movement activities** to build language patterns.
- Use **single words and short phrases** to communicate needs and ideas (e.g., *Ich möchte...*, *Ich habe...*, *Das ist...*). (I would like..., I have..., this is...)
- Respond to **yes/no and simple W- questions** (*Was? Wer? Wo?*). (What? Who? Where?)

Phonological Awareness (Pre-Literacy Skills)

- Identify and play with **German sounds (Laute)** through rhymes, songs, and repetition.
- Recognize **beginning sounds** in familiar words.
- Clap and segment **syllables in words**.
- Develop listening skills to **differentiate similar sounds**.

Prepares directly for Niko 1: Laute hören & Buchstaben lernen

Early Literacy & Print Awareness

- Recognize **some letters of the alphabet in German**, especially those in their name.
- Understand that **print carries meaning** (books, labels, charts).
- Participate in **shared reading experiences** (listening to stories, repeating phrases).
- Begin to connect **spoken words to visual symbols** (pictures, labels).

Fine Motor & Writing Readiness

- Develop proper **pencil grip and control** through drawing, tracing, and guided practice.
- Practice **writing strokes and shapes** (lines, curves, circles) that lead to letter formation.
- Begin writing **names and simple symbols** with increasing control.
- Develop ability to **use space appropriately on paper** (top to bottom, left to right).

Direct bridge to Grade 1 expectation: writing on lines, forming letters

Vocabulary Development



- Build vocabulary in key themes:
 - Colors
 - Numbers (0-20)
 - Family
 - Animals
 - School items
 - Body parts
- Demonstrate understanding through **pointing, acting, drawing, or responding orally**

ACTFL Alignment (Kindergarten – Novice Low)

Students demonstrate:

- **Interpretive:** recognize familiar words, gestures, and routines
- **Interpersonal:** respond with words, gestures, or memorized phrases
- **Presentational:** repeat words, label, and participate in songs/chants

Kindergarten focuses on building oral language, phonological awareness, and fine motor skills to prepare students for formal literacy instruction in Grade 1 using the Niko curriculum.

English Reading/ Language Arts Goal:

- Recognize letters and their sounds and begin blending sounds to read simple words.
- Listen to stories and talk about key details (characters, setting, favorite part).
- Practice holding a book correctly and tracking print from left to right.
- Use pictures and words to express ideas through drawing, dictation, or early writing.

Math Goals:

- Adding and Subtracting within 10 with **automaticity**
- Representing the addition or subtraction model in different ways

Social/Behavioral Goals:

- Put on and take off coats, shoes, and basic snow gear independently (zippers, mittens, boots).
- Follow simple multi-step directions (e.g., “put your backpack away, then sit on the carpet”).
- Use the bathroom independently and practice good hygiene (handwashing).
- Express needs or feelings using words rather than physical actions.
- Can use common materials - scissors, crayons, pencils
- Use words to express needs and wants



First Grade

German Goals:

- **Speaking:** Use a variety of learned and practiced words, phrases and sentences to communicate about familiar and everyday topics.
- **Reading:** Blend, segment, and decode high-frequency words, and read simple sentences.
- **Writing:** Write simple sentences using very familiar vocabulary and high-frequency words across content areas.
- **Listening:** Understand basic information, statements and questions about familiar topics and content presented in class.

Niko Focus:

- *Ich / Meine Welt, Buchstaben lernen, Laute hören, Wörter lesen (Me/My World, letters, letter sounds, reading words)*

Essential Goals (Aligned):

- Correctly **form letters (upper/lowercase)** and write neatly on lines with proper spacing.
- Identify and produce **letter sounds (Laute)** and blend sounds to read simple words.
- Read and recognize **sight words** and simple Niko vocabulary.
- Write **simple words and labels** (e.g., objects, names).
- Understand and follow **simple German instructions** used in Niko routines.
- Use **basic vocabulary** (school items, colors, numbers, family).
- Participate in **oral language routines** (songs, chants, sentence frames like *Ich bin...*, *Das ist...*).

