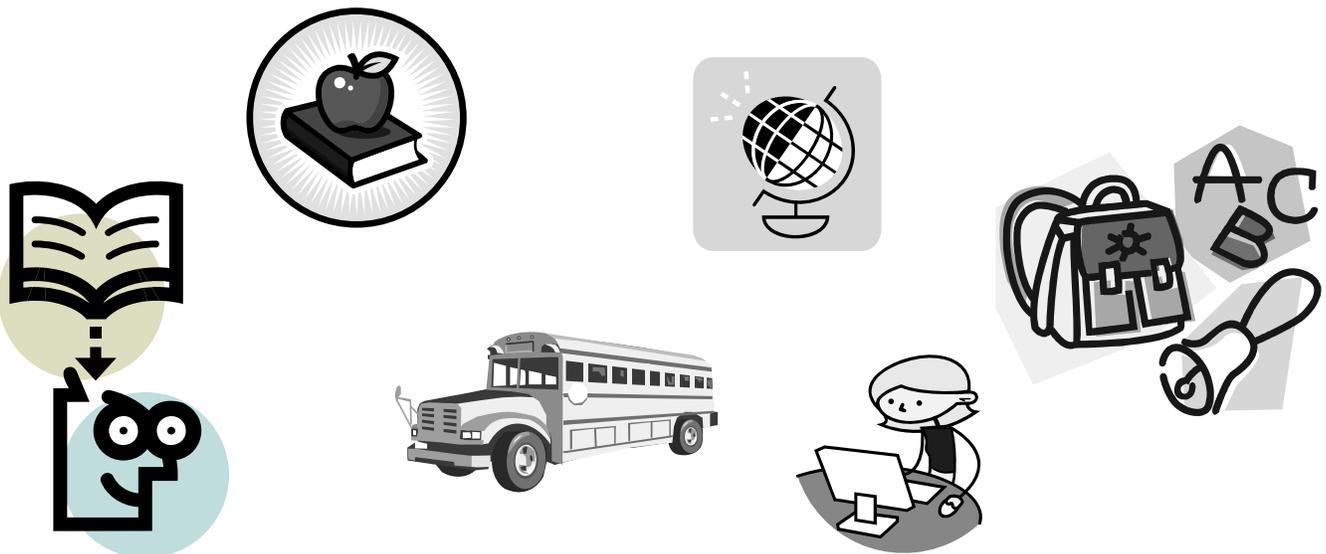




CAMP LEJEUNE DEPENDENTS SCHOOLS



ELEMENTARY SCHOOLS PARENT HANDBOOK



SCHOOL YEAR 2006-2007

Camp Lejeune Dependents Schools is on the World Wide Web! Our district website is:

www.am.dodea.edu/lejeune.

It is our hope that you will find ready access to all the information you need or desire concerning our school programs, activities, and priorities. Many of our district and school personnel have provided information they hope will be useful to you in becoming active participants in the educational process here at CLDS. We will continue to update the information at regular intervals.



**Domestic Dependents Elementary and Secondary Schools
North Carolina District**

Camp Lejeune Dependents Schools
855 Stone Street
Camp Lejeune, North Carolina 28547-2520

On behalf of Camp Lejeune Dependents Schools, it is my pleasure to welcome you to a great school system and an exciting school year. I welcome your interest, support and involvement as we begin this year. We recognize the importance of partnerships with parents and invite you to take an active part in your child's education.

Excitement abounds as we prepare to open our newest school, Bitz Intermediate. The school shares the campus with Johnson Primary School which opened in August 2005. Like Johnson Primary, Bitz Intermediate is a spacious building that includes current technology, large gymnasium, multipurpose room, inviting cafeteria and library. Bitz will house mainside students in third, fourth, and fifth grades. Both schools will share buses and some parking areas. We request your patience as we work through traffic patterns at the beginning of the year.

Like all Department of Defense Schools, Camp Lejeune implements a standards-based curriculum. Our goal is not only to provide a rigorous curriculum, but also to create a learning environment which motivates, engages students, and ensures success for students of all ages, from preschool through twelfth grade.

The Department of Defense Education Activity will implement a revised Community Strategic Plan (CSP) for the years 2006-2011. This plan updates the focus we began in 2000 and provides strategic direction for all DoDEA. The plan provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, as a leader in the Nation for improving student performance and achievement. Schools will connect the goals of the CSP with their individual School Improvement Plans to address the unique issues and challenges identified by their staff. As the year progresses you will hear more about the CSP and about how you can become involved.

We recognize the challenges that accompany military moves and deployments. Camp Lejeune Dependents Schools provide a strong element of stability for your children. Our most important contribution is to remain focused on the educational mission and provide a stable environment for the students especially during times of stress. It is with your continued support and the strong commitment to education on the part of the military command that we will continue to provide a variety of plans and strategies to create an environment to ease our students' transitions.

I hope you will share in our excitement as this school year begins. Visit our website at: www.am.dodea.edu/lejeune to learn specifics about each of our seven schools. As parents, you set the stage for school success. Students need to see us in partnership. Let's work together to encourage good attendance, consistent study habits, a strong work ethic, and positive conflict resolution.

Again, welcome to CLDS, School Year 2006-2007!

