

Bitz Intermediate School
Success! Nothing Less!



Principal
Mrs. Dewanda Sholar
2028 Bevin Street
Camp Lejeune, NC 28547
910-451-2575
910-451-1475 (fax)

Superintendent

Mr. Todd Curkendall

Principal

Mrs. Dewanda Sholar

Administrative Officer

Mr. Joseph Osmack

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

DoDEA Mission

To educate, engage, and empower
military-connected students to succeed in
a dynamic world

DoDEA Vision

Excellence in Education for
Every Student, Every Day, Everywhere

dodea Americas

MID-ATLANTIC DISTRICT



Mid-Atlantic District Goals

Purpose Statement

To ensure the college and career readiness of our military-connected students, the DoDEA Mid-Atlantic District is committed to building capacity among all educators to increase the effectiveness of instructional practices.

Goal 1: All schools in the DoDEA Mid-Atlantic District will implement research-based practices through the use of the components of the Mid-Atlantic Framework for Teaching and Learning.

Goal 2: All students in the DoDEA Mid-Atlantic District will become empowered learners, innovative thinkers and global collaborators.

MID-ATLANTIC DISTRICT SUPERINTENDENT'S OFFICE

Address
PO Box 70089
Fort Bragg, NC 28307-0089

Phone 910-907-0200
Fax 910-907-1775
<https://www.dodea.edu/americas/midatlantic/index.cfm>

DODEA MID-ATLANTIC DISTRICT SUPERINTENDENT

Dr. Donato Cuadrado



Dr. Donato Cuadrado was named District Superintendent for the DoDEA Mid-Atlantic schools in March 2018.

As the Mid-Atlantic District Superintendent, he oversees 26 DoDEA schools located on eight installations serving more than 10,000 students in North Carolina, Virginia, New York, Puerto Rico and Cuba.

Dr. Cuadrado was most recently the Community Superintendent of DoDEA Schools in Puerto Rico. He began his career with DoDEA in 1993 and has more than 30 years of education experience. Prior to his career with DoDEA, he taught elementary grades in Puerto Rico public schools. He began his career in DoDEA teaching in grades 6-12 and also taught Advanced Placement courses. Dr. Cuadrado went on to become the Assistant Principal and later Principal of Ramey Unit School. He later became the Assistant Superintendent for

DoDEA's New York, Virginia, Puerto Rico District.

Dr. Cuadrado has won numerous awards. He received the U.S. Presidential Scholars Program Teacher Recognition Award and special Congressional recognition for outstanding service to his community. He was also selected as a DoDEA District Teacher of the Year.

Dr. Cuadrado earned his Bachelors in Elementary and Secondary Education and his Masters in Linguistics from the University of Puerto Rico. He earned his Doctorate in Educational Administration in 2004 from the InterAmerican University in Puerto Rico. Dr. Cuadrado and his wife, Oly, currently resides near Ft. Bragg, NC.

CAMP LEJEUNE COMMUNITY SUPERINTENDENT

Mr. Todd Curkendall



Mr. Curkendall is the Community Superintendent for the Camp Lejeune Community Schools, Mid-Atlantic District of the Department of Defense Education Activity (DoDEA). He came to North Carolina from Kentucky, where he served as the Assistant Superintendent of the Kentucky District, prior to the Restructuring for Student Achievement (RSA) in 2016.

Mr. Curkendall began his career with DoDEA in 1992 as a middle school teacher at Fort Knox, Kentucky. He served there as an administrator at the elementary, middle and high school levels, before being named as the Superintendent of the Fort Knox Community Schools in 2011.

A native of Parkersburg, WV, Mr. Curkendall has been an educator since 1984. He received his Bachelor of Science Degree from Morehead State University and his Master of Arts Degree from Austin Peay State University. He earned his Rank I in Educational Leadership from Western Kentucky University.

Mr. Curkendall currently resides in Jacksonville, NC with his wife, Jane.

CAMP LEJEUNE COMMUNITY SUPERINTENDENT'S OFFICE

Address

855 Stone Street
Camp Lejeune, NC 28547

Phone: 910-451-2461

Fax: 910-451-2461

<https://www.dodea.edu/americas/midatlantic/camplejeune/index.cfm>

BITZ INTERMEDIATE SCHOOL PRINCIPAL

Mrs. Dewanda Sholar



Mrs. Sholar is the Principal for Bitz intermediate School, Camp Lejeune Community Schools, Mid-Atlantic District of the Department of Defense Education Activity (DoDEA). As a native North Carolinian, Mrs. Sholar has worked as an educator teaching military connected children at Camp Lejeune since 1988. She began her career at Camp Lejeune as a teacher and has been an administrator, serving as an Assistant Principal and Principal since 2000.

Mrs. Sholar's vast experience at Camp Lejeune Schools has allowed her the opportunity to serve as the Principal at Heroes Elementary School and Bitz Intermediate School; a teacher, Assistant Principal and the Principal at Brewster Middle School and a teacher at Lejeune High School.

Mrs. Sholar received her Bachelor of Science Degree, Masters of Arts Degree and Educational Specialist Degree from East Carolina University. Her EdS Degree is specialized in School Leadership and Curriculum, Instruction and Assessment.

Mrs. Sholar continues to be honored to provide a great education to military connected children and to be able to support military families.

DoDEA Camp Lejeune School Calendar for SY 2020-21

<p>Report Card & Progress Report Dates</p> <p>Report card dates: Q1: Nov. 6 (given at Teacher Conferences) Q2: Jan. 29 Q3: April 16 Q4: June 18 (mailed home)</p> <p>Progress Report dates: Q1: Sept. 23 Q2: Dec. 4 Q3: Feb. 26 Q4: May 7</p> <p>School hours Elementary Schools: 8:30 am – 3:00 pm Middle & High School: 7:40 am – 2:35 pm</p>	<p>August 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>1</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td></td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>14 Teachers Return 17-21 CCR and Teacher Workdays 24 First day of school for grades 1-12/Kindergarten Orientation 25 Kindergarten 1st day</p>	S	M	T	W	T	F	S	2	3	4	5	6	7	1	9	10	11	12	13	14	15	17	18	19	20	21	22		23	24	25	26	27	28	29	30	31						<p>September 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p>4 Pre-K Orientation 7 Labor Day 8 Pre-K 1st day</p>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>October 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p>12 Columbus Day 13 CCR Day – no school 28 End of Quarter 1 (45 days) 30 Teacher Workday – no school</p>	S	M	T	W	T	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>November 2020</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>5 PK Parent/Teacher Conf. 6 PK-12 Parent/Teacher Conf. 10 CCR Day – no school 11 Veterans Day 23-27 Thanksgiving Break</p>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																																						
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Bitz Intermediate School

Principal

Mrs. Dewanda Sholar

Every day, I get to come to Bitz Intermediate School! What an honor! When a person uses the words, "I get to" rather than "I have to" you know they enjoy what they do and where they do it. I definitely enjoy being the Principal of Bitz Intermediate School! I hope you will soon feel the same way about our wonderful school.

As an educator, I have had the honor and privilege to drive aboard Marine Corps Base Camp Lejeune since 1988. During my tenure as a teacher, Assistant Principal and Principal at Camp Lejeune Community Schools, I have had the opportunity to work with a wonderful population of military children and their parents. To be able to teach children of our military personnel has been the highlight of my career. Being afforded the opportunity to lead Bitz Intermediate School and ensure students receive an excellent, well rounded education by highly trained teachers and staff who use best practices to teach 21st Century skills and knowledge allows me to have an impact on our students and their future. My goal is to ensure the best education everyday with high standards for educators and students.

The faculty and staff at Bitz Intermediate School will continue to work together to create a positive and nurturing learning environment through using our school-wide positive behavior program, Love and Logic as well as teaching the DoDEA College and Career Ready Standards. Our goal is to encourage parents to be partners in the education of their child. We want parents to feel comfortable volunteering and communicating with teachers and me. Our staff and community will continue to follow and create school traditions that focus on positive relationships and enhance the education as well as support military children.

The school motto for Bitz Intermediate School is, "Success! Nothing Less!" I am happy to come to school every day and work to help children become as successful as they can be. I look forward to your partnership in supporting our school and our students by living "Success! Nothing Less!" with us daily whether at school or supporting from home or afar.

Welcome to Bitz Intermediate School, home of the Gators, where we have success and nothing less!

Yours in Education!
Dewanda Sholar
Principal

Secretarial Staff

School Secretary

Vivian Joseph

School Registrar

Allisha Pinkney

Office Clerk/Library Tech

Stephen Phillips

School Support Assistant

Brinley Finch

General Information

E-mail Address:

www.am.dodea.edu/lejeune/bis

Office Hours

7:30am -4:00pm

Students' Daily Schedule

Monday, Tuesday, Thursday, Friday

8:00 - Breakfast Students may enter the building

8:00-8:20 - Students arriving to school as walkers/bus riders/car riders assemble in their assigned grade level location lines outside the building awaiting entry.

8:20 - First Bell-Students are escorted to class as a grade level

8:30 - Second bell-Instructional Day Begins

3:00 - Dismissal Begins- Instructional Day Ends

- Bus Riders
- Walkers/Bike Riders
- Car Riders

Wednesday Early Release Schedule

8:00 - Breakfast Students may enter the building

8:00-8:20 - Students arriving to school as walkers/bus riders/car riders assemble in their assigned grade level location lines outside the building awaiting entry.

8:20 - First Bell-Students are escorted to class as a grade level

8:30 - Second bell-Instructional Day Begins

1:00 - EARLY RELEASE DISMISSAL - Instructional Day Ends

- Bus Riders
- Walkers/Bike Riders
- Car Riders

Bitz Intermediate School Dedication

Sergeant Michael Edward Bitz was born on February 14, 1972 in North Dakota. Sgt. Bitz enlisted in the Marine Corps on January 10, 1995 and upon completion of recruit training at the Marine Corps Recruit Depot, San Diego, California, he attended and graduated from the Assault Amphibian Basic Course, Camp Pendleton, California. In his first tour of duty, he was assigned to Headquarters and Service Company and then Company E, 3rd Assault Amphibian Battalion, 1st Marine Division from 1995-1999. Sgt. Bitz served as a recruiter in Arkansas from 1999-2000 and was subsequently reassigned to Company C, 2d Assault Amphibian Battalion, 2d Marine Division on July 1, 2000. He participated in one deployment with the 24th Marine Expeditionary Unit in 2001 while assigned to Company A from January 10 to March 23, 2003 in An Nasiriya, Iraq. Sgt. Bitz' vehicle sustained a direct hit from a rocket propelled grenade, setting it on fire. Aware that there were several casualties on board, Sgt. Bitz maneuvered his vehicle to the Company's defensive perimeter. Sgt Bitz immediately assisted in moving the wounded to the casualty collection point. Without an amphibious assault vehicle to command and under unrelenting enemy small arms and artillery fire, Sgt. Bitz picked up his rifle and joined a squad of 3d Platoon and after the squad sustained several casualties, Sergeant Bitz ignored his own wounds and helped in loading others onto an evacuation vehicle. Despite receiving unrelenting fire, Sgt. Bitz mounted a different vehicle to provide security for the casualties. While escorting the wounded during movement, Sergeant Bitz was mortally wounded by enemy fire when his vehicle sustained a direct hit from a rocket-propelled grenade. By his outstanding display of decisive leadership, unlimited courage in the face of heavy enemy fire, and utmost devotion to duty, Sergeant Bitz reflected great credit upon himself and upheld the highest traditions of the Marine Corps and the United States Naval Service.