ACTFL Alignment (Grade 1)- Novice Low → Novice Mid

- **Listening:** Understand simple words and classroom directions
- **Speaking:** Use memorized words and short phrases
- **Reading:** Recognize familiar words
- **Writing:** Copy and form letters and words neatly

English Reading/ Language Arts Goals:

- Read simple texts aloud with growing accuracy and confidence.
- Retell a story using beginning, middle, and end.
- Write complete sentences using correct spacing and basic punctuation.
- Use phonics strategies to decode unfamiliar words.

Math Goals:

- Know how to make a 10 **fluently**
- Recognize doubles that add up to 20 **fluently**
- 10 more or 10 less within 100 **fluently**
- Regular practice to support adding and subtracting **fluently** within 20

Social/Behavioral Goals:

- Tie shoes or independently manage shoe fasteners (Velcro, buckles).
- Pack and unpack a backpack, including lunch and folders.
- Practice waiting, taking turns, and listening while others are speaking.
- Begin solving small problems independently before asking an adult for help.



Second Grade

German Goals:

- Speaking: Use simple words and phrases to communicate about familiar topics; ask and answer basic questions.
- Reading: Understand common words, phrases and short sentences with support (picture/context).
- Writing: Write words and short sentences using familiar vocabulary and patterns with very basic grammatical control.
- Listening: Understand key words, simple instructions, and short, familiar speech.

Niko Focus:

- *Lesen verstehen, Sätze schreiben, Wortschatz erweitern, Erste Grammatik Muster (reading comprehension, writing sentences, increase sight words, first grammar rules)*

Essential Goals (Aligned):

- Write **simple complete sentences** with correct spacing and punctuation.
- Maintain **consistent handwriting on lines** (size, spacing, alignment).
- Read **short Niko texts** with increasing fluency and comprehension.
- Use **basic sentence structure** (Subject–Verb–Object).
- Apply **German noun capitalization** consistently.
- Expand vocabulary (time, weather, food, daily routines).
- Ask and answer **simple questions** (*Wer? Was? Wo?*). (Who? What? Where?)
- Begin using **simple verbs in present tense** (*ich gehe, ich habe*). (I go, I have)

ACTFL Alignment (Grade 2)- Novice Mid

- **Listening:** Understand simple sentences on familiar topics
- **Speaking:** Ask and answer basic questions
- **Reading:** Read short, simple texts
- **Writing:** Write simple sentences

English Reading/ Language Arts Goals:

- Read grade-level texts with increasing fluency and expression.
- Ask and answer questions to show understanding of what was read.
- Write organized paragraphs with a topic and supporting details with support from an adult
- Edit writing for capitalization, punctuation, and spelling of familiar words.

Math Goals:

- Have **automaticity** when adding and subtracting within 20
- Recognize 10/ 100 more or 100 less within 1,000 **fluently**
- Add or subtract within 100 **fluently**

Social/Behavioral Goals:

- Put on full snow gear efficiently and independently within a reasonable time.
- Manage personal belongings and classroom materials responsibly.
- Use respectful language to resolve peer conflicts with minimal adult support.
- Stay focused on a task for an age-appropriate amount of time, even if it is challenging.

Third Grade

German Goals: **Niko Focus:**

- *Texte verstehen, Schreiben strukturieren, Grammatik anwenden, Sprechen und Zuhören (reading comprehension, organize writing, using grammar, speaking and listening)*

Essential Goals (Aligned to A1):

- Write **clear sentences and short paragraphs** with proper structure (beginning, middle, end).
- Demonstrate **neat, consistent handwriting** with correct line use, spacing, and formatting.
- Apply **capitalization (all nouns), punctuation, and basic spelling patterns**.
- Read **grade-level Niko texts independently** and identify main ideas.
- Retell and respond to texts using **complete sentences**.
- Use **present tense verbs accurately** and begin using **modal verbs** (*kann, will, muss/can, want to, have to*).
- Build vocabulary across themes (home, school, hobbies, descriptions).
- Ask and answer questions in **complete sentences**.
- Participate in **short conversations and discussions**.
- Show comprehension through **written and oral responses**.