Elizabeth B. Thomas, Assistant Superintendent

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CAMP LEJEUNE SCHOOLS DIRECTORY

School Year 2006-2007

Community Superintendent's Office	451-2461 (p)
Elizabeth B. Thomas, Assistant Superintendent, NC-DDESS	
Bitz Intermediate School	451-2575(p)
Dr. Richard Scroggs, Principal	451-1475(f)
2028 Bevin Street Camp Lejeune, NC 28547	
Brewster Middle School	451-2561(p)
Mr. Eric Steimel, Principal	451-2600(f)
1290 Stone Street Camp Lejeune, NC 28547	
Delalio Elementary School	449-0612(p)
Ms. Carol Perry, Principal	449-0677(f)
1500 Curtis Road Jacksonville, NC 28540-3406	
Johnson Primary School	451-2431(p)
Dr. Janet Kinney, Principal	451-2433(f)
2027 Stone Street Camp Lejeune, NC 28547	
Lejeune High School	451-2451(p)
Mr. Dan Osgood, Principal	451-3130(f)
835 Stone Street Camp Lejeune, NC 28547	
Tarawa Terrace I Primary School	450-1658(p)
Ms. Linda Hawes, Principal	450-1661(f)
60 Tarawa Boulevard Tarawa Terrace, NC 28543-1153	
Tarawa Terrace II Elementary School	450-1635(p)
Mr. Mike Starrett, Principal	450-1637(f)
84 Iwo Jima Road Tarawa Terrace, NC 28543-1206	

ENROLLMENT ELIGIBILITY

In accordance with DoD Instruction 1342.16, "Provision of Free Public Education for Eligible Dependent Children Pursuant to Section 6, Public Law, 81-874, as Amended" and 34 CFR 22.51, attendance in the Camp Lejeune schools is limited to dependent children of military parents living in permanent family housing within the Camp Lejeune/New River complex.

The instructions also provide that where a member of the Armed Forces is assigned to an installation on which there is a DDESS arrangement and who is on the active waiting list to be assigned permanent family housing within 90 school days, the member's children may be permitted to attend the school while residing in an area adjacent to the installation. Transportation for such children is the responsibility of the parent.

A member of the Armed Forces living aboard Camp Lejeune/New River complex with a school-age child or children in residence who *are not* the member's legal dependents must request and obtain written permission from the Director, DDESS/Cuba via the Superintendent of Schools to enroll the child or children in the Camp Lejeune schools. Documentation to verify this arrangement is required as follows: proof of permanent/extended residency from the Family Housing Office and proof of legal custody (court order). Temporary residence and/or guardian arrangements by power of attorney will not be acceptable.

As the DoD Instruction does not include the term "stepparent" in the definition of parent for the purposes of determining eligibility; we are asking that this be included in the next revision of the Instruction. Until the Instruction is revised, however, the following documentation is required from sponsors who wish to register their stepchildren in the Department of Defense (DoD) Domestic Dependent Elementary and Secondary Schools (DDESS).

The following documentation must be presented to the Office of the Superintendent, 855 Stone Street, Camp Lejeune, to request enrollment authorization.

1. "MCHAS Application for Assignment to Housing" indicating all authorized residents of the household (this is not required in Puerto Rico or Guam).
2. Housing Voucher showing Quarters Assignment, signed by Family Housing Representative; or lease agreement signed by the Partner and Sponsor/Spouse.
3. Legal documents showing that the biological parent has legal primary custody of the child (this may be a separate custody agreement or part of a divorce decree) *ONLY if biological parents were NEVER married, and no custody documents exist, the biological parent with primary custody may complete a statement of fact and submit in lieu of court documents.*
4. If the spouse's last name is different from the child's, the certified birth certificate required. (Must be issued by the department of vital statistics of the state/county of birth)
5. In-Loco Parentis affidavit executed by **sponsor** and notarized (refer to sponsor's unit or base legal for notary). Use of Power of Attorney in lieu of sponsor's signature is not acceptable.

One month prior to vacating Family Quarters during the school year, the military sponsor must submit a written request to the School Principal for consideration of continued enrollment for the current school year.

SCHOOL ASSIGNMENTS AND ATTENDANCE INFORMATION

SCHOOL ASSIGNMENTS BY HOUSING AREA - SCHOOL YEAR 2006-2007
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<u>HOUSING AREA</u>	<u>STUDENT'S GRADE</u>	<u>SCHOOL</u>
Berkeley Manor	3 – 5	Bitz Intermediate School
Camp Knox	K – 5	Tarawa Terrace II Elementary
Camp Knox	PK	Tarawa Terrace I Primary
Courthouse Bay	PK – 2	Johnson Primary School
Courthouse Bay	3 – 5	Bitz Intermediate School
Hospital Point	PK – 2	Johnson Primary School
Hospital Point	3 - 5	Bitz Intermediate School
Midway Park	PK -1	Tarawa Terrace I Primary
Midway Park	2 - 5	Tarawa Terrace II Elementary
New River Air Station	PK – 5	Delalio Elementary
Paradise Point	PK – 2	Johnson Primary School
Paradise Point	3 – 5	Bitz Intermediate School
Rifle Range	PK – 5	Delalio Elementary
Tarawa Terrace I	PK – 1	Tarawa Terrace I Primary
Tarawa Terrace I	2 - 5	Tarawa Terrace II Elementary
Tarawa Terrace II	PK	Tarawa Terrace I Primary
Tarawa Terrace II	K – 5	Tarawa Terrace II Elementary
Watkins Village	PK – 2	Johnson Primary School
Watkins Village	3 - 5	Bitz Intermediate School
ALL Housing Areas	6 – 8	Brewster Middle School
ALL Housing Areas	9 – 12	Lejeune High School

NOTE: School zoning/assignment is subject to change due to school size and enrollments.