Bitz Intermediate School is very proud to be named for Sergeant Michael Edward Bitz. We endeavor to make a difference in each Bitz Intermediate School student's life every day.

Sergeant Michael E. Bitz

1972 - 2003



School Profile

Bitz Intermediate School opened in school year 2006-2007 as a result of merging the three primary schools on the main side of the Camp Lejeune base. Since that time, Bitz Intermediate School has been devoted to continuous school improvement and has developed into an extraordinary school. We pride ourselves in providing an exemplary education setting for our students and families.

Bitz Intermediate School serves approximately 350 students in third through fifth grade. Our school has 16 classrooms with other rooms designed for curricular support, a computer lab and special education services. The professional staff includes teachers for art, music, physical education, technology and media skills. Additionally, a full time nurse, one full time guidance counselor, gifted resource teacher, psychologist and an educational technologist serve our students. Para-professionals (Educational Aides) support the educational program in our special education programs and are vital to the implementation of the curriculum and care we provide for our students. A comprehensive master schedule provides large blocks of uninterrupted instructional time and common planning time for teachers at each grade level. Other opportunities to build a professional learning community are supported through the allocation of time each Wednesday. These times are devoted to consistent and deliberate collaborative instructional planning that promotes productive discussion about student learning. Bitz Intermediate School teachers clearly link collaboration to improvement results in instructional practice and student performance. Bitz Intermediate School routinely communicates effectively with stakeholder groups within the school and school community to ensure shared decision making, to solicit feedback and to respond to stakeholders, and to work collaboratively on school improvement efforts.

Our school chose the **Gator** as our school mascot in honor of Sgt. Bitz 2d Assault Amphibian Battalion, our Adopt a Unit. We believe that the **Gator** represents strength and perseverance through challenging experiences.

Bitz Intermediate School is proud to serve our military community by providing a nurturing, safe school environment with daily rigorous and engaging educational opportunities for our students.

Department of Defense Education Activity

Blueprint for Continuous Improvement

Vision: Excellence in Education for Every Student, Every Day, Everywhere

Mission: Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

Goal 1: Student Excellence: *Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life*

Key Result Indicator: All DoDEA students will show appropriate growth within an academic year

Goal 2: School Excellence: *Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships.*

Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

Goal 3: Talent Excellence: *Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students.*

Key Result Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

Goal 4: Organizational Excellence: *Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the mission.*

Key Result Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.

Goal 5: Outreach Excellence: *Partner with internal and external stakeholders and industry leaders to advance student and organizational success.*

Key Result Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.

Success for All Students

Trust and Respect for Others

Uncompromising Advocacy for Students

Development of Lifelong Learning

Equal Access to Quality, Rigorous Education

New and Motivating Challenges to Inspire Excellence

Teaching with High Expectations

Safe and Stable Learning Environment



All DoDEA schools are accredited through AdvancED (<http://www.advanc-ed.org>). The process of accreditation involves adherence to a set of research based standards, rigorous protocols to ensure continuous improvement and participating in a Quality Assurance Review by AdvancED every five years. The AdvancED Standards that schools throughout the world strive to meet are listed below with our school name inserted:

1. **Purpose and Direction** – Bitz Intermediate School maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning.
2. **Governance and Leadership** – Bitz Intermediate School operates under governance and leadership that promotes and supports student performance and school effectiveness.
3. **Teaching and Assessing for Learning** – Bitz Intermediate School curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
4. **Resources and Support Systems** – Bitz Intermediate School has resources and provides services that support its purpose and direction to ensure success for all students.
5. **Using Results for Continuous Improvement** – Bitz Intermediate School implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

In addition to meeting the AdvancED Standards for Quality Schools, schools must demonstrate the implementation of continuous improvement focused on improving student performance and school effectiveness. Schools must also engage in a planned process of ongoing internal review and self-assessment and host an external Quality Assurance Review (QAR) team once every five years. Bitz Intermediate School participated in the AdvancED External Review Visit process in 2013 and met the requirements for accreditation.

We hope you will join us in our ongoing journey for continuous school improvement. We welcome our stakeholders' input, feedback, and participation in school improvement for Bitz Intermediate School.

School Advisory Committees (DoDEA-Europe & DoDEA-Pacific) and School Boards (DoDEA-Americas)

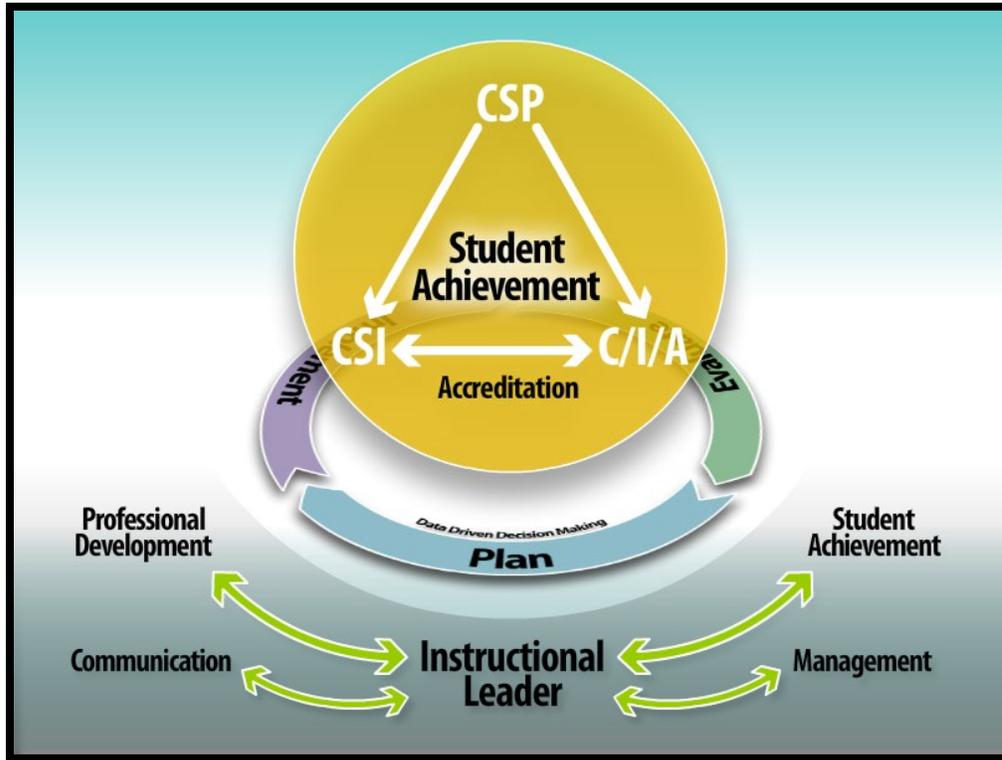
Policy Reference: [DoD Instruction 1342.15, “Educational Advisory Committees and Councils,” December 7, 2012](#)

Policy Reference: [DoD Instruction 1342.25, “School Boards for Department of Defense Domestic Dependent Elementary and Secondary Schools \(DDESS\),” October 30, 1996](#)

DoDEA school administrators, in partnership with sponsors/family members, students and military leaders, promote communication through the establishment of advisory committees to address issues (school initiatives, procedures and policies) at the local level. This is one way for parents to get involved in their child’s education. Consult your child’s school to learn more about school advisory committees (DoDEA-Europe and DoDEA-Pacific) or school boards (DoDEA-Americas).

Bitz Intermediate School

Continuous School Improvement AdvancED Accreditation



We believe that the success of DoDEA's mission is dependent upon a Pre-Kindergarten through Grade Three Early Childhood Program which applies knowledge of child development and learning, knowledge of each child as an individual, and knowledge about the social and cultural context in which children live to provide appropriate instruction, experiences, and environments. (NAEYC 2009)

Bitz Intermediate School is focused on the DoDEA Early Childhood Philosophy to promote highest student achievement in grade three at our school. This concept is central to what we do and focuses our efforts on what we're doing; examining how we're doing it; evaluating the results; and refining what we do so the needs of all students are met.

DoDEA Mission Statement

Educate, Engage, and Empower military-connected students to succeed in a dynamic world.

DoDEA Vision Statement

Excellence in Education for Every student, Everyday, Everywhere.

Bitz Intermediate School Purpose and Direction

The purpose of Bitz Intermediate School is for all stake holders to work together to educate students so they may reach their highest learning potential.

Goal 1: Literacy in Reading

All students will improve literacy in reading

Goal 2: Mathematics

All students will increase achievement in mathematics



Bitz Intermediate School **Gator** Pledge

"I am a Bitz **GATOR**, I strive each day to make good choices, have the right attitude, and be thoughtful to those around me. I stay open-minded to ideas and people that differ from me. I am responsible for my actions and learning. I work to keep myself and other safe."

Teaching and Assessing for Learning

Bitz Intermediate School A 21st Century School

We believe it is our responsibility to ensure that all students are prepared for success as a learner and adult during the 21st Century. To meet this responsibility, Bitz Intermediate School implements the DoDEA College and Career Standards for Learning and the DoDEA Early Childhood Philosophy in every classroom and appropriate learning opportunities for all students. Learning activities are individualized through differentiated instruction to support achievement of expectations and to prepare students for success at the next level. Our instructional practices intentionally integrate content areas and ensure our students are problem solvers, innovators, self-reliant, logical thinkers, and are technologically literate. Our interdisciplinary approach to learning supports the core curriculum with real-world project-based learning using the Engineering Design Process to develop students' skills and abilities to be successful academically and socially. Additionally, we honor the humanities in our instructional opportunities and include the integration of all subjects such as language arts, social studies and the arts.

Bitz Intermediate School offers large blocks of uninterrupted instructional time to ensure that students have opportunities to focus on learning. In our classrooms, you see students engaged in meaningful activities as they work and learn with their peers. Bitz Intermediate teachers collaborate for consistent and deliberate planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and tools. Grade Level Teachers meet regularly in collaborative learning communities with teachers within their grade level and vertically with teachers below and above the grade level they teach. Data from multiple assessments of student learning and examination of professional practice are used to monitor and adjust the curriculum, instruction, and assessment to ensure that Bitz Intermediate systematically maintains and enhances its purpose to support all learners with highest student achievement.

Bitz Intermediate School Learning Environment and Academic Programs

A safe and orderly environment creates a quality learning environment. At Bitz Intermediate School, we promote good citizenship, consideration of others and always doing one's very best. We believe that "we cannot expect what we do not teach". Therefore, we have developed a school wide Positive Behavior Support Program that teaches students our expectations for behavior throughout the school, on study trips and on our school buses. The expectations are explicitly taught by teachers with examples of positive behaviors, as well as, behaviors that would not be expected. These learning opportunities for our young students provide them visual images of what appropriate behavior looks and feels like.

If behavior concerns develop, classroom teachers work with students by focusing on the observed inappropriate behavior. Then, teachers facilitate a student's understanding of the appropriate behavior by referring to one of **Gator** behavior posters shared in the following pages. Most behavior concerns can be alleviated within the classroom setting and with support from our guidance counselors and parents. Our goal is to help guide students to meet our expectations and to become self-managed and self-directed in a socially acceptable manner.

Bitz Intermediate **Gator** Behavior Expectations

- Good Choices
- Attitude
- Thoughtful
- Open Minded
- Responsible
- Stay Safe

Positive Acknowledgement for Behavior

At Bitz Intermediate School positive acknowledgements to students for acceptable behaviors improve the school climate. Praise and acknowledgment is specific and connects the observed behavior at the time it occurs with a description of the behavior. The faculty at Bitz is dedicated to and has implemented the essentials for a **Love and Logic Classroom** which focuses on developing positive teacher/student relationships, minimizing classroom distractions and guiding students to own and solve their own problems. By teaching and reinforcing expected positive behaviors, students learn to be self-guided and managed. This supports our school goal of developing socially acceptable student behaviors and creating an optimal learning environment for all students which in turn allows all students the opportunity to learn without disruption.