Outcome: Students reach **solid A1 proficiency** (can understand and produce simple connected language).

ACTFL Alignment (Grade 3)- Novice High (A1)

- **Listening:** Understand main ideas in simple speech
- **Speaking:** Communicate using simple sentences
- **Reading:** Understand main ideas in simple texts
- **Writing:** Write multiple related sentences

English Reading/ Language Arts Goals:

- Read independently for longer periods and discuss key ideas and themes.
- Use text evidence to support answers and opinions.
- Write single or multi-paragraph pieces with a clear beginning, middle, and end.
- Expand vocabulary through reading and conversations.

Math Goals:

- Multiplication fact **fluency** up to 10
- Multiplication fact **automaticity** up to 10
- Add or subtract within 1,000 **fluently**

Social/Behavioral Goals:

- Track assignments and bring necessary materials to and from school.
- Demonstrate self-advocacy by asking for help or clarification appropriately.
- Use strategies to manage frustration or disappointment (deep breaths, breaks, words).
- Follow established routines independently and transition smoothly between activities.

Fourth Grade

German Goals: **Niko Focus:**

- *Texte analysieren, Schreiben erweitern, Grammatik vertiefen, Meinungen ausdrücken (analyse texts, expand writing, deepen/strengthen grammar, expressing opinions)*

Essential Goals (Aligned):

- Write **organized paragraphs** with transitions and clear structure.
- Use **correct grammar with increasing independence** (verb placement, subject-verb agreement).
- Apply **accurate capitalization, punctuation, and improved spelling**.
- Read a variety of **texts fluently** and summarize key ideas.
- Use **expanded sentence structures** (*und, aber, weil, dann*).
- Begin using **past tense (Perfekt)** in familiar contexts.
- Express **opinions and simple reasoning** (*Ich finde..., weil...*).
- Engage in **structured conversations** with greater independence.
- Revise writing for **clarity, grammar, and vocabulary use**.

Niko Skill Connection: deeper comprehension, extended writing, grammar application, communication

ACTFL Alignment (Grade 4)- Novice high → Intermediate Low

- **Listening:** Understand main ideas and some details
- **Speaking:** Participate in simple conversations with more independence
- **Reading:** Understand main ideas and key details in texts
- **Writing:** Write organized sentences and short paragraphs

English Reading/ Language Arts Goals:

- Read a variety of genres and summarize main ideas and important details.
- Use context clues and word parts (prefixes, suffixes) to determine word meaning.
- Write clearly organized paragraphs with appropriate transitions.
- Revise writing to improve clarity, organization, and word choice.

Math Goals:

- Multiplication fact **automaticity** up to 12
- Division fact **fluency** up to 12
- Recall and understanding fact family groups up to 12
- Understanding the inverse relationship between multiplication and division

Social/Behavioral Goals:

- Manage time effectively for homework and long-term projects with adult guidance.
- Demonstrate responsibility for actions, including acknowledging mistakes and making repairs.
- Work collaboratively with peers, even when opinions differ.
- Show increasing independence in organization (desk, binder, digital tools if applicable).



Fifth Grade

German Goals: By end of 4th grade, students will have completed the fourth year book in the Niko curriculum, with additional supplemental materials. At the beginning of the year, students review familiar topics, vocabulary, basic conversations, and engage in question-and-answer discussions. During fifth grade, students will spiral review and continue to improve mastery of the following language structures:

- grammatical gender of common nouns
- nominative, accusative and dative case
- prepositions which take the accusative or dative case.
- present tense verb conjugation of *sein* and *haben*
- separable prefix verbs in independent and dependent clauses
- stem-changing verbs independent and dependent clauses
- modal verbs (sollen, können, mögen, wollen, müssen, dürfen) in independent and dependent clauses.
- present perfect tense and common participle forms
- simple past of *sein* and *haben*.
- dependent clauses with *weil*, *dass*, *wenn*, and *ob*
- interrogatives in direct and indirect questions
- Students should be able to correct common errors by proofreading sentences.