ATTENDANCE INFORMATION

CLDS policy on attendance reads, in part:

Students will attend school regularly. Excessive unexcused absences may result in a lower report card grade and/or risk of failure or retention in grade level.

Detailed Guidance

1. When a student is absent from school, a written note from the parent/guardian is required to verify the parents' knowledge of the absence.

2. Students who are absent from school for any reason are responsible for making up work missed during their absence. Make-up work must be completed and submitted in a reasonable amount of time after the absence. (Note: "Reasonable" is generally defined as an amount of time equal to the absence.)

3. **Students (K-5) are to be in their classrooms by 0845.** After 0845, parents must accompany students to the office for sign-in and receive a late pass to class. Parents of students with excessive tardies will be contacted by the Principal/Assistant Principal.

4. Please inform the office of situations regarding restrictions on who can pick up your children.
5. Always update phone numbers and addresses for parents, guardians, and emergency contacts. Unless you ask to be excluded, your home number will be included in an emergency phone chain.
6. **Please plan ahead.** Know where your children should go in the event of emergency early school closings if you are not at home and remind your children of the location frequently.
7. Please limit the number of calls to the office for last-minute arrangements and directions for children. Changes to your child's routine should be addressed to the teacher, in writing, **early in the day**.
8. You may call 451-1717 (Selection 5), INFO-LINE, for information about school closings and/or delays. You may call 451-0995 for school activities and information.
9. Before-school and after-school care are available through MCCS near several school sites. Transportation to and from school is provided by MCCS for students enrolled in their School-Aged Care (SAC) program.
10. There is no adult supervision of students available before and after school hours. **Please do not drop children off prior to 0830. Only children eating breakfast may arrive at 0815.**
11. Visitors must report to the office for permission to be in the school buildings. Volunteers are asked to sign in upon arrival at the school.
12. Parents should not go directly to the classrooms to pick up children. Check children out in the office; the secretary will send for the children. **The person picking up the child may be asked to show identification.**

ADMISSION

To enter preschool a child must have passed the fourth birthday on or before October 16 of the year in which the child is presented for enrollment.

To enter kindergarten a child must have passed the fifth birthday on or before October 16 of the enrolling school year.

Upon the initial enrollment of a child in *any* grade, the following is required:

Certified Birth Certificate	Immunization Record	Social Security Number
Sponsor PCS Orders	Housing Voucher	

For continued enrollment for the upcoming school year, every child is re-registered before the end of the school year, utilizing a send-home registration packet.

WITHDRAWAL FROM SCHOOL

Parents should check out in the school office if moving during the school year. Please provide at least two weeks notice so the office can process the check out paperwork to all sections of the school. Be sure your child has returned all school property and paid any fees well before his/her last day of school. Failure to do so may result in a delay of transfer of school records.

In the event that a sponsor has PCS orders or is retiring (EAS) with an effective reporting or termination date between May 16, 2007 and June 14, 2007, Early Promotion may be requested for the affected student(s). Students must attend through May 16 and be in good academic standing in order to qualify. The original, signed orders must be presented to the school principal, with a written request for Early Promotion from the sponsor.

HOURS OF INSTRUCTION

- Johnson Primary School: 8:45 a.m. to 3:15 p.m.
- Bitz Intermediate School: 8:30 a.m. to 3:00 p.m.
- Delalio Elementary School: 8:45 a.m. to 3:15 p.m.
- Tarawa Terrace I Primary School: 8:30 a.m. to 3:15 p.m. on Mon, Tues, Thurs, and Friday (8:30 a.m. to 2:00 p.m. Wednesdays only)
- Tarawa Terrace II Elementary School: 8:30 a.m. to 3:15 p.m. on Mon, Tues, Thurs, and Friday (8:30 a.m. to 2:00 p.m. Wednesdays only)

ARRIVING AND DEPARTING

- JOHNSON Primary and DELALIO Elementary students who walk or ride bikes to school should not arrive on the school grounds before 8:30 a.m.; no earlier than 8:15 if eating breakfast.
- BITZ Intermediate students should not arrive before 8:15; if eating breakfast, 8:00.
- TT1 and TT2 students who walk or ride bikes should not arrive on the school grounds before 8:20; if eating breakfast, 8:00.
- Students eating breakfast in the cafeteria must go directly to the cafeteria.
- **Students must leave school grounds immediately upon dismissal unless they have parental permission to remain with a teacher.**

TRANSPORTATION

Bus service is provided for students living 1.5 miles or further from school. Bus schedules are published in the Globe and Rotovue newspapers. Individual schools should be contacted for bicycle procedures.