Bitz Intermediate **Gator** Inappropriate Behavior Consequences

Classroom teachers will handle minor instances of behaviors that do not meet the Bitz Intermediate **Gator** Behavior Expectations and allow the student to correct the behavior. It is extremely important for parents to support positive behavior of students while at school therefore communication and partnership with teachers is essential. If inappropriate behaviors continue, support from guidance counselors, parents, the School Support Team, and administrators will occur. Fighting, bullying, and bringing inappropriate items to school that disrupts or could potentially cause harm to self or others, will be immediately referred to the principal.

DoDEA Policy on Discipline

For complete information about discipline, please refer to the Department of Defense Education Activity (DoDEA) website at: https://www.dodea.edu/Offices/PolicyAndLegislation/upload/DoDEA-Regulation-2051_1a.pdf When the page opens, the Discipline Regulation 2051.1 will be listed with other regulations. Click on the document to review the regulation.

DoDEA Regulation 2051.1 reissues reference to the authority of the agency to update policy and procedures for disciplinary action for all students enrolled in DoDEA schools. It includes special rules for students who are under a current Individualized Education Plan (IEP) or a 504 Accommodation Plan. DoDEA students are responsible for complying with all DoDEA student disciplinary rules, regulations and procedures.

Student Discipline (DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)

Management of student behavior is a responsibility shared by students, sponsors/parents/guardians, teachers, and the military command and school communities in general, in accordance with Enclosure 2 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. It consists of teaching and reinforcing positive student attitudes and behaviors. Students shall treat teachers, administrators, and other school staff with courtesy, fairness and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect. All students will be disciplined in a fair and appropriate manner. School administrators shall operate and maintain a safe school environment that is conducive to learning. Administration will ensure prompt investigation and response to incidents or complaints involving students made by students, parents, teachers, or DoDEA staff members. In accordance with the policy stated in DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” April 4, 2012, as amended discipline shall be progressively and fairly administered. Disciplinary actions include, but are not limited to, verbal reprimands, conferences, detention, time-out, alternative in-school placements, school service programs, community service and counseling programs. Other behavior management techniques will be considered prior to resorting to more formal disciplinary actions that remove a student from school for a suspension (short or long term). Long-term suspension or expulsion as a first offense may be considered when a student poses an immediate threat to his or her safety or the safety of others (e.g., offenses involving firearms or other weapons, fighting or violence; or the possession, use, or sale of drugs).

Discipline Procedures

Discipline Mission Statement

Camp Lejeune Community Schools' mission regarding discipline is to create a successful partnership among members of the educational community (students, parents, staff, and military) ensuring a safe and orderly learning environment resulting in responsible, productive, and respectful members of society. These CLCS rules and consequences apply to ALL CLCS students at ALL CLCS functions and on ALL CLCS premises. This code of conduct is in accordance with DoDEA regulation 2051.1. If any disparity is identified, DoDEA regulation 2051.1 will take precedence.

TEACHER RESPONSE TO STUDENT VIOLENCE

It is the policy of Camp Lejeune Community Schools to provide a learning environment free from student violence. Each member of the school community, including students, teachers, support staff, and administrators shall have freedom from assault or injury. Commensurate with this freedom is responsibility. Staff members have the responsibility to attempt to prevent fights between students. Students have the responsibility to resolve their differences through non-violent means.

Detailed Guidance

- 1) Staff members have the responsibility to attempt to prevent fights between students.
- 2) Students have the responsibility to avoid conflict and to resolve their differences through non-violent means.
- 3) **Fighting on school grounds or school buses is not condoned and will not be tolerated. Any student who engages in a fight while on school grounds, aboard school buses or at school activities and is told by a staff member to stop fighting and refuses such command shall be subject to disciplinary proceedings up to and including expulsion.**
- 4) Staff members who observe students fighting will take the following action:
 - a. Command the students to stop fighting;
 - b. Attempt to prevent other students from participating;
 - c. Send for the principal, assistant principal, or to the school site office

Curriculum and Program

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 for 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 assessments 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.

Bitz Intermediate School class configurations: third grade, fourth grade, fifth grade.

Computer Access/Internet Policy/Electronic Devices (DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010)

Each student, together with the student's parent or guardian (if applicable), shall acknowledge and sign Form 700, which contains the “Use of DoDEA Internet and Use of Information Technology Resources,” before he or she is assigned a user account. In accordance with Enclosure 4 in the DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010, the following are required of all students:

- Students shall use DoDEA's information technology (IT) resources, including computers, electronic mail, and internet access, only in support of education and for research consistent with the educational objectives of DoDEA.
- Students shall respect and adhere to all of the rules governing access to, and use of, DoDEA's IT resources.
- Students shall be polite in all electronic communication.
- Students shall use courteous and respectful language and/or images in their messages to others.
- Students shall not swear, use vulgarities, or use harsh, abusive, sexual, or disrespectful language and/or images.
- Students who misuse DoDEA IT resources are subject to disciplinary measures.

The signed agreement is to be retained in the administrative office at the student's school for the duration of the student's enrollment. A copy will be provided to the student and, if applicable, the student's parent or guardian.

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 every day. 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.

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

Physical Education

Art

Library/Media

Technology

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. A variety of service delivery models are utilized to effectively meet the unique learning needs of individual students with disabilities.

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.

[Special Education \(Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015\)](#)

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. Please contact your child's school for specific details relating to your child if you would like to discuss eligibility requirements.

[Disability Services \(DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended & DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001\)](#)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

If you believe your child may have a disability, schedule a conference with your child's classroom teacher. If necessary, the Student Support Team (SST) meeting can be scheduled to develop interventions to help your child be successful in school. The success of the interventions will help determine whether a referral for formal evaluation is necessary.

English for Speakers of Other Languages (ESOL)/Language Services ([DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007](#))

An English language learner (ELL) is a student identified as one who is in the process of acquiring English as an additional language. In accordance with the policy stated in the DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007, DoDEA's ESOL Program is a language acquisition program designed to teach ELLs social and academic skills as well as the cultural aspects of the ELLs to succeed in an academic environment. It involves teaching, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels with little or no use of the native language. ESOL instruction is in English and can be provided in a variety of settings and program configurations. The amount of instruction given will vary according to the student's needs and classification. ELLs are involved in mainstream classes during the day.

Home-School Students

DoDEA recognizes that home-schooling is a sponsor's right and may be a legitimate alternative form of education for the sponsor's dependents. Home-school students who are eligible to enroll in a DoDEA-Europe and DoDEA-Pacific and DoDEA-Americas students on a tuition-free basis are eligible to utilize DoDEA auxiliary services without being required either to enroll in or register for a minimum number of courses offered by the school. Eligible DoD home-school students using or receiving auxiliary services must meet the same eligibility and standards of conduct requirements applicable to students enrolled in the DoDEA school who use or receive the same auxiliary services. Any student, including eligible DoD dependent home-school students, who has not met the graduation requirements to earn a DoDEA diploma may not receive DoDEA commencement regalia, the DoDEA diploma, nor walk to participate in a DoDEA commencement ceremony.

Student Grade-Level Placement ([DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004](#))

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year will be eligible to be enrolled in kindergarten. An otherwise DoDEA-eligible student who will reach his or her sixth birthday on or before September 1 of the school year is eligible to enroll in grade 1. Kindergarten is not a prerequisite to grade 1 entry. Placement in grades 2 through 8 is predicated upon successful completion of the preceding year. Students entering a DoDEA elementary, middle, or junior high school (through grade 8) from a non-American or host nation school will be placed in the grade level corresponding to their ages assuming yearly progression from grades 1 through 8.

Grade-level status (9, 10, 11, and 12) will be determined by the number of course credit units earned by the student, in accordance with Section 2 of the DoDEA Regulation 2000.3, "Student Grade Level Placement," March 26, 2004. Students entering grade 9 must have successfully completed grade 8 and/or been previously enrolled in grade 9 and earned less than 6 credits. Students entering grade 10 must have successfully completed grade 9 and earned a minimum of 6 course credits. Students entering grade 11 must have successfully completed grade 10 and earned a minimum of 12 course credits. Students entering grade 12 must have successfully completed grade 11 and earned a minimum of 19 course credits.

All DoDEA students, including students with disabilities, English language learners (ELLs), and students with accommodation plans, should be afforded the opportunity to participate in the standard DoDEA secondary curriculum.

Grading and Grading System

At the beginning of each course or grade level, every DoDEA teacher shall make available information regarding grading policy and course requirements to parents and students. This information will be provided to parents and students by the end of the first month of the school year or by the end of the first month of the semester in the case of a semester course.

If any child demonstrates unsatisfactory progress or achievement, teachers must notify parents with enough time to correct the deficiency. Notification must occur as soon as unsatisfactory achievement is evident, and not later than the midpoint of the nine-week grading period.

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System. All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the day the assignment is collected, with reasonable exceptions for large projects. At a minimum, one assignment or grade should be recorded per week in the EGB System.

To create an account and access the EGB System please visit the DoDEA Website

<https://dodea.gradespeed.net/gs/default.aspx> for instructions.

Scholastic Integrity

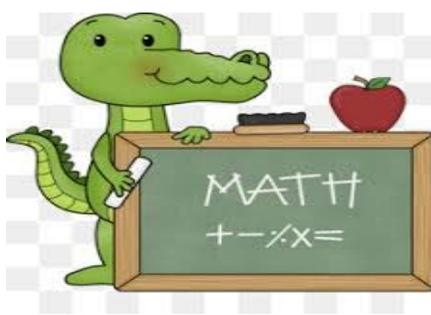
Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of an individual. Any suspicion or evidence of forging, cheating, or plagiarizing the work of others will be investigated. Any student who is in violation will receive no credit, an appropriate consequence for the particular assignment, and a letter will be sent home to be signed by the parents and returned to the teacher. A copy of the letter will be filed in the student's discipline folder for the period of the school year.

Progress Reports/Report Cards ([DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995](#))

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, "Department of Defense Dependent Schools Progress Reports," August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks or grades will be given at the end of each of the four marking periods for students in grades K-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

Transcripts/Records Policy/Access to Student Records

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records Web site <http://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your student's school.



System-wide Assessment Program (DoDEA Regulation 2000.06, “System wide Assessment Program,” March 26, 2010)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA System-wide Assessment Program in accordance with the policy and Enclosure 2 in the DoDEA Regulation 2000.06, “System wide Assessment Program,” March 26, 2010. Students who have been identified as having disabilities or are ELLs shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment.

All assessments selected for use within DoDEA shall:

- 1) Affect instruction and student learning in a positive manner;
- 2) Be one of several criteria used for making major decisions about student performance/achievement; and
- 3) Align to clearly defined standards and objectives within the content domain being tested.

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting.

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.

Child Abuse/Neglect

The Department of Defense Educational Activity (DoDEA) which provides administrative services and support to the Domestic Dependent Elementary and Secondary Schools (DDESS) has mandated that any and all school personnel report suspected child abuse and neglect (DoDEA Regulation 2050.9).

The regulation (2050.9) defines child abuse/neglect as the following:

- Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened.
 - For further clarification outside of the DoDEA regulation, “negligent treatment” means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so as to seriously endanger the physical health of the child (42 USC Sec. 13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.
- The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person.
- A “child” is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term “child” means a natural child, adopted child, stepchild, foster child, or ward.
- The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facility (MTF) is authorized.