ACTFL Proficiency benchmark: Intermediate Range

Listening	Reading	Writing	Speaking
Intermediate-High	Intermediate-Low	Intermediate-Low	Intermediate-Mid

English Reading/ Language Arts Goals:

- Analyze characters, events, and themes using evidence from the text.
- Read and comprehend increasingly complex texts independently.
- Write organized essays with an introduction, supporting paragraphs, and a conclusion.
- Apply grammar and conventions accurately in both writing and speaking.

Math Goals:

- Multiplication fact **automaticity** up to 12
- Division fact **automaticity** up to 12
- Multi-digit multiplication **fluency**

Social/Behavioral Goals:

- Balance academic responsibilities with extracurriculars and personal time.
- Show responsibility by respecting and maintaining classroom and personal supplies.
- Communicate respectfully with adults and peers in a variety of situations.
- Use problem-solving strategies before seeking adult intervention.
- Be accountable by meeting deadlines and following through on commitments.

Sixth Grade

German Goals: By end of 5th grade, students will have completed the majority of or all of the A1.1 and A1.2 in the PRIMA AKTIV: Deutsch für Jugendliche curriculum, with additional supplemental materials. At the beginning of the year, students review familiar topics, vocabulary, basic conversations, and engage in question-and-answer discussions.

Students demonstrate proficiency and continue spiral review of the following language structures::

- grammatical gender of common nouns
- nominative, accusative and dative case
- present tense verb conjugation of sein and haben
- separable prefix verbs (aufwachen, aufstehen, stattfinden, einschlafen, einkaufen, wehtun)
- modal verbs (sollen, können, mögen, wollen, müssen, dürfen)
- present Perfect tense and common participle forms
- simple past of sein and haben.
- dependent clauses with *weil, dass, wenn*
- interrogatives in direct and indirect questions
- prepositions which take objects in accusative and dative case
- Students are able to correct common errors in punctuation, capitalization and spelling by proofreading their own written sentences.

ACTFL Proficiency benchmark for sixth grade: Intermediate Range

Listening	Reading	Writing	Speaking
Intermediate-High	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid

English Reading/ Language Arts Goals:

- Cite evidence from texts to support analysis, reflection, and responses.
- Compare and contrast ideas across texts or genres.
- Write for different purposes (informative, narrative, opinion) with clear structure.
- Use strategies to determine the meaning of unfamiliar words and phrases.

Math Goals:

- **Fluency** with multi-digit division
- **Fluency** with multi-digit operations
- Continue practice with multiplication fact **automaticity** up to 12
- Continue practice with Division fact **automaticity** up to 12

Social/Behavioral Goals:

- Independently manage schedules, materials, and multiple teachers' expectations.
- Self-advocate appropriately for academic or social needs.
- Demonstrate emotional regulation during stress, conflict, or disappointment.
- Express compassion for others in language and actions.
- Use technology responsibly for learning and communication.
- Demonstrate accountability for expectations and actions.

Middle School

German Goals: After reviewing A2 level foundations (e.g. modal verbs, sentence structure, tenses, degrees of adjectives), 7th/8th graders move towards the B1 language level in all 4 skills. Grammar topics covered include the passive voice, relative clauses, subjunctive, etc. Students are expected to apply the acquired knowledge and new vocabulary to a wider range of topics (especially in Science and Social Studies), and do so in all four language skills (reading, writing, speaking, listening).