Bitz Intermediate School	Buses / Bicycles / Walkers
Delalio Elementary	Buses / Bicycles / Walkers
Johnson Primary	Buses / Bicycles / Walkers
Russell Elementary	Buses only
Tarawa Terrace I Primary	Buses / Walkers / <u>No bicycles</u>
Tarawa Terrace II Elementary	Buses / Bicycles / Walkers

PRESCHOOL PROGRAM

Preschool is a half-day program that takes place 4 half-days per week for children eligible to attend the Camp Lejeune Dependents Schools and who are four years old by October 16. The only exceptions to the age requirement are for children three and four years old who have developmental delays and have an Individualized Education Plan (IEP) by the Camp Lejeune Schools specifying preschool education as a service.

There is a morning and afternoon session Monday, Tuesday, Thursday and Friday. **Morning sessions are 8:30 – 11:15 and afternoon sessions are 12:30 – 3:15.** Wednesdays are set aside for parent workshops, home visits, parent-teacher conferences, team planning and for staff development activities. Preschool aged children attend at Delalio Elementary (MCAS), Tarawa Terrace I or Johnson Primary Schools depending on their housing assignment. There is no fee for attending the Camp Lejeune Dependents Schools preschool program.

Children attending the half-day preschool program may eat lunch in the cafeteria if accompanied by a Parent. However, please note that lunch is not a part of the preschool schedule.

Transportation is provided for preschool children who (1) live 1.5 or more miles from the school, (2) who attend a Base Child Development Center or (3) have transportation listed as a needed service on an IEP for a child with a disability.

At the end of each semester, a progress report is sent home for each child enrolled in the preschool program.

CURRICULUM AND PROGRAMS

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council of Teachers of English/the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies.

Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. They focus on what is important in each curriculum area.

Parents are encouraged to visit the DoDEA website, www.dodea.edu, *Standards and Curriculum*, to view published "Parent Curriculum Guides" for additional information.

READING AND THE LANGUAGE ARTS

At Camp Lejeune we recognize the importance of developing a strong foundation in reading. Literacy is at the heart of our schools. Teachers use a balanced literacy approach in teaching reading and writing. Aligned with national standards, such an approach includes reading aloud, shared reading, guided reading, independent reading, word study, modeled/shared writing, interactive writing, and independent writing. Teachers systematically teach children the skills necessary to become good readers.

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

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

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

MATHEMATICS

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

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

SCIENCE

The science program provides opportunities for students to study life science, physical science, and earth and space science at all grade levels. Content is selected based on the DoDEA science standards: scientific inquiry, history and nature of science, science in personal and social perspectives, and science and technology. Students are offered a variety of experiences to develop problem solving skills and knowledge so they can become scientifically literate citizens.

SOCIAL STUDIES

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

HEALTHFUL LIVING

Camp Lejeune Schools use a comprehensive health education program for children in grades kindergarten through five. The program promotes decision-making skills that will enable students to adopt healthy attitudes and to engage in healthy, responsible behavior. Information, activities, and experiences are presented for each grade level in the areas of physical growth and development, personal health, family life, drug and alcohol education, and nutrition.

SPECIAL AREA CLASSES

The foundation of our comprehensive **Physical Education Program** for all students is learning experiences which are designed to help each individual develop movement patterns in a variety of situations. Children at the primary level participate in experiences which include large muscle activities, such as running, bending, stretching, throwing, catching, and kicking. At the intermediate grade levels, students develop refined body management skills through participation in the areas of personal fitness, recreational dance, games, and sports. Students should wear sneakers during P.E. class. Open toe shoes and high heels may not be worn.

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

The **Music Program** combines the areas of appreciation, personal expression, and hands-on experiences with musical concepts. Music study in the early years begins with fundamental experiences in the basic elements: melody, rhythm, harmony, form, tempo, tone, color, and dynamics. Attitudes, concepts, and skills are developed through experiences in singing, listening, and playing rhythm instruments. Music throughout history and from many cultures is also studied. The music teachers offer opportunities for student involvement with musical productions, choral music, plays, and instruments.

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

Computers are located in all classrooms; some schools have multiple computer sites housed in the Information Centers and labs. Students utilize computers daily for access to a

network of instructional software and to write, edit, and publish reports and stories. Each school has an Educational Technologist to provide technology support for teachers and students.

CLDS provides services for **Gifted** learners based on DoDEA guidelines. Each school has a Gifted Review Committee which determines student eligibility and services. Referral of students for consideration by the Committee is completed through screening, nomination, or transfer records. Students enrolled in the Gifted Program in a DoDEA school remain in the Gifted Program when they transfer to another DoDEA school. Each school has a Gifted Resource Teacher who coordinates and helps provide instructional services with the regular classroom teacher.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

CLDS provides an ESL program for students whose dominant language is not English. The program is based on DoDEA guidelines to develop students' English language ability so that they can progress academically. All parents/guardians complete the DoDEA Home Language Survey when enrolling their child in CLDS. An ESL specialist for the school district assesses students who may be eligible for ESL services and notifies parents if services are recommended. The ESL specialist coordinates instructional support with the regular classroom teacher.