Our primary responsibility and concern must be for the safety and welfare of the child. The national mandate to prevent child abuse is so strong that school officials can be charged if they fail to report a suspected case of child abuse. Therefore, any and all suspected cases of child abuse/neglect are to be reported to the appropriate authorities.

Our ethical and mandated responsibilities in the DoDEA system require all staff members to report suspected cases to the appropriate school administrator and to the base or post Family Advocacy Program* (FAP). The FAP management team, composed of the military installation's medical, legal, law enforcement and social work staff, is responsible for determining if child abuse/neglect has occurred and provide appropriate services for the child and family.

*Individual military branches and/or installations may have additional reporting requirements, processes, or procedures. These additional responsibilities **do not** however, relieve a DoDEA employee from their duty to report suspected abuse to their appropriate school administrator and their FAP.

Child Protective Services (Memorandum from the Office of the Under Secretary of Defense; 12 Jun 2017)

Under U.S.C§ 13031(b) “covered professionals” are required to report any information that gives reason to suspect that a child in the family or home of a military member has suffered an incident of child abuse. The covered professional “shall as soon as possible make a report of the suspected abuse” to the appropriate local Child Protective Services (CPS) agency. DoDEA employees are considered “covered professionals” and will report all suspected or alleged child abuse to the local CPS agency official.

[Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct \(DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015\)](#)

All DoDEA employees and volunteers hold positions of trust and are responsible for establishing and maintaining professional distance with students. Adult-to-student sexual abuse, sexual harassment, or other inappropriate behavior or conduct demonstrate a lack of professional integrity and a breach of authoritative power of adults who are in positions of trust, and such are unacceptable and shall not be tolerated in DoDEA. Incidents of sexual abuse, sexual harassment, or other inappropriate behavior or conduct shall be reported promptly in accordance with DoDEA requirements. Refer to pages 15-17 in the DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015, Sexual Harassment and Other Inappropriate Sexual Behavior to obtain more information about sexual harassment.

[Sexual Harassment \(DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities\)](#)

DoDEA remains firmly committed to providing all students with a safe, supportive, and non-discriminatory learning environment. Every child is entitled to feel safe in school and while participating in school-related activities. DoDEA has a responsibility to address all complaints of sexual harassment, which includes addressing its effects and taking steps to prevent further/future behavior. Sexual harassment by or against students will not be tolerated in DoDEA schools.

Sexual harassment is defined as any unwelcome behavior of a sexual nature from students or adults (of the same gender or not) that is sufficiently serious that it prevents or limits one’s ability to learn, study, work, or participate in or benefit from DoDEA school programs and activities, both on and off school premises, such as interfering with a student’s schoolwork, making a student feel uncomfortable or unsafe at school, or substantially interfering with one’s physical or psychological well-being.

Such misconduct can consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of behavior that may constitute sexual harassment include:

- Commenting or teasing someone about their sexuality, body parts, or sexual development.
- Texting, IM’ing, e-mailing, or otherwise sharing sexually graphic material, both written and visual.
- Pulling down someone’s pants or shorts, flipping skirts, pulling at or lifting up shirts.
- Unwelcome physical contact of a sexual nature from an unwanted pat, hug, or kiss, to groping or grabbing of another person’s private body parts and, in extreme cases, sexual assault or rape.

You are encouraged to visit the DoDEA Sexual Harassment and Awareness Prevention webpage at: www.dodea.edu/sexualharassment to learn more about sexual harassment, what to do if you feel you have been sexually harassed, and to obtain point-of-contact information for regional Diversity Management and Equal Opportunity (DME0) Complaints Managers. Unresolved matters concerning sexual harassment, or any other inappropriate sexual behavior, may be reported through the chain of command. The DoDEA chain of command is located at: <https://www.dodea.edu/aboutDoDEA/command.cfm>.

Parent/Student/Teacher Communication

DoDEA encourages all communication take place through official school email accounts.

Non-Discrimination/Equal Opportunity in Federally Conducted Education and Training Programs ([DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160](#))

No individual, on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in, a federally conducted education or training program or activity. Sexual harassment is a form of discrimination based on sex. Refer to pages 15-17 in the DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160, Sexual Harassment and Other Inappropriate Sexual Behavior.

Curriculum Enhancement Activities

Bitz Intermediate School is an active learning environment! We offer many enhancement learning opportunities throughout the school year. We hope you enjoy looking at some of the activities our students have experienced! And, we look forward to sharing many with children and their families this coming year!

STUDENT SUPPORT SERVICES

An Information Specialist

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.

SST TEAM

A Student Support Team (SST) is comprised of school staff and 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 SST. Parents are invited to attend the SST 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 collaboratively developed to assist the teacher with improving the child's school success. The SST has the responsibility for determining if and when referrals for educational and psychological test batteries, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder evaluation and speech/language assessments are recommended.



COUNSELING

[Counseling \(DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 & DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006\)](#)

DoDEA school counselors provide comprehensive counseling programs to all students in grades K-12 in accordance with DoDEA Regulation 2946.1, “School Counseling Services,” September 8, 2003 and DoDEA Manual 2946.2, “Department of Defense Education Activity School Counseling Services,” January 1, 2006. Counseling programs are designed to foster a foundation for life-long learning by removing barriers to students’ academic success. Early identification and intervention of students’ academic and social/emotional needs is essential in removing barriers to learning and promoting academic growth. School counselors provide direct and indirect student services and curricular activities to increase the knowledge, skills, and attitudes required for students to achieve their potential academically, socially, emotionally and physically for life, college and career readiness.

Elementary school counseling programs support student’s self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners.

Please contact your school counselor for additional information regarding the school counseling program.

[School Psychology \(DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004\)](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.3, “School Psychological Services,” January 22, 2004. They are experts in student mental health, learning and behavior, and partner with various stakeholders throughout the school and community to support students’ academic and emotional needs. School psychology programs are designed to foster safe, healthy and supportive learning environments that strengthen connections between the school, home and community. School psychologists aim to improve academic achievement, support diverse learners, promote positive behaviors and safe school climates, and strengthen school-family partnerships. Core functions of school psychologists include mental health interventions, behavior management, crisis intervention and response, assessment, and consultation and collaboration.

Please contact your school psychologist for additional information regarding the DoDEA School Psychology Program.



HOMWORK GUIDELINES

Homework is defined as tasks that are assigned by teachers to students that are completed during non-school hours. The purpose of homework is to make a significant contribution to the student's learning by (1) practicing and extending skills already taught, (2) providing parents the opportunity to observe the student's work and participate in the learning process, (3) helping students develop a positive disposition and attitude towards learning and (4) helping students develop good study habits and organizational skills.

Our homework policy is governed by DoDEA guidance, which states,

"According to the [DoDEA Homework Policy Letter \(2000.9\)](#), the development of study skills must be an integral part of DoDEA regional, district, and school educational policies. DoDEA strongly supports the philosophy that homework is a necessary adjunct to school life, which serves different purposes according to the student's grade level. On average students in Grades 1-3 will receive 2-4 hours of homework per week; Grades 4-6 will receive 5-6 hours per week; Homework assignments are reinforcements for classroom curricular areas and are assigned to support student learning as appropriate for the ability of the student."

Reading daily is an expectation at these grade levels, and is not considered part of the time allocation. Unfinished class assignments should not be sent home for homework. To ensure that students can work on an independent level on homework assignments, teachers assign tasks that students have reached mastery level of understanding of concepts. Therefore, homework assignments may not parallel class work in sequence.

In order to be effective, homework is the responsibility of the students, parents, and teachers working together to support the objective.

Students are responsible for:

- Reading daily, regardless of other homework assignments
- Taking home all directions, books, and materials needed to do the assignment
- Completing the homework in the assigned format
- Taking completed homework assignments to class at or before the time they are due
- Participating actively and cooperatively in the evaluation of their homework when appropriate

Parents are responsible for:

- Providing an environment which encourages the development of life-long learning skills
- Providing an appropriate place to work
- Providing the necessary materials, such as paper, pencils, notebooks, etc.
- Assuring that a regularly scheduled study time is adhered to
- Encouraging and praising the student's effort, improved performance and/or exceptional work
- Looking over their children's work and guiding them

Parents are invited to communicate with teachers whenever questions or concerns arise. For further information about effective ways to work with your children at home, please contact your child's teacher.

Teachers are responsible for:

- Communicating clear and consistent expectations for homework
- Selecting and assigning homework
- Providing sufficient classroom instruction, clear and complete directions, modeling, guided practice and time to ask questions, as appropriate
- Checking homework for completeness and mastery of concepts and skill as appropriate to the assignment
- Informing both students and parents of student performance and completion of homework assignments as appropriate

Homework can have beneficial effects other than knowledge acquisition. Homework can help students develop good study habits. Homework can help students recognize they can learn at home as well as at school. It can foster independent learning and responsible character traits. Homework can give parents an opportunity to see evidence of student work. Not all homework is paper and pencil tasks. For example, some homework in primary grades will be students reading to parents and parents reading to students, taking part in creative art activities, or just showing parents the topics of what they are learning in school.



Visitors and Volunteers (DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006)

For safety reasons, all visitors and volunteers must show a valid photo Federal Government or State Picture ID card and then report to the school front office immediately upon entering the school.

A visitor/volunteer is someone who is not a school employee or student and enters the school during operating hours. Visitors may go only to the area they indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor's badge that is to be displayed conspicuously at all times while on school grounds. Visitors may be asked for an item of value in exchange for the visitor's badge. Any change to the designated location must be cleared through the front office before visiting a different location. Upon finishing their visit, visitors must check out at the office, return the visitor badge, receive their item of value that may have been requested, and exit the school. Parents are welcome to visit the school and classrooms to observe our programs in action. In accordance with the policy stated in DoDEA Administrative Instruction 4700.3, "Application and Background Check for DoDEA School Volunteers and Student Teachers," May 15, 2006 a visitor or volunteer should never be left alone with students unless proper background clearances have been obtained. Please consult your school administrator to begin this process.

Visitors and Volunteers

Sign-in Policy

Bitz Intermediate School welcomes visitors and volunteers. An identification check is mandatory. All visitors must show their I.D. upon entering the building. **Visitors must always enter through the front door, stop by the office for a visitor's badge, and sign in.** The visitor's badge **must be worn** while you are in the building and returned to the office upon leaving. Volunteers are asked to sign in the Volunteer Log Booklet located in the office.

Please note that while DoDEA welcomes parents to visit the school and classrooms to observe our programs in action, teachers will not be available to conference during instruction nor will distractions in instruction be allowed.

During school year 2020-2021, it will be necessary for all visitors and volunteers to wear face coverings/mask while in the building or when not possible to socially distance outside.

Volunteers

Volunteers are needed throughout the year in many areas. In August, volunteers are recruited for a variety of classroom activities and school wide projects. Volunteers should sign up with their homeroom teachers or the PTA. Please let us know what special talents and interests you have to share. Your time and talents are greatly needed and much appreciated. Volunteers are reminded to sign in and out at the volunteer reception area. Volunteers must wear their nametags during the time they are working in the building. **Before volunteering at your student's school, all volunteers must complete the School Volunteer Application and Agreement (DD2793), a Basic Criminal History and Statement of Admission Form (DD-2981) and a Camp Lejeune Installation Background Check from the Provost Marshall's Office. Once completed all forms can be turned in to the school office. Volunteers must complete the Basic Criminal History and Statement of Admission Form (DD-2981) every year. You are not required to fill out the application or do a background check if you have completed this process in the past at Camp Lejeune Schools.**

SCHOOL HEALTH SERVICES

The school nurse is an important part of the total school program and provides a variety of services within the school setting. The nurse is a registered nurse with special training in school health issues. She is responsible for the general health of Bitz Intermediate School students and supervises vision and hearing screening, maintains health records, and administers any medications required for students.