English Reading/ Language Arts Goals:

- Read and analyze complex literary and informational texts, identifying themes, central ideas, and author's craft.
- Support written and spoken responses with relevant and well-chosen textual evidence.
- Write well-organized, multi-paragraph pieces that demonstrate clear reasoning, voice, and purpose.
- Edit and revise writing for clarity, structure, grammar, and audience awareness.

Math Goals:

Social/Behavioral Goals:

- Independently plan and manage assignments, tests, and long-term projects with minimal adult reminders.
- Communicate respectfully and appropriately with teachers, peers, and other adults, including during disagreement or conflict.
- Demonstrate emotional regulation and resilience when faced with academic pressure, social challenges, or setbacks.
- Take ownership of learning and behavior by reflecting on feedback, setting personal goals, and following through on responsibilities.



Path to Proficiency:

Language acquisition is a journey that develops over time. Your child will progress through this development. The graphic below shows the language acquisition levels and the examples of reaching higher levels of proficiency.

Can Do Statements/"Ich kann schon...":

Here are some of your child's learning targets at each level of proficiency. These statements help understand what student behaviors are focused on during lessons (i.e., listening, speaking, reading, writing). Learning targets help inform grading, instructional pacing, and class assignments.

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
I can understand memorized or familiar words when they are supported by gestures or visuals in authentic spoken texts and/or conversations.	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in authentic spoken texts and/or conversations.	I can understand familiar questions and statements from simple sentences in authentic spoken texts and/or conversations.	I can identify the main idea in short straightforward authentic spoken texts and/or conversations.	I can identify the main idea and key information in short straightforward authentic spoken texts and/or conversations.
informational/fictional Texts I can identify memorized or familiar words when they are supported by gestures or visuals in informational/fictional texts.	informational/fictional Texts I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational/fictional texts.	informational/fictional Texts I can identify the topic and some facts from simple sentences in informational/fictional texts.	informational/fictional Texts I can identify the topic and related information from simple sentences in short informational/fictional texts.	informational/fictional Texts I can understand the main idea and key information in short straightforward informational/fictional texts.
I am using practiced or memorized words and phrases with the help of gestures or visuals. I can: Introduce myself, Express my likes and dislikes, Name very familiar people, places, and objects	Using a mixture of practiced or memorized words, phrases, and simple sentences. I can: Present information about myself, my interests, and my activities, Further, express my likes and dislikes, Present on very familiar and everyday topics	Using simple sentences most of the time. I can: Present personal information about my life and activities, Express my preferences on familiar and everyday topics of interest, Present on familiar and everyday topics,	Using simple sentences. I can: Present personal information about my life, activities, and events, Express my preferences on familiar and everyday topics of interest and explain why I feel that way, Present on familiar and everyday topics	Using sentences and a series of connected sentences. I can: Tell a story about my life, activities, events, and other social experiences, State my viewpoint about familiar topics and give some reasons to support it, Give straightforward presentations on a variety of familiar topics and some concrete topics I have researched,



Rilke Schule Three Boards of School Support- Governance, Sustainability, and Engagement./Die drei Vorstände der Rilke Schule: Leitung, Nachhaltigkeit und Verbindlichkeit



The three parent boards of Rilke Schule, APC, RSV, and RSI work together to ensure maximum productivity as well as strong collaboration and communications among the formal entities operating within the Rilke Schule charter school structure. Together they ensure compliance with the school's charter, bylaws, policies and ethical principles and implement the school's strategic plan.

Academic Policy Committee (APC):

Academic Policy Committee (APC):

As established by Alaska State statute 1, the APC is the governing board of Rilke Schule, responsible for hiring the principal, program curriculum, and the overall financial health and sustainability of the organization according to the Charter, Bylaws, and with the guidance of the Strategic Plan. The APC is the Board of Directors for Rilke Schule.

The nine-member board consists of seven parent and/or community members and two staff/teacher members. The principal serves on the board as a non-voting member. APC is always looking for parents to assist in projects and committees. Contact them at apc_rilke@asdk12.org for more information on how to get involved.