SPECIAL EDUCATION

Special education is education designed to meet the unique learning needs of school age students with disabilities. Special Education "related services" are services such as occupational therapy, physical therapy, speech/language therapy, specialized transportation, and other services required by a student with a disability to benefit from Special Education. Services are provided to Camp Lejeune students who meet the Department of Defense criteria for special education at no cost to the parent/guardian. Special Education is provided via an Individualized Education Plan (IEP) developed collaboratively with parents and school staff. Camp Lejeune Dependents Schools primarily uses an "inclusion" service delivery model, meaning that all students with disabilities are educated in classes with their non-disabled peers to the maximum extent appropriate.

If your child has an active Individualized Family Service Plan (IFSP) from an early intervention program or an active IEP from another school district, notify school staff and provide the school with a copy of the IFSP or IEP immediately upon enrollment.

If you believe your child may have a disability, schedule a conference with your child's classroom teacher. If necessary, the student assistance team (CORE) meeting can be scheduled to develop practical interventions. The success of the interventions will help determine whether a referral for formal evaluation is necessary.

If you have a child that you have concerns about who is three or four years old and is not enrolled in school, you may call the Student Services Office at 451-2461 x241 to request a developmental screening at no cost.

SOCIAL SERVICES

The General Statutes of North Carolina and DoD Directives require that school personnel report all cases of suspected child abuse and/or neglect to the Family Advocacy Program Officer and the Onslow County Department of Social Services. These agencies decide whether to open a case and conduct the investigation.

HOMEWORK

Parents can encourage good homework habits by setting aside a regular homework time, by providing materials and a well-lighted place to do homework, and by helping plan ahead for project deadlines. Most children need help with homework from time to time. Your willingness to help shows your child that education is important to you.

Homework is an important part of each student's instructional program. Homework provides opportunities for vital parent-school partnership and supports the high academic standards of the Camp Lejeune Dependents Schools. Teachers use well-designed homework assignments to reinforce classroom learning and guide students as they develop effective study patterns.

HOMEWORK GUIDELINES

Homework should:

- be independent practice after guided practice in the classroom.
- generally require 30-60 minutes per night depending on the grade level.
- be connected to the student's classroom instruction.
- result from team planning at school.

Homework should not:

- be used to introduce new information to students.
- be unusually lengthy.

STUDY TRIPS

Class and club study trips are scheduled throughout the year to supplement and enrich the academic curriculum. Parental consent is required for all trips requiring the transporting of students off-base. Field trips to on-base sites do not require a separate "permission slip" signed by a parent.

If you agree to chaperon a class on a study trip, please make arrangements for other children in the family to be cared for outside the school. Preschool children or brother/sisters from other classrooms will not be allowed to accompany you on the study trips.

If a student develops a history of behavior problems indicating that he or she may be unreliable to the safety of him/herself and others, parents may be specifically requested to chaperon a study trip. If the parent is unavailable, alternate activities may be planned for the student to remain at school.

Teachers report student progress to parents by:

- sending work samples home
- sending home progress reports
- sending written notes as needed
- making telephone calls
- holding conferences to discuss work
- sending report cards or work sampling summaries home

Schools communicate with parents by:

- the handbook and annual calendar
- school, team, teacher newsletters and monthly calendars
- reminders of events
- PTO meetings and classroom visits
- parent discussion forums
- parent workshops
- newspaper articles published in three local papers
- monthly School Board meetings
- PTO Board communications
- Maintaining a current web page for parent or community access

Effective communication must be two-way communication. Parents are encouraged to contact the child's teacher with questions/comments, attend conferences, and share information with the teacher that may help your child be successful in his/her learning.

A variety of assessments are utilized to monitor students' progress at Camp Lejeune Dependents Schools. A brief overview of the current system-wide assessments is listed below.

Terra Nova 2nd Edition

The Terra Nova, Multiple Assessment 2nd Edition is an updated version of the assessment used in the previous years and includes norms from 2000. The same general content and formats are used in the updated version, including selected and constructed response items. Students in Grades 3-11 participate. All students' results are scored using the 30th quarter month. Results are reported to the schools prior to the end of the school year.

NAEP

The National Assessment of Educational Progress (NAEP) is a continuing national survey of the knowledge and skills of young Americans in major learning areas taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. This Program is directed by the National Center for Education Statistics (NCES) of the U.S. Department of Education. CLDS and other DoD schools participate in the NAEP.

Diagnostic Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) is a method for assessing and documenting K-3 students' development as readers over time within a literature-based instructional reading program. Assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. The DRA is given semi-annually to document change over time in each student's reading. The main purpose of the DRA is to enable primary teachers to systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next.

Science (Grades 5 & 7) and Social Studies (Grades 3 & 6) criterion referenced assessments are administered annually.

End of Course Assessments at the secondary school level are administered in Algebra, U.S. History and Biology.

A writing assessment is being considered for implementation during the 2006-2007 school year.

REPORT CARDS are issued at the end of each quarter. Students in Kindergarten through third grade are assessed for performance and learning skills as follows:

Student Performance

- E – Exceeds grade level expectations
- M – Meets grade level expectations
- S – Steady progress toward grade-level expectations
- L – Limited progress toward grade level expectations

Learning Skills

- 1 – Consistently Observed
- 2 – Occasionally Observed
- 3 – Infrequently Observed

Students in fourth and fifth grades are assessed for achievement, performance and learning skills as follows:

Student Achievement Student Performance

- A – 90-100% E – Exceeds grade level expectations
- B – 80-89% M – Meets grade level expectations
- C – 70-79% S – Steady progress toward grade-level expectations
- D – 60-69% L – Limited progress toward grade level expectations
- F – below 60%

Learning Skills

- 1 – Consistently Observed
- 2 – Occasionally Observed
- 3 – Infrequently Observed

MIDTERM INTERIM REPORTS are sent home at the midpoint of each quarter to ensure that parents receive ongoing feedback about student progress. Our goal is to keep parents well-informed as we work together to ensure success.