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:

5 doses of DTP (5th dose after the 4 th birthday)	2 doses of HepA
3 doses of HepB	2 to 4 doses of HiB
4 doses of IPV (4th dose after the 4 th birthday)	2 doses of MMR
2 doses of VAR	
1 dose of MCV4 given at 11 - 12 years old clinic visit	

*Vaccination compliance will be reviewed by school nurse

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. If your child will be taking medications during school hours, a "**Medication Administration Permissions Form**" must be completed and signed by the parent **and physician** before medicine can be dispensed.

Screenings

During the year, various screenings are done at the different grade levels. These may include vision, hearing, and scoliosis. The school nurse will notify you if screening results from a particular screening are concerning. 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.



School Health Services (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse works with the school administrator to promote wellness and safety of all students and staff. In accordance with Section 6 in the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003 the school nurse serves as the coordinator of school health services programs, by:

- Promoting healthy and safe learning environments;
- Providing health counseling, assessment, intervention and referrals;
- Providing health education to students, staff and the community; and
- Promoting community wellness through health education, counseling, and activities.

Core functions of the school nurse include providing injury and illness assessments and interventions, managing immunization requirements, screening for health factors that impact student learning, administering medications, providing health and wellness education and counseling, and serving as a healthcare liaison between the school and community.

Please contact your school nurse for additional information regarding the DoDEA School Health Services Program.

The school nurse shall take the following measures:

- 1) Ensure appropriate care of students concerning necessary medical attention;
- 2) Contact sponsors and/or family members concerning a student’s medical concern; and
- 3) Give immediate first aid as well as seek immediate medical referral(s) where deemed necessary.

All measures taken will be documented on accident form DS 4801.

Student Enrollment: Immunization Requirements – Immunization Requirements Memorandum

At the time of enrollment, documentation of a student’s immunizations is required. Acceptable forms of official proof of immunization status may include, but are not limited to:

- Yellow international immunization records,
- State agency-generated immunization certificates,
- School-generated immunization certificates, and
- Physician, clinic, or hospital-generated immunization records.

Parents must present proof of immunizations upon registration in any DoDEA school. Should the immunization documentation reveal missing immunization data, the necessary immunizations must be obtained. Proof of immunization compliance must be presented to school officials within 30 days of enrollment for continued enrollment in DoDEA schools. For a list of required immunizations and necessary forms, please visit http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf.

Student Health — Allergies and Chronic-Acute Conditions (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child’s welfare in accordance with the DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003.

Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

- Notifying the school nurse of ANY allergy including food, drug, insects, and others;
- Providing the school nurse with medication/doctor's order/parent permission form;
- Teaching children at home about their food allergies and not to share any food in school; and
- Letting the classroom teacher know about your child's food allergies and checking with the classroom teacher before bringing any food for celebrations into the classroom.

Medication at School

It is best practice to take medication at home. If medication needs to be taken three times a day, the student should take it in the morning before leaving home, take it after school arriving at home, and take it before bed time; such schedule provides a more even time spacing. When medications must be administered during the school day, the medication must be delivered to the school nurse in the original container, properly labeled by the pharmacy or primary care manager/provider, stating the name of the student, the medication, dosage, route, time of administration, and current date of issue. Contact the school nurse for the required Medication Form H-3-2. This form must be filled out and signed by the prescribing medical provider and signed by the sponsor/parent/guardian. The sponsor/parent/guardian needs to bring the signed form and the medication to the school nurse. If the school nurse is not present, the signed form and medication must be presented to the school principal, acting principal, or health aide for safekeeping.

In some rare situations, students are allowed to keep their medicine with them while in school or at school-related activities. The student's prescribing primary care manager must provide a written statement that the student has to keep the medication at all times; also, a parent must provide written permission for the medication to stay with the student. See the school nurse to obtain appropriate paperwork for medications to be administered during school hours or for student to carry medication.

First Aid and Emergency Care ([DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003](#))

School personnel will administer first aid to the dependent student when needed to treat minor injury or illness in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Should the dependent student sustain an illness or injury that a school official believes should receive immediate care from a health care provider, the school will a) make reasonable efforts to contact the sponsor/parent, or the alternate individual(s) identified as emergency contacts on the dependent student's registration document (DoDEA Form 600), and, if necessary, b) arrange for a response by an Emergency Response Team (EMT) and possible transportation of the dependent student for treatment to an available health care facility. The EMT, health care facility, or attending health care provider(s) may not be U.S. or military facilities or providers, especially if the dependent student is located overseas.

Treatment decisions will be made exclusively by a health care provider(s) if the nature of the dependent student's injury or illness requires immediate health care, in accordance with their standard operating procedures regarding the delivery of emergency care for the dependent student.



Emergency Notification Procedures (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

The school nurse will make a judgment call based on nursing assessment if a student needs emergency medical care requiring an ambulance in accordance with Section 6 of the "First Aid and Emergency Care," September 8, 2003. If a student needs emergency medical care requiring an ambulance, the school nurse shall ensure that:

- The ambulance is requested;*
- The parent is notified that the student is en route to the nearest medical facility; and
- The school administrator is notified.

*A school official may accompany the student to the medical facility in an emergency.

Student Illness

While the education of your child is important, there are certain medical illnesses that require for your child to either be sent home or remain home from school. These are as follows:

- **Fever:** Elevated temperature of 100°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated.
Note: Lesions must be covered for school attendance.
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services Web site <http://www.dodea.edu/studentservices/health/sickchild.cfm> for further instruction based on your situation or discuss with an administrator at your student's school.

Medical Care for Overseas Non-DoD Dependents

Health care in the school setting is the same for overseas non-DoD dependents as it is for DoD-dependents.

Incident Reporting/Accident-Injury

Parents will be contacted by the school administrator or school nurse for any of the following reasons:

- Any illness or injury that causes concern
- Eye, ear, or teeth injuries
- Head injury
- Second- or third-degree burns
- Severe pain
- Vomiting
- Wounds that may require stitches
- Temperature higher than 100°
- Sprains or possible fractures

**Department of Defense Education Activity
Camp Lejeune Community Schools**

To be completed by physician

Name of Student: _____

Diagnosis/Indication for Medication Administration: _____

Medication: _____ **Dosage:** _____

Time: _____ **Route:** _____

Duration: _____

Possible Side Effects: _____

Precautions/Restrictions: _____

Other Medications Taken: _____

Signature of Physician Date

Clinic: _____ **Phone:** _____
.....

To be completed by parent:

I hereby give my permission for _____ to receive, from the school nurse and/or other trained school personnel, the above prescription at school as ordered. I understand that it is my responsibility to furnish the school with this medication. I give permission for the school nurse and health care providers at the medical treatment facility to exchange information about my child, the diagnosis for which this medication is prescribed, and my child's response to the medication.

Signature of Parent/Guardian Date

Parent daytime phone number #1 _____, #2 _____,
#3 _____

Parent e-mail address _____

NOTE: The prescription medication must be brought to school by an adult in the original container (labeled by the pharmacy or physician) stating the name of the student, the medication, the dosage, And current date. The medication will remain at school for the duration of the prescription. (School Use Only)

Reviewed on _____ by _____ (School Nurse)

Bitz Intermediate School Procedures

Transportation

You will be asked to complete an Inclement Weather Form/Early Dismissal Form. This form notes the means of transportation, for your child, in the event of an early school closing due to dangerous weather conditions or other emergencies. If your child must go home by another means one particular day, you must notify the school in writing at least two hours prior to dismissal. For security reasons, no changes in transportation arrangements will be made by phone.

In the event of an unexpected early release from school, children will be sent home by the means of transportation listed on the Inclement Weather/Early Dismissal Form. Please talk to your child/children about your plan for early dismissals. Local radio and television stations, as well as, At HOC calls will provide parents with information regarding inclement weather and early dismissals.

Bus Riders <https://www.dodea.edu/Americas/midAtlantic/campLejeune/transportation.cfm>.

Bus transportation is offered to students who live one mile or further from school. This service is provided to safely transport students to and from school each day. Students should use the bus stop closest to their homes and should arrive at the bus stop five minutes prior to pick-up and wait patiently in an orderly manner. All bus riders should be reminded to stay on the sidewalk until the bus comes to a complete stop before stepping into the roadway to board the bus.

Please be advised that the provision for riding the Camp Lejeune Schools' buses to and from school is a privilege. Behavior expectations for bus riders are listed on **page 43** of this handbook. These expectations should be reviewed with students by teachers and parents often. **Any conduct or activities that threaten the health, safety or welfare of the bus driver, other students or any other riders in any manner could result in indefinitely terminating all bus riding privileges.** Therefore, it is essential that the home and school work together to make our buses safe for children. When necessary, the bus driver will counsel children who do not follow the bus behavior expectations. If students continue to choose not to follow the bus safety expectations, bus drivers will write a Bus Incident Report for school administrators. The principal and/or assistant principal will review the incident report with students to determine an appropriate consequence. Parents will be called each time a Bus Incident Report is written regarding a student's behavior that does not comply with the behavior expectations. Repeated incidences will result in suspended bus riding privileges. Bus riding behavior expectations are to provide the safest transportation for students as possible. We appreciate your vigilance and support in this effort.

FOR SECURITY REASONS, CHILDREN WILL NOT BE RELEASED TO PARENTS IN THE BUS LOT DURING ARRIVAL OR DISMISSAL TIMES. ALL RELEASES TAKE PLACE IN THE MAIN OFFICE.

**DoDEA Americas Mid-Atlantic District
Camp Lejeune Community Schools**

Parent Request: Alternate School Bus Drop-Off Location

Student Name: _____

School: Teacher
Name: Bus#: _____

Alternate Drop Off Location:

Begin Date:

End Date:

Authorized Person Contact
Info:

(Valid I.D. Required) Reason For Location Change: _____

Parent/Sponsor Name Printed:

Parent/Sponsor Signature: _____

Principal Signature: _____

Approved Not
Approved

CC: Transportation Supervisor School Office
Personnel Classroom Teacher
Parent

CAR RIDER PROCEDURES

The car rider placard must be in a visible location on the passenger side dash of your vehicle when coming to pick up your child at the end of the school day. All car riders will be dismissed to the gymnasium at 2:55 p.m. every afternoon and 12:55 on Wednesday. Rather than walking straight to vehicles, students will wait in the gymnasium with a staff member until his/her name is called over the two-way radio. When driving into the parking lot to pick up your child, pull all the way up along the straight away parallel to the sidewalk. Parents/guardians will need to remain in their vehicles and pull into the car line. Two faculty members will be there with two-way radios and will call four students at a time in the order the cars arrive. The students will be walked out to the sidewalk and guided toward their vehicles. Once your child is in your vehicle, you will pull forward waiting to exit through the parking lot behind the cars in front of you. Please wait to move your vehicle after the person in front of you moves theirs. The next four students will then be called. This system moves smoothly and is quick. It also assists with students getting safely into the right car each day.

Bicycles, skateboards, scooters, roller-skates/blades, wheeled shoes or mopeds are not allowed to be ridden on campus.