The Rilke Schule Charter, Bylaws, Policies, and Strategic Plan can be found on the Rilke Schule ASD website. If viewing the online version of this handbook, you can find the links below:

[Rilke APC Charter- 2024-2035](#)

[Rilke APC Bylaws](#)

[Rilke APC Policies](#)

[Rilke APC Strategic Plan- 2025-2029](#)



Rilke Schule Verein/Parent Teacher Organization

Rilke Schule Verein: The Rilke Schule Verein (RSV/PTO) is the Rilke Schule parent-teacher organization. The RSV is a separate 501(c)(3) non-profit organization committed to supporting the mission of Rilke Schule through fundraising for cultural activities that foster relationships among the school, its families, teachers and the community. Rilke Schule PTO supports the school in three main categories: Cultural Events, Fundraising, and Teacher/Staff Appreciation. Keeping in the tradition of German culture, many of our events have German names. We've provided a brief synopsis of each to guide you in your

volunteering journey. All meetings are held at 6pm, at the school. Childcare and Pizza are provided, so kids are welcome. They are the reason we volunteer! The RSV/PTO shares updates via the weekly Nachrichten (Newsletter) emailed to families by Principal Strauch

Mission: To engage in activities relating to the support of Rilke Schule German Immersion School, the education of the children enrolled therein, the fostering of relationships between the school, parents, teachers and the community, and to serve its members and the public.

Cultural Events sponsored by RSV/PTO

Schultüten– Ceremonial distribution of large, treat-filled cones, to our brand-new kindergarteners on their first day of school

Oktoberfest – Fall community gathering celebrating German food and culture

St. Martinstag – A Rilke Schule community lantern-lit walk through the trails on the school grounds in celebration of St.Martin, traditionally marking the beginning of winter in German culture

Christkindlmarkt – A Christmas market hosted at Rilke Schule open to the entire Anchorage community created in the spirit of the traditional Christmas Markets found throughout Germany

Fur Rendezvous Parade – A fun and festive gathering of Rilke Schule's students and families as we celebrate our school and cultural pride atop a Rilke Schule float in downtown Anchorage during the Fur Rendezvous Parade



Fasching: A Auction Fundraiser Celebration in German style, akin to Mardi Gras. (Not held annually)

Kinderlauf – A school-wide fun-run hosted on the APU trail

Rilke Schule Incorporated and Rilke Clubs Program

Rilke Schule Incorporated: Rilke Schule, Inc. (RSI)

RSI is a non-profit 501(c)(3) organization and is a separate entity from the Rilke Schule Verein and the Academic Policy Committee. RSI is dedicated to serving the long-term sustainability of Rilke Schule, including operation of Rilke Clubs.

Mission: To ensure sustainable access to German immersion and cultural education in Alaska.

Purpose: To build a future for Rilke.



RSI is always looking for additional parent volunteers. Whether it's helping with projects or serving on the board, volunteering with RSI is a great way to help Rilke Schule and meet your family's volunteer hours.

Welcome to Rilke Clubs!/Willkommen bei den Rilke Clubs!

We are a before and after school program for Rilke Schule students ages 5 to 14 years old. We are operated by Rilke Schule, Inc., one of the non-profit organizations associated with Rilke Schule German Immersion School.

Hours:

Clubs operate during the Anchorage School District (ASD) school year on the schedule below. Clubs are offered in 45, 60 and 75 minute blocks.

- Monday - Friday 7:00 am to 7:45 am and 3:15 pm to 5:30 pm.
- Fridays will also operate from 2:00 pm to 3:15 pm due to school schedule, in addition to the regular schedule.
- Jump into German summer camp from 8:00 am to 4:00 pm Monday- Friday for three weeks.

We are closed for regularly scheduled ASD holidays, state released professional development days, parent teacher conference days, state mandated and ASD directed school and/or club closures.