End of the reporting period, report card dates and Interim report dates are noted on the parent school year calendar.

Teachers monitor students’ work to ensure continuous progress. Teachers observe, take notes, conference with individual students, create tests, maintain student assessment cards, and review student portfolios. Students in third, fourth and fifth grades take a National Standardized Achievement Test in March.

Research has cited an orderly, safe climate conducive to learning as necessary for an effective school. The school climate found in the Camp Lejeune Schools fosters responsible, self-disciplined students. Teaching children to function within this climate is a partnership responsibility shared among parents, staff, and students. Ideal discipline is self-directed and self-controlled. Each student's dignity is maintained, as students and staff demonstrate care and concern for one another.

To ensure positive classroom climate, students are expected to:

- take responsibility for their own behavior
- understand the consequences for misbehavior
- respect other students' space and property
- respect teachers and other adults at school
- follow directions given by staff members

Severe disruptions are defined by DoDEA and Camp Lejeune District School Policies. Severe disruptions include, but are not limited to:

- possession of a weapon or use of any object as a weapon
- extortion, committed or attempted robbery or theft
- threatening or attempting to cause bodily harm to anyone
- vandalism
- possession of drugs, alcohol, or unauthorized medications
- attempting to leave school grounds during the school day without proper authority

Severe disruption can result in, among other consequences, suspension, expulsion, and/or referral to the Discipline Advisory Board, with notification of the Commanding General and Base Provost Marshal (PMO).

The school plan includes expectations for behavior for all school activities, such as assemblies, recess, and the cafeteria. Teachers develop specific plans for each classroom. Copies of the discipline plans are provided at orientation. Please read your child's plan carefully, sign it, and return the signature portion to your child's teacher. Rules for bus behavior are also provided to students riding the bus.

All CLDS school grounds are off limits after school unless written permission is endorsed by the principal and superintendent.

References: DoDEA Regulation 2501.1 and DoDEA Instruction 1342.12

BUS RULES

Good behavior on the bus is expected and required to ensure the safety of all.

Your child should:

- Stay in one seat.
- Talk quietly.
- Keep hands, feet, or objects inside the bus.
- Refrain from eating or drinking on the bus.
- Keep the bus clean.
- Move over for others to sit down.

The bus drivers expect cooperation. Students cooperate by following the driver's directions and stopping misbehavior immediately. Any student misbehavior distracts the driver and impacts the safety of all children. When students misbehave, the drivers refer students to the school office. Repeated offenses will result in suspension from the bus. Riding the bus is a privilege.

Use the bus stop closest to your home. Students should stay out of the road until the bus comes to a complete stop. Students should arrive at the bus stop five (5) minutes prior to pick-up time and wait in an orderly manner. Reports of violence and incidents at the bus stops are referred directly to the military police.

ADDITIONAL INFORMATION

Fund Raisers

Fund raising by children participating in door-to-door sales is prohibited. School PTO fund raisers vary among the schools but may include: carnivals, Book Fairs, T-shirt sales, popcorn sales, and movie nights. The school shares in profits from yearbook, class, and individual picture sales. Profits must be spent directly to benefit the students.

Attire

Parents have the responsibility for the proper attire of their children. Keep in mind the activities in which the children will be participating and ensure that they dress in safe footwear, clothing appropriate for the temperature and clothing that meets standards set for activities aboard the base. Some things not appropriate in school: cleats, shower shoes, halter tops, short shorts, bare midriffs, too tight or revealing clothing, clothing with suggestive phrases or graphics, dirty/torn clothing. Hats and baseball caps are not be worn inside the buildings.

Parties

Parties are limited to a maximum of three per school year and should be held after lunch is served. Teachers make every attempt to maximize learning time. With this in mind, many schools have developed alternate activities that compliment the learning process, such as donating a book to the library in honor of the child's birthday or having parents read to their class.

Valuables and Pets

Students are asked to leave large amounts of money, valuable jewelry, toys, electronic equipment, and important items, such as ID cards, at home. The school cannot be responsible for the loss, theft, or damage of personal items. Pets may NOT be brought to school. Always contact the teacher for arrangements that involve pets.

Lost and Found

Lost items are stored in a central location. Please check with the office whenever your child is missing anything. Put your child's name in coats and jackets. Several times a year, after displaying all lost items, the lost and found collection is donated to charity.

SAFETY

Children transported in private vehicles should have a designated meeting place. Do not meet in the bus areas or shoulders of the main roads. Never ask children to cross roads without crossing guards. Car pooling does reduce the number of vehicles and is encouraged. The speed limit in school zones is 25 miles per hour; in parking lots, 5 miles per hour.