DEPARTMENT OF DEFENSE
DoDEA North Carolina District
Bitz Intermediate School
2028 Bevin Street
Camp Lejeune, North Carolina 28547



MEMORANDUM FOR SPONSORS/PARENTS/GUARDIANS OF STUDENTS RIDING DODEA SCHOOL BUSES

SUBJECT: Standards of Conduct for DoDEA School Buses

This memorandum concerns the safety and well-being of our students as they ride our school buses this school year. Please take the time to read it carefully, sign and return the attached Behavior Standards for School Bus Students and Sponsor/Parent/Guardian Acknowledgement.

Safe transportation of DoDEA students is the concern of DoDEA, sponsors/parents/ guardians, and students. DoDEA contracts for bus transportation from responsible firms with mechanically sound vehicles and properly qualified drivers. However, the safe operation of school buses also depends on student riders understanding and adhering to proper conduct.

Sponsors/Parents/Guardians share with their student(s) the responsibility for proper student behavior in DoDEA's schools and on DoDEA school buses. Attached is a copy of DoDEA's Behavior Standards for School Bus Students, Proposed Disciplinary Consequences for School Bus Misconduct, and enclosure 3 of DoDEA's Disciplinary Regulation.

Sponsors/Parents/Guardians must ensure that their student(s) understand and follow these rules. In addition, student riders must understand that bus drivers are not to be distracted from safe driving by student misbehavior. Students must show respect for the bus drivers and follow the bus driver's instructions.

As a sponsor/parent/guardian, you should ensure your child understands that riding the school bus is a privilege, and that ridership privileges may be revoked for a violation of school bus behavior rules. Please carefully discuss the attached rules with your student's child.

School bus transportation is a privilege that may be suspended or revoked. DoDEA will strictly enforce school bus rules as written in the Parent/Student Handbook, Appendix C. Students failing to comply with the school bus rules may find their bus riding privileges suspended or revoked for the rest of the year. When this happens, sponsors/parents/guardians assume all responsibility for transporting student(s) to and from school. Let's work together to make this school year safe.

Mrs. Dewanda Sholar
Principal

Enclosures: 1

E8.A2. Enclosure 8 – ATTACHMENT 2

**BEHAVIOR STANDARDS FOR SCHOOL BUS STUDENTS
AND SPONSOR/PARENT/GUARDIAN ACKNOWLEDGMENT**

ON AND AROUND SCHOOL BUSES STUDENTS WILL:

1. Comply with all school rules.
2. Board and exit the bus in an orderly, safe manner.
3. Remain seated while on the bus.
4. Talk with other passengers in a normal voice.
5. Keep all parts of the body inside the bus windows.
6. Keep aisles, steps, and empty seats free from obstruction.
7. Remain fully and properly clothed.
8. Treat the driver and fellow students with respect.
9. Promptly comply with the bus driver's or monitor's instructions.
10. Treat the bus and other private property with care.

ON OR AROUND SCHOOL BUSES, STUDENTS WILL NOT:

1. Fight, hit, bite, spit, lick, push, shove, or trip other passengers
2. Use or possess unacceptable items identified in the school "Code of Conduct."
3. Push while boarding, on, or exiting the bus.
4. Get on or off the bus while the bus is in motion.
5. Make excessive noise, or play electronic equipment without earplugs.
6. Put objects out of bus windows or hang out of windows.
7. Engage in horseplay.
8. Obstruct aisles, steps, or seats.
9. Engage in public displays of affection.
10. Eat, drink, or litter on the bus.¹
- II. Use profane or abusive language or make obscene gestures.
12. Spit or bite.
13. Harass, bully, or interfere with other students.
14. Disrespect, distract or interfere with bus driver.
15. Damage private property.
16. Sit in the bus driver's seat, or touch bus operating devices or equipment.
17. Open or try to open bus door.
18. Throw or shoot objects inside or out of bus.
19. Tamper with bus controls or emergency equipment.
20. Violate any other school rule, law or military installation regulation.

Private Vehicles

Children transported in private vehicles will arrive and depart at the front of the school in the drop-off lane by the sidewalk. School personnel will be outside in the morning monitoring students getting out of vehicles safely and lining up with their grade level. In the afternoons, students will wait in the gym for their name to be called prior to walking safely to their vehicle. It is necessary for a Bitz Car Rider Placard to be displayed on the passenger side front dash in order for a staff member to call your child out. To support with moving traffic through the arrival and dismissal area efficiently and safely, parents are asked not to get out of their vehicles. If you must get out of your vehicle to meet your child, please park in the parking lot. If the parking lot is full, please do not park on the grass, park in the parking lot on the corner of Bevin Street and Stone Street. Carpooling does reduce the number of vehicles in our entrance area during arrival and dismissal and is encouraged. The speed limit in school zones is 25 miles per hour; in parking lots, 5 miles per hour.

For the safety of all, do not meet in the bus areas or shoulders of the main roads. Children and parents are asked to only cross roadways at designated cross walks or where there is a crossing guard.

Bicycle Riders and Walkers

Bicycle safety regulations are the same as enforced by PMO. Students 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 guards. Children riding scooters to school must follow the base bicycle safety regulations.

Morning Arrivals for the Breakfast Program

Late Arrivals to School

The instructional school day begins at 8:30 AM. Children should not arrive before 8:00 AM. Prior to 8:00 AM there is no one available to supervise children. Children participating in the breakfast program may arrive at 8:00 AM. Due to the time involved with getting breakfast from the cafeteria and having time to eat, children must arrive before 8:15 AM. Children will only be allowed to enter the school through the main corridor located in the front of the school and must go directly to the cafeteria to participate in the breakfast program or to assemble in their assigned grade level location lines outside the building awaiting entry until the 8:20 AM bell rings.

When it is necessary for a child to arrive after the school day begins, 8:30 AM, a parent/guardian must accompany the child to the office to sign him/her in and to pick up a Tardy Admit Slip. The child must present the Tardy Admit Slip to the teacher for admittance to class.



Absences from School

The DoDEA Regulation 2095.01 "School Attendance", became effective on September 1, 2011.

Highlights of this regulation are as follows:

- School attendance is important and in order to receive the best education, students need to Be Here! This year, DoDEA is implementing a system-wide attendance policy for students in DoDEA schools throughout the world. This new policy is consistent with those found in many public schools throughout the United States.
- School attendance issues have been identified as a serious issue for children throughout the country and military children are no exception.
- DoDEA's new attendance policy provides specific guidance on attendance, absences and identifies support services for students at-risk for not fulfilling the grade or course requirements.
- If your child will be absent from school in excess of 5 days please stop by the school office to fill out a request for extended absence.

It is not surprising that regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility, determination, respect for rules of society -- that are critical for developing career readiness skills, success in college and in life.

Monday, Tuesday, Thursday, Friday schedule will be as follows

0830-0900 (**tardy**)

0901-1015 (.25 equals a **quarter** of a school day absent)

1016-1200 (.50 equals $\frac{1}{2}$ of the school day absent)

1201-1345 (.75 equals $\frac{3}{4}$ of the school day absent)

1346-1500 (1.00 equals an **entire** school day absent)

Wednesday Early Release schedule will be as follows

0830-0900 (**tardy**)

0901-1000 (.25 equals a **quarter** of a school day absent)

1001-1100 (.50 equals $\frac{1}{2}$ of the school day absent)

1101-1200 (.75 equals $\frac{3}{4}$ of the school day absent)

1201-1300 (1.00 equals an **entire** school day absent)

The policy establishes a balance between the need for military families to spend time together following deployment, while emphasizing the importance of education. We have and will continue to be as flexible as possible in accommodating the precious time families have together but flexibilities and accommodations have limitations, especially when they impact on student performance and attendance at school.

Attendance—what parents should know

- Parents can team up with teachers to make sure students are in school and ready to learn.
- How parents can help:
 - Schedule medical and dental appointments outside of school hours.
 - Schedule vacations during school breaks.
 - Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks or other scheduled school breaks.
 - When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).
 - Make it a habit to contact their child's teachers/principals to arrange to pick up missed school work, either in advance if the absence is known, or the same day their child is absent.

You may read the entire regulation on the DoDEA website www.dodea.edu Student Attendance ([DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended](#))

In accordance with the policy stated in the DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended, school attendance is mandatory. All students are required to attend school for 180 instructional days per school year to ensure continuity of instruction, successfully meet academic standards, and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, the student, the classroom teacher, the school personnel, and in some cases the Command. Students with excessive school absences shall be monitored by the Student Support Team to assist them in the completion of all required work and successful mastery of course objectives.

Daily student attendance is identified based upon a quarter of the school day formula. Students will be identified as present or absent, based on the following criteria:

- 1). Absent up to 25% of the school day = absent one-quarter of the school day.
- 2). Absent between 26%-50% of the school day = absent one-half of the school day.
- 3). Absent 51%-75% of the school day = absent three-quarters of the school day.
- 4). Absent 76%-100% of the school day = absent full-day.

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

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

Unexcused absences may result in school disciplinary actions. An absence from school or a class without written verification from a parent or sponsor will be unexcused. Student attendance is calculated based upon the date of enrollment in a DoDEA school, which may occur anytime during the school year. Student attendance monitoring is designed to provide a continuum of intervention and services to support families and children in keeping children in school and combating truancy and educational neglect. Parents should notify the school of their child's absence by at least 30 minutes after the start of the school day for which the student is absent. Too many unexcused absences may trigger the Student Support Team to convene.

[Accelerated Withdrawal \(DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014\)](#)

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student’s teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

[Interstate Compact on Educational Opportunity for Military Children \(DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017\)](#)

The DoD, in collaboration with the National Center for Interstate Compacts and the Council of State Governments has developed an interstate compact that addresses the educational transition issues of children of military families.

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

[Religious Holiday Observance \(DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012\)](#)

According to Enclosure 3 in the DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012 students may engage in independent religious discussion to the same degree that they may engage in other types of permissible speech. The freedom to engage in religious expression in school does not include the right to compel other students to participate in religious discussion. Students may observe religious practice in school, such as private prayer, saying grace before meals and wearing yarmulkes and head scarves, as long as the practice does not violate student standards or cause substantial disruption.



DEPARTMENT OF DEFENSE
DoDEA
MID-ATLANTIC DISTRICT

DoDEA Attendance Policy: APPENDIX 1 TO ENCLOSURE 2

DoDEA Student Attendance Intervention Plan

SCHOOL: _____

DATE: _____

Instructions:

This Attendance Intervention Plan is to be completed for students with excessive school tardy or absences as identified by the School Attendance Committee and following a careful review of the student's educational progress. This plan specifically identifies how the school will monitor the students attendance for the balance of the current school-year, to include identification of any necessary supports or procedures to ensure the student will successfully complete his/her current grade level or course. This document is to be maintained in a confidential, secure location in the school counseling office and managed by the school counselor.

School-year: _____

The Plan:

Name of Student: _____ Grade: ____ Semester: _____

Date of Implementation: _____ Planned Review Date: _____

1. Number of cumulative days absent from school: (___) Excused: (___) Unexcused: (___)
2. Summary of student's academic progress to include grades and for secondary, review of six-year plan and a transcript review:
3. Impact of cumulative absences on student's educational performance:
4. Assessment of student's ability to complete assignments, projects, and/or test performance:
5. Actions to ensure improved school attendance (Include specific responsibilities, timeline, and a monitoring plan):
6. Date of next review/meeting:

The Agreement:

By signing, the parent/sponsor and student agree to the terms of Attendance Intervention Plan.

Required Signatures:

Parent/Sponsor: _____ Student (as appropriate): _____

Administrator: _____ School Counselor: _____

Signing Students Out of School

When a child needs to be signed a child out of school during school hours, parents may park **ONLY** in the designated parking lot and come to the school office where the student will be signed out. **Everyone is required to show picture identification. The front office will call the child to the office for check out.** Children are not permitted to leave the school grounds during school hours unless parents have signed them out in the office. If children are to be picked up from school by someone other than a parent or guardian, the school must be provided with written permission, in advance. For safety reasons, no student will be allowed to walk home early without adult supervision.