Bicycle safety regulations are the same as enforced by PMO. Children should not ride double and protective head gear must be worn. Bikes should be marked with identifying numbers and locked to the racks individually. Walkers should use the buddy system going to and from school. Encourage your child to go straight home, use the sidewalks, avoid the woods and stables, and obey crossing rules.

October is Fire Safety Month. The Fire Department presents safety tips at an assembly. The Fire Inspector also observes monthly drills and checks the building for fire hazards.

The local media will notify parents of decisions regarding school closing or delays. Radio stations WJNC-AM, WLAS-AM, and WXQR-FM, as well as television stations WNCT-12 and WITN-7 carry information as soon as it is issued. In addition, a message will be on the base cable channel. You may call 451-1717 (Selection 5) to receive information about the schools. Please listen to the media instead of calling the school offices.

Note: The Onslow County Schools and the Camp Lejeune Schools make separately determined decisions. The safety conditions are determined by Base Motor Transportation officials. Classes may also be canceled because some schools are hurricane shelters run by base officials responsible for evacuated citizens.

VISITORS

Parents are always welcome to visit our classrooms in action or to talk to our teachers about their children. We do ask that you contact the teacher in advance as unscheduled arrivals or conversations with teachers may needlessly interrupt instructional time. Parent/teacher conferences will be scheduled after the school day has ended. Please remember that all visitors must sign in at the front office.

LATE ARRIVALS/EARLY RELEASE

Students arriving late must be signed in at the office and given a tardy slip as a pass to enter the class. Parents must report to the main office to sign out students who need to leave before the end of the school day. No student will be released from the school to any adult other than the parent or guardian without written permission.

STUDENT SUPPORT SERVICES

Core Team

A staff support team called CORE is available to discuss students referred by teachers and/or parents for educational and/or behavioral difficulties. Parent conferences to discuss concerns and obtain information must be held before a written referral is made to the CORE Team. Parents are invited to attend the CORE team meeting when their child is on the agenda. Members of the team include the counselor, school psychologist, special education teacher, an administrator, reading specialist, and classroom teachers.

Written intervention plans, which may include strategies for parents, are made to assist the teacher with improving the child's school success. The CORE team has the responsibility for deciding if and when referrals for educational and psychological test batteries, ADD/ADHD evaluation at the USNH, and speech/language assessments are appropriate.

Instructional Support

All elementary schools have Instructional Support (IS) teachers. The IS teachers work with students and classroom teachers to provide support in the areas of reading, language arts, and/or math.

Counseling

School counselors provide special help to students who have expressed needs for counseling, consult with parents and teachers, and serve as liaisons for referrals to outside agencies. The counselor provides ideas to teachers and carries out classroom guidance activities. The counselor can help with many problems and concerns related to families and children. In addition, the counselor can arrange for assistance from the school psychologist and behavior resource specialist.

Operation Hero

Recognizing the unique challenges faced by military children due to frequent transitions, Camp Lejeune works with the **Armed Services YMCA** in implementing an OPERATION HERO program in the elementary schools. OPERATION HERO is designed to help military children cope with the challenges of military life. Transfers and deployments may lead to academic and behavior problems. Lack of school success may impact self-image and self-esteem and children may need help in coping with these issues.

If a student experiences difficulty with school work, self-esteem, making or maintaining friendships, dealing with emotions or resolving conflicts, due to their military lifestyle, they may benefit from attending the OPERATION HERO program. Each selected student attends two Operation Hero sessions per week for 2 ½ hours after school. The program lasts for ten weeks. Parent permission is required. Attendance is stressed and parents must pick students up from the program each day they attend. Sessions include work on self-esteem, school work and good relationships.

SCHOOL HEALTH SERVICES

The school nurse is considered a health consultant and as such, her role includes: evaluating the health status of students, identifying health needs and conferring with individual students and their parents regarding particular health problems.

DoD Regulations state that children cannot be enrolled in school unless immunization records are presented and the immunization requirements are met. Minimum requirements for DoDEA elementary aged students are:

4 doses of DTP (one dose after the 4th birthday); 3 doses of HepB; 2 to 4 doses of HiB;
3 doses of IPV (one dose after the 4th birthday); 2 doses of MMR; 1 dose of VAR.

We are happy to comply with your health care provider's instructions for giving medication to your child during the school day. Be sure that the medication is in a properly labeled container, which the pharmacy will gladly provide. A "Permission for Medication" form must be completed and signed by the parent before medicine can be dispensed. These forms are available at your school. Remember: ***STUDENTS CANNOT CARRY ANY TYPE OF MEDICATION TO AND/OR FROM SCHOOL.***

Illness or Injury

Should a student become ill or injured at school, every effort will be made to contact parents at the home and work numbers on file. If a parent cannot be located, the Primary and Secondary Emergency Contacts will be called. There is nothing more frustrating than trying to call the parent of a sick or injured child, only to find that all phone numbers on file are inaccurate.

!!PLEASE keep home, work, and emergency contact phone numbers up-to-date!!

Children learn best when they are happy and healthy. Please help us maintain a healthy learning environment. Please, DO NOT SEND children to school if they are experiencing:

- A temperature of 100.5 degrees or more
- Nausea and/or vomiting
- Acute cold symptoms
- Sore throats
- Persistent coughs
- Red, swollen and/or draining eyes
- Earaches
- Toothaches
- Diarrhea

Screenings

During the year, various screenings are done at different grade levels. These may include vision, hearing, and scoliosis. The school nurse will notify you if your child fails to pass a particular screening. We will ask for you to follow-up with a health care provider and keep the school informed as to the status of the follow-up.