School Enrollment Procedures

Dependent children may be enrolled in Camp Lejeune Community Schools by presenting the following information:

- a. **Certified Birth Certificate:** A birth certificate must be issued from the Department of Vital Statistics of the state of birth. The certificate must include the parent's names and cannot be a pocket card or hospital/congratulatory certificate. A copy of the certificate will be retained.
- b. **Military Orders:** The sponsor's current military orders dated no earlier than 36 months prior to the beginning of the school year will require updated orders, copy of the front of sponsor's ID card or completion of the "Confirmation of Military Assignment" form by the sponsor's Unit Personnel Office.
- c. **Housing Lease Agreement or a 90 Day Letter:** For confirmation of assigned permanent housing aboard the installation, a copy of the completed lease agreement, or a 90-day waiver letter from the Family Housing Officer must be provided. Postdated lease agreements will not be accepted.
No child will be permitted to start school without this documentation.
- d. **Immunizations:** *Newly enrolled students will not be authorized to attend school until 100% immunization compliance is achieved. Currently enrolled students who are found to be non-compliant with immunizations requirements will have 30 days to obtain immunizations before disenrollment occurs. (Check with your nurse)*

If the enrolling sponsor is not the biological parent of the child as listed on the birth certificate, additional paperwork is required. The child's dependency and custody determination must be documented before enrollment is approved.

- a. Form DD1746, Application for Assignment to Housing obtained from the Family Housing Office, showing the child as a permanent resident/dependent authorized to reside in quarters.
- b. Copy of front of the Spouse ID card.

A student can be enrolled online at www.dodea.edu/DORS All enrollment documents can be uploaded to this registration website.

Student Enrollment: Registration Process (DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended & DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS),” March 4, 1997)

Proof of Eligibility: The sponsor does not need to be present at registration, as long as the parent or other adult registering the child has all the necessary paperwork in accordance with DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended and DoD Instruction 1342.26, “Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS),” March 4, 1997.

The following documents are necessary to complete the registration process:

- Proof of age
- Medical records, including all dates and types of immunizations
- Sponsor's orders for current tour of duty
- Students enrolling in DoD domestic schools will also be asked to show proof of on-base residence.

Contact the registrar at your student’s school for more information on enrollment or to update your student’s information.

School Withdrawal Procedures

Parents should notify the school as soon as they know they will be leaving Camp Lejeune, but at least **10 days** prior to a student’s last day at Bitz Intermediate School. Parents should come to the office to clear the student’s records and pick up a transfer form to take to the child’s new school. Parents should complete the withdrawal procedures before the end of the school year if they plan to leave during the summer months.

Accelerated Withdrawal (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014)

The principal may authorize an accelerated withdrawal of a student who must withdraw from school 20 or less instructional days prior to the end of a semester in accordance with Enclosure 3, Section 9 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the sponsor presents Permanent Change of Station (PCS) orders. The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders). All of the conditions of an accelerated study program outlined by the student’s teachers must be met prior to withdrawal in order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

[Interstate Compact on Educational Opportunity for Military Children \(DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017\)](#)

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Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children.

It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

School Cancellations/Unannounced Dismissals

The Superintendent of Schools will issue instructions for school closings, late openings, and early dismissals. School cancellations or closings due to weather conditions will be announced over almost all local radio and television stations. Principals will also inform parents by using the Aspen Student Information or AtHoc systems. Parents are asked to listen to these stations for information, rather than telephoning the school or the stations themselves. **In case of early dismissal, parents are asked to make plans ahead of time so their children will know what to do.** Prior planning helps children feel safe and less frightened when unexpected changes occur. Parents should indicate their wishes for an early dismissal on the **Early Dismissal Form** that is completed by all parents at the beginning of each school year and during registration. The **Transportation Form** should be updated during the school year if changes occur.

Students' Rights and Responsibilities

DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," dated April 17, 2012, prescribes the students' rights and responsibilities. It is DoDEA policy that:

1. The following rights are retained by students:
 - a. Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160, Director of DoDEA Memorandum (subject: Executive Order 13160 Guidance; Ensuring Equal Opportunity in Federally Conducted Education and Training Programs) dated March 18, 2003, DoDEA Administrative Instruction 2500.14, and DoD Instruction 1342.12 without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.
 - b. Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol,

and other unwanted conduct, consistent with the written directives stated in subparagraph '1a' above and DoDEA Director Memorandum "Safe and Drug Free Schools".

- c. Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution; freedom from unwarranted search and seizure under Amendment IV of U.S. Constitution; and due process under Amendment V of U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.
- d. Right fair and appropriate discipline in accordance with DoDEA Regulation 2051.1.
2. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect.
3. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with DoDEA Regulation 2051.1.
4. Schools allow equal access to school facilities by student sponsored noncurricular related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4 of Administrative Instruction 2051.02.
5. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

Student Rights and Responsibilities ([DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012](#))

In accordance with Enclosure 2 of the DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012 students are expected to actively participate in the educational process, including school-sponsored activities in and outside of the classroom, as deemed appropriate. Students should bring to the attention of a school employee behavior or activities that may endanger the safety and well-being of themselves or others.

Students shall:

- Comply with policies, procedures, and standards for student behavior;
- Refrain from conduct or behavior that is disruptive;
- Respect the rights and human dignity of other students and all school employees.
- Attend school and classes regularly and punctually and make a conscious effort in all classes;
- Participate in and take advantage of educational opportunities provided by DoDEA schools; and
- Assist school employees in operating a safe school by abiding by the laws of the United States, the local military installation, the host nation, and DoDEA policies, regulations, and procedures.

Camp Lejeune Community Schools

Electronic Devices

Electronic devices to include cell phones and smart watches are to be turned off and kept in backpacks during school hours. If a student plays with or uses an electronic device during the day, it will be kept in the office with the principal until a parent comes to school to retrieve it.

Parent Calls and Conferences

Parent/Teacher conferences are scheduled twice a year. Parents are encouraged to seek a conference with their children's teachers at any time during the school year. System-wide conference dates are posted on the school calendar.

Phone calls will not be sent to a teacher's classroom unless the teacher alerts the receptionist that she/he is expecting your call. This is to respect instructional time and lessen disruptions. Messages will be recorded by the receptionist and placed in the teacher's mail box or you may leave a voice mail message for the teacher. Emergencies will be handled on an individual basis.

Parent Concerns Procedures

Parental concerns related specifically to your child should be expressed to the teacher. An administrator will be glad to arrange conferences for parents and teachers to discuss classroom issues. An administrator will always expect the parent to discuss the concern with the **teacher first**. If unresolved, the administrator will meet with the parent and teacher as a mediator. Very serious concerns or questions that are more general in nature and related to the school as a whole should be made to an administrator.

Breakfast and Lunch Program

The Bitz Intermediate School cafeteria serves breakfast and lunch. Breakfast starts at 8:00 a.m. each morning. Students should not arrive before 8:00 a.m. for breakfast, as there is no supervision before that time. Students who walk to school or are dropped off for breakfast are to **enter through the main entrance** at the front of the school and go immediately to the cafeteria. **Students eating breakfast must use their best manners and follow all cafeteria rules. Educational Aides and other school personnel are on duty in the cafeteria to supervise and assist students who are having breakfast.** We welcome visitors in the cafeteria for breakfast and lunch. Guest tables are available for students with visitors.

Lunch is a duty-free time for teachers. Support personnel supervise students while they are in the cafeteria. **To insure an appropriate mealtime environment, it is essential that children are well behaved and mannerly. Children should eat first and then talk quietly to the children seated closest to them and follow the instructions of the cafeteria monitors.**

The Bitz Intermediate 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. All adult meals are sold a la carte.

Free and Reduced Price Meals

Applications for Free and Reduced Price meals are available in the school office, or All Free and Reduced Price Meal Applications are processed by the Child Nutrition Central Office located at
Camp Lejeune Dependent Schools
855 Stone Street
Camp Lejeune, NC 28547
Phone: 910-451-2447

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 Child Nutrition Office for information on eligibility requirements.

Cafeteria Payment Procedures

Camp Lejeune Community Schools has an automated cash collection system. Each student is issued a personal school meals account number. 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.** Parents now have the option of making prepayment at <https://www.k12paymentcenter.com>. This service will allow parents to pay for students' meals online, review student purchases in the school cafeteria, and receive notices when lunch funds are nearly depleted. **The student 10 digit student number may be obtained from the school office or the cafeteria.**

A refund will only be made when a child withdraws from Bitz Intermediate School and a written request by the child's parent is made within 30 days of the child's withdrawal date. **Parents who would like their child's account to be used for "meals only" should contact the school cafeteria manager.**

Charge Policy

We allow students to charge meals because good nutrition is essential to learning and we understand that sometimes children forget or lose their money. As a non-profit agency, we depend on everyone to pay for their charges as soon as possible in order to keep costs low. If no money can be provided then it is suggested that a meal from home be provided for your child until the balance on the account has been paid or payment arrangements have been made with the cafeteria manager at your child's school. Further collective action will be taken if no response has been received within 14 days of receiving a letter from the Child Nutrition Director.

Lunch Guests

Parents are invited to have lunch with their children in the cafeteria during their lunchtime. We request that parents purchase lunch from the school or bring a lunch from home. **FOOD AND DRINKS FROM RESTAURANTS ARE NOT PERMITTED IN THE CAFETERIA.** Guests should sit at designated guest tables with their child. **No other students will be permitted to sit with parents.** If you visit the school for lunch, you must first sign in on the Visitor's Log in the office and obtain a visitor's badge.

Birthday Celebrations

To protect instructional time, no birthday parties are held at school. **Children may bring birthday invitations at the teacher's discretion to school only if there is an invitation for each child in the classroom.** Classroom teachers will determine an appropriate time for distribution. Simple birthday treats may be brought in for sharing at snack time at the teacher's discretion. **Only store bought items are allowed.** Please, do not bring homemade food items to share with the class. Cupcakes can be purchased from the school cafeteria and are requested rather than ice cream cakes or cakes that need to be cut. Please see the cafeteria manager to place your order. **If you wish to send a birthday treat, please send a note or email to your child's teacher, well in advance of the celebration date. Flowers or balloons will not be delivered to students at school.**

No Peanut Products

Please note this reminder about Camp Lejeune Schools' policy regarding food items that may contain nuts or nut products.

"Products containing nuts should not be shared with students at Camp Lejeune Schools. Also, any food items shared with students should be purchased items, individually packaged. Treats should not be shared until after the class has had lunch."

Just to clarify, while it is acceptable for parents to send in foods containing nuts for their own individual children (for example, it is allowable to pack peanut butter and jelly sandwiches in students' lunches), any other food items brought into the classroom for the purpose of sharing with other students must be nut-free purchased items. Please carefully read the food labels to insure that these items are permissible. **Homemade food items to share with an entire classroom of students are not allowed.**

Parents may contact our school nurse at 451-2575 if you have any further questions or concerns about this important matter regarding this policy that protects the health and safety of our students.

No Homemade Food

All food that is to be shared with students is to be bought at a store. All food items must be packaged from a commercial vendor- not made at home.