Keep the school informed should your child develop a communicable condition such as ***Chicken Pox, Head Lice, Ringworm, Impetigo***, etc. If you have any questions with regard to the school health program or your child's involvement in the program, please feel free to call your school nurse.

CHILD NUTRITION PROGRAMS

The school cafeteria provides high quality, nutritious, and child pleasing meals each school day. We encourage all students to participate in the child nutrition programs offered. In addition to serving breakfast and lunch, a variety of a la carte foods are available daily such as ice cream, juices, fresh fruit, cookies, and extras of menu items. Meal prices are as follows:

Breakfast

\$1.00 Full Price
\$.30 Reduced Price

Lunch

\$1.90 Full Price, Grades Pre-K through 5
\$.40 Reduced Price

All adult meals are ala carte.

Free and Reduced Price Meals

Applications for Free and Reduced Price meals are available in the school office. All Free and Reduced Price Meal Applications are processed by the School Food Service Central Office located at:

Tarawa Terrace 1 Primary School
60 Tarawa Blvd., Building 60E
Tarawa Terrace, NC 28543
Phone: 910-450-1732

Families must complete a new application every year regardless of prior benefits received. Eligibility for free and reduced price meals is based on family size and income. Preschool students from eligible families may receive school meal benefits even though they attend school on a half-day basis. Contact the School Food Service Office for information on eligibility requirements.

Cafeteria Payment Procedures

Camp Lejeune Dependents Schools has an automated cash collection system. Each student is issued a personal school meals account. Students are highly encouraged to prepay for breakfast, lunch and/or a la carte items. When writing checks for school meals, parents are asked to write the child's name on the check. If a check is written to pay for meals for more than one child, parents should designate what amount should be placed in each child's account. A refund will only be made when a child withdraws from CLDS and a written request by the child's parent is made within 30 days of the child's withdrawal data. Parents who would like their child's account to be used for "meals only" should contact the school food service manager.

Charge Policy

If your child forgets his/her lunch money, your child will be allowed to charge for up to two days. Repayment of funds is expected the next day. If repayment has not been made after your child has borrowed for two days, no further charges will be made. The system is designed to assist a child who occasionally forgets his/her lunch money. If funds have not been repaid after charges exceed the two day limit, the parent will be contacted by phone. Paying for meals in advance greatly helps to prevent lost or forgotten lunch money. The Free and Reduce Price Meal Program is available to aid families who need financial assistance to help pay for their child(ren)'s meals.

**BOARD OF EDUCATION
CAMP LEJEUNE DEPENDENTS SCHOOLS**

School Year 2006-2007

RETURNING MEMBERS

Mr. Odell Benton
Ms. Cathleen Close
Ms. Michelle Leonard
Ms. Teresa Sablan
Ms. Tamera Steele
Mr. Richard Tibbetts



SPECIAL NOTICE:

**THE SCHOOL BOARD ELECTION WILL BE HELD ON SEPTEMBER 14, 2006, BETWEEN
0730-1700 HOURS TO FILL EXISTING VACANCIES ON THE BOARD.**

A POLLING STATION WILL BE AVAILABLE AT ALL SCHOOLS.

**ELIGIBLE VOTERS ARE PARENTS OF STUDENTS CURRENTLY ENROLLED IN CAMP
LEJEUNE SCHOOLS. PLEASE COME OUT AND CAST YOUR VOTE!**

**COMMUNITY STRATEGIC PLAN (CSP)
AND
SCHOOL IMPROVEMENT PROCESS**

All Camp Lejeune Dependents Schools participate with the Department of Defense Education Activity (DoDEA) in the Community Strategic Plan and School Improvement Process. This process allows us to identify broad goals for our schools. Schools then develop specific steps to take in reaching these goals and appropriate ways to measure our progress. The Camp Lejeune Schools and DoDEA share the following Mission, Vision and Guiding Principles to lead the planning and improvement process:

THE MISSION FOR DODEA

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.

THE VISION

For Department of Defense Education Activity Schools

Communities Investing in Success for ALL Students!

DoDEA GOALS

Goal 1 and Outcomes: HIGHEST STUDENT ACHIEVEMENT - *All students will meet or exceed challenging standards in academic content and special area programs so that they are prepared for continuous learning and productive citizenship.*

Goal 2 and Outcomes: PERFORMANCE-DRIVEN, EFFICIENT MANAGEMENT SYSTEMS - *DoDEA will use a performance driven management system that operates in a timely, efficient and equitable manner, places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.*

Goal 3 and Outcomes: MOTIVATED, HIGH PERFORMING, DIVERSE WORKFORCE - *The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.*

Goal 4 and Outcomes: NETWORK OF PARTNERSHIPS PROMOTING ACHIEVEMENT - *Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.*

Guiding Principles

Success for *ALL* Students

Trust and Respect for Others

Uncompromising Advocacy for Students

Development of Lifelong Learners

Equal Access to Quality, Rigorous Education

New and motivating challenges to inspire excellence.

Teaching with High Expectations

Safe and Stable Learning Environment