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
Mid-Atlantic District, Camp Lejeune Community Schools
Bitz Intermediate School
2028 Bevin Street
Camp Lejeune, North Carolina 28547
910-451-2575



Ms. Dewanda Sholar
Principal

August 11, 2020

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

As required by the Asbestos Hazard Emergency Response Act (AHERA) of 1986, our school buildings are inspected for the presence of asbestos-containing materials (ACM). Also as required by AHERA, a triennial re-inspection and six-month periodic surveillance program is in effect. The condition of asbestos material is closely monitored. A copy of the Asbestos Management Plan, which includes the recommended management response action(s) for ACM, is kept in our office and is available for your review. If you have any questions or concerns, please do not hesitate to contact me.

Respectfully,

SHOLAR.DEWAN Digitally signed by
SHOLAR.DEWANDA.S.122976166
DA.S.122976166 4
Date: 2020.08.12 14:07:54 -0400
Dewanda Sholar
Principal

dodea
AMERICAS
MID-ATLANTIC

Emergency Information

All staff members have been trained in local school safety and security procedures and receive updated training annually.



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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SRP Handout for K12 | Version 2.0 | 01/08/2013 | Revised: 01/08/2013 | <http://iloveguys.org>



Telephone Numbers and email address

Please maintain current, accurate home and work phone numbers and email address on file in the school office. It is important to us, and your child, that we are able to call you, or your emergency contact person in the event of illness or other emergency. **Please notify the school of any changes in phone numbers immediately by sending a note to your child's teacher or phoning the Bitz Intermediate School office at 910-451-2575.** If unable to contact parents due to incorrect phone numbers, we will contact the sponsor's military unit for assistance.

Emergency Contact

If your child gets sick during the school day, we will attempt to notify parents **first**. If a parent cannot be reached, it is important that we have emergency contact phone numbers of friends or neighbors who can take care of your child until you can be notified. **Please keep this information current and accurate at all time.**

Fire

In case of a fire, students will evacuate the building to the designated place for their classroom. Fire drills will be practiced every month.

Tornado

In the event of a tornado, students will evacuate to the hallway area and sit on their knees, bent over, with their heads covered up. Tornado drills will be practiced twice a year.

Lockdown

For a lockdown condition, the doors to every classroom are locked, students and adults are to sit on the floor against the walls, blinds are shut, and lights are out. Teachers will follow procedures as indicated by their crisis intervention kit located behind their classroom door. All entrances will be secured and monitored until the lockdown is over.

Shelter in Place

Students will relocate to the multipurpose room. Teachers will follow procedures as indicated by their crisis intervention kit.

Bitz Intermediate School PTA

bitzpta@gmail.com

Bitz Intermediate School is fortunate to have a very active PTA. The primary focus of the organization is to promote the welfare of the students at school and to create a closer relationship among parents, students and school personnel. Evening events are held at least three times yearly, with involvement in many school activities throughout the year. Please join the PTA during the membership drive in August or at any time during the school year.

Special Student Activities

Study Trips

Numerous opportunities are provided for students to participate in educational study trips and special activities. Students participate in educational study trips planned by classroom teachers within their grade level. These trips emphasize hands-on learning and promote educational objectives. **Parents must sign a study trip permission form for every trip a child attends.** Teachers will notify parents concerning plans for classroom study trips to include dates, places, themes and need for parent chaperones. If you wish to join your child's class as a chaperone, please contact your child's teacher, before or after school. **Chaperones are not permitted to bring other children on study trips. All chaperones are expected to ride the buses provided for study trips. Students must ride on the buses provided.** Some study trips may extend beyond the school day. After school hours, parents must drive through the normal arrival and dismissal route in front of the school and form a line of traffic. Children will enter the building from the back entrance and will go to their classrooms to get their belongings. Teachers will escort students out to greet their parents. Please remain in a single line of traffic and wait for your child's teacher to walk your child to your vehicle. **Chaperones must complete a volunteer application and background check. Approval must be processed before a parent may chaperone. (See your field trip sponsor for more information.)**



Additional Information

Toys: Children should not bring toys to school unless requested/approved by their classroom teacher.

Electronic Games: Children should not bring electronic games, Walkman's, or CD players to school.

Cell Phones & Smart Watches: Cell phones and smart watches are to be turned off and kept in the student's backpack at school. If a student plays with or uses a cell phone during the day, it will be kept in the office with the principal until a parent comes to school to retrieve it.

Jewelry: Valuable or sentimental jewelry should not be worn to school. Large earrings, long necklaces, nose-rings, or other jewelry can be a safety hazard and should not be worn to school.

Hats: Children should not wear headgear in the building except for medical reasons.

Money: Children should not bring extra money to school. If there is a need for a child to bring money to school for lunch, field trip, or book fair, the money should be in an envelope or container labeled with their full name and teacher's name.

Chewing Gum: Chewing gum is not allowed at school.

Animals: Animals are not allowed on the school grounds or buses at any time.

Playgrounds: Children's use of the Bitz Intermediate School playgrounds after school hours is **only** permitted under the supervision of parents.

Parking: Parents and visitors should park only in designated parking areas. The driveway is for dropping off and picking up children at arrival and dismissal times only. Please do not park on the grass in front of the school. If the parking lot is full, please park in the adjacent lot on the corner of Bevin Street and Stone Street.

Sidewalks: For safety reasons, students and parents should always walk on sidewalks



Student Dress Code ([DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities,](#) April 17, 2012)

Students are expected to dress in a manner that complies with the school's dress code policy as directed in the DoDEA Administrative Instruction 2051.02, "Students Rights and Responsibilities," Enclosure 2 (3,c,1) and Enclosure 2 (5,1). Please refer to your school's Web site for specific dress code policy.

2.7. The Principal or his/her designee will make the final determination regarding the student's attire or appearance. This includes resolving all issues of interpretation or application of the CLDS Dress Code Policy.

Revised, April 17, 2015

Camp Lejeune Community Schools

Student Dress Code



Quick Reference Guide

For complete student dress code policy, visit:

<http://www.dodea.edu/Americas/NC-CampLejeune/DSO/Parents/policiesProcedures/CLDSdressCode.cfm>

Effective August 27, 2018

Examples of Appropriate Attire (see front page, also)



Examples of Inappropriate Attire



Camp Lejeune Community Schools

Student Dress Code Quick Reference

- ◊ All CLCS students shall have a standardized dress code (school uniforms). Students will comply with this student dress code policy.
- ◊ This quick reference guide provides some examples of student attire and information from the student dress code policy. All parents, students, and school employees should read the complete policy.
- ◊ This student dress code policy applies to all CLCS students during the regular school day. It does not apply when students attend after-school events as spectators.
- ◊ Principals may designate spirit wear days, special events, and occasions during which students may wear clothing that is otherwise prohibited. On spirit wear days, students will have to wear dress code bottoms.
- ◊ The Principal or his/her designee will make the final determination regarding students' attire or appearance. This includes resolving all issues of interpretation or application of this policy.
- ◊ Violations of the student dress code will result in consequences, including possible disciplinary action.
- ◊ New students who enroll after the school year starts must comply with this dress code policy *within 2 weeks* of their enrollment date.

Students will wear the dress code attire specified below.

Colors will be solid. No excessively tight clothing, and no rips, tears, or holes in clothing; no frayed seams.

- **Any solid color**, collared polo shirts or long- or short-sleeve, button-down shirts.
- Accessories, e.g., scarves, jewelry, neckties, and belts, if consistent with this policy.
- **Any solid color** hoodie or sweater as an outer garment. Students must wear a school uniform collared shirt under this garment.

- Long blue or black jeans or blue denim shorts, skirts, or capris.
- Khaki, black, or navy blue trousers, pants, shorts, skirts, skorts, or capris.
- **Any solid color**, collared dresses. Includes denim dresses.
- Hoodies may have a label design, e.g. Nike or Nautica, of any size on the front.
- Polo shirts may have school name and logo and a label design on front, upper left side of shirt (chest area). If approved by principal, current school sports team, band, and club members may include their team or club name with school name on shirt.
- Hoodies and sweaters may be pullover type or have a zipper. Also, sweaters may have buttons.
- Solid color leggings, hose, and tights may be worn under school uniforms; must match dress code colors (includes gray). Outer attire must comply with student dress code, including length.
- PE attire for middle school and high school students: light-colored T-shirts or polo shirts and dark bottoms, consistent with this policy. Elementary students will not change clothes for PE, but must wear sneakers.
- Clothing and hair shall be clean and well groomed. Wear only approved school uniform attire.
- Students' appearance, clothing, jewelry, book bags, and any other articles may not:
 - * have, promote, or show anything relating to drugs, alcohol, illegal substances, weapons, knives, gore, profanity, vulgarity, sex, lewdness, obscenity, gang affiliation, violence, bullying, intimidation, racialethnic epithets, violent groups, and/or any issue previously conveyed to students; threaten or compromise student health/safety or disrupt the educational process or school operations.
- Revealing or provocative apparel may not be worn. Attire may not reveal underwear or cleavage.
- Clothing may have no rips, tears, or holes; no frayed seams.
- Length of dresses, skirts, skorts, and shorts will be no shorter than 3 inches above kneecap.
- See-through or mesh garments may be worn only with school uniform shirts underneath.
- Wear trousers, slacks, jeans, capris, skirts, skorts, and shorts at waist level.
- Excessively tight clothing (e.g. Spandex pants or tops, yoga-style pants or tops, etc.) may not be worn.
- Excessively baggy clothing, sleepwear, swimwear or undergarments may not be worn as outer garments.
- Sunglasses or headgear may not worn in school building. Includes headphones, sweatbands, headbands, hats, bandanas, and scarves.
- Wear safe footwear; sneakers for PE class and closed-toe shoes for science labs. No house slippers, "shower shoes", or "heelies".
- Chains attached to wallets or trousers/pants are not permitted.
- Excessively long jewelry chains, oversized jewelry, large pendants, or gang-related beads are not permitted.
- Items with spikes or sharp edges may not be worn. Remove jewelry and visible body piercing items for PE classes.
- Cold weather and rain outerwear (i.e., jackets, heavy coats, or raincoats) may be worn to and from school, but not indoors.
- Revised May 2018; updates are in bold

Every Bitz student needs the following supplies PLUS the listed grade level supplies below:

- 1 Backpack - No wheels
- 1 Pair earbuds for students personal use w/computer
- 1 Plastic pencil/school supply box with lid
- 1 Reusable water bottle (if possible)
- 1 Reusable cloth face mask (2 will be provided by the school- this is if you want your child to have another)
- 1 Breakaway lanyard kid's length w/clip for mask (optional for lanyard)
- 1 Large Box facial tissue
- 1 Container ANTIBACTERIAL Wipes (if possible)
- 1 pair student pointed tip scissors
- 6 glue sticks
- 1 Box 24 count crayons
- 2 pink bar erasers
- 1 Package 12 count colored pencils
- 24 #2 Pencils

3rd Grade Specific Supplies in addition to above:

- 1 Highlighter
- 2 -Two pocket folders without prongs
(1 Red, 1 Green)
- 1 Solid color 1 ½" three ring binder with plastic front cover
- 1 package wide ruled loose leaf notebook paper
- 3 Composition notebooks (hard back- NO spiral)
- 1 Package dry erase markers
- 10 Sheet protectors
- 1 biz Ziplock Bags (boys - gallon size / girls- quart size)

4th Grade Specific Supplies in addition to above:

- 4 Two pocket folders without prongs (solid color)
- 4 Composition books (hardback- NO spiral)
- 2 highlighters- different colors

5th Grade Specific Supplies in addition to above:

- 8 Two pocket folders with prongs
- 5 Spiral 1 subject wide ruled composition notebook
- 4 Highlighters - assorted colors

School Supplies will not be shared amongst students. Each student's supplies will be labeled specifically for their individual use.