

# Heroes Elementary School

*Home of the Eagles*



## Student Parent Handbook

**2020-2021**

100 Barnett Way

Camp Lejeune, NC 28547

910-449-8000

910-449-8150 (fax)

**Community Superintendent**

***Mr. Todd Curkendall***

**Principal**

***Dr. Kimberley Redmond-Carr***

**Assistant Principal**

***Mr. Michael Starrett***

**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**



## Purpose Statement

### Mid-Atlantic District Goals

**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.

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.

# DODEA MID-ATLANTIC DISTRICT SUPERINTENDENT

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## *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.

### **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>

# CAMP LEJEUNE COMMUNITY SUPERINTENDENT

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## *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>

## HEROES ELEMENTARY SCHOOL PRINCIPAL

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### *Dr. Kimberley Redmond-Carr*

Dr. Kimberley Redmond-Carr has been a professional educator for over 25 years. She began her career as an Algebra teacher in her home town of Tyler, Texas. She also taught Computer and Business courses over the years. In 2000, Dr. Redmond-Carr joined DoDEA as an Educational Technologist (ET) for MC Perry Elementary, Middle, and High Schools at Marine Corps Air Station Iwakuni, Japan. She worked as an ET there and then in Germany until 2010. Then, she became a school-level administrator in Europe South serving as an assistant principal and as an acting principal.

In November 2013, after finishing a doctorate from Walden University, Dr. Redmond-Carr was approved for the DoDEA Administrative Reemployment Rights (ARR) program, and worked as the Texas Associate Director of the AdvancED Accreditation Agency. In November 2014, she returned to DoDEA as the Instructional Systems Specialist (ISS) for Accountability and Accreditation where she redesigned Continuous School Improvement (CSI) across her District.

At the start of school year 2017-2018, because she missed working in schools, Dr. Redmond-Carr accepted a position as the Assistant Principal at Brewster Middle School at Camp Lejeune in the Mid-Atlantic District.

Dr. Redmond-Carr believes that learning is based in relationships therefore the interactions between educators, parents, and students should be plentiful and joyful. She looks forward to building these joyful relationships while serving as the Lead Learner for the Heroes Elementary School learning community. Dr. Redmond-Carr believes that together, we can make a positive difference and help ensure Heroes Elementary School is a place where learning – for students and all of us - is engaging and growth-minded.

Dr. Redmond-Carr currently resides in North Topsail Beach with her husband, Brian Carr, and the youngest of their four children, 8th grader, Garek.

# HEROES ELEMENTARY SCHOOL ASSISTANT PRINCIPAL

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## *Mr. Michael Starrett*

Mr. Michael Starrett is the current Assistant Principal of Heroes Elementary School and has been since 2016.

Mr. Starrett served as the Acting Principal from May 2017 until August of 2018 due to the long term leave of Mrs. Linda Shriner. Mrs. Shriner retired in March of 2018.

Prior to assignment as Assistant Principal at Heroes, Mr. Starrett served as Assistant Principal at Johnson Primary School from 2014 – 2016; Instructional Systems Specialist for Education Technology, Student Information Systems and Webmaster for the North Carolina District including both Camp Lejeune and Fort Bragg from 2009-2014 and Principal of Tarawa Terrace II Elementary School from 2006-2009. Mr.

Starrett moved to Camp Lejeune from Fort Benning, Georgia where he was Assistant Principal at Faith Middle School and Stowers Elementary School from 1997-2006. Mr. Starrett began his educational career at Fort Bragg as a 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade teacher as well as one of the first school Education Technologists.

Mr. Starrett is a 1981 graduate of DoDEA's Kubasaki High School in Okinawa, Japan where his father taught for 28 of his 36 years in education. He is a Graduate of Fayetteville State University with a B.S. in Elementary Education and Campbell University with a Masters of Education in Administration and Supervision. He is currently a student pursuing an Education Specialist degree at Liberty University.

Mr. Starrett believes that relationships with students, staff and families are at the heart of education. Strong connections between teacher and student; teachers and families; administration and all stake-holders are critical to the success of children's education. Working together to support students underpins student excellence.

Mr. Starrett is an Air Force veteran having served at Osan Air Base, South Korea with the 38<sup>th</sup> Air Rescue and Recovery Squadron and at Fort Bragg, NC with Det. 3, 5<sup>th</sup> Weather Squadron (Airborne) as a member of the 7<sup>th</sup> Special Forces Group (ABN) Special Operations Weather Team.

Mr. Starrett resides in Hampstead with his wife Jennifer. They have twin boys, Cameron and Connor who are students at East Carolina University and Dakota State University.

## **Director's Message: Mr. Thomas M. Brady**

### **Schools play an integral role in protecting the health and safety of their staff, students, and families.**



The importance of that role is heightened as we plan and prepare for a return to school after months of closure due to the pandemic. While we responded to the closures quickly in providing continuity through digital learning, we have always believed that instruction in the classroom is the optimal learning environment for most of our military-connected students. Restoring teaching and learning to the familiar environments of our classrooms, provides students with stability and continuity. Face-to-face instruction and the routines of school add significantly to success and growth for all students.

### **The Importance of Education**

Education is a critical quality of life component for military families and communities. We recognize that DoDEA school operations impact on the readiness of our military partners to complete their mission. As a support function, it is imperative that we get students back to school as soon as soon it is safe to do so. We are currently engaged in comprehensive research and in-depth planning toward that end. We are approaching this work thoughtfully. I have provided the following parameters to our planners and the commands we serve.

### **The Way Forward**

- Our preferred goal will be to return to school on a regular full-time schedule for both students and staff. Alternating days, half-days, or staggered schedules do not allow us to fully support the military mission.
- We understand that some families may have circumstances where they do not wish to or are unable to send their child back to the school setting. We will also provide a virtual platform for those students to continue learning remotely.
- DoDEA will align our health and safety practices for returning to school with CDC and DOD COVID-19 guidelines/health protection conditions in order to earn the trust and confidence of parents in our ability to protect students and staff.
- Social distancing, face coverings, and other mitigations will be in place to ensure a safe and healthy return to school.
- We will remain flexible and prepared for any contingency.

### **Additional Steps**

We are looking at a number of additional topics, including: daily screening and protocols should a student or employee present as sick; social distancing and sanitation; addressing the learning gaps of students; transportation; school lunches; student

services; staffing, scheduling and vulnerable populations; student activities and athletics; and protocols if a resurgence were to occur in any of our communities. Additional details are still in development and I will provide details on our opening plans by mid-July 2020.

## **Your Feedback is Welcome**

We expect you will have questions and our local school administrators: Principals, Community Superintendents and Superintendents will be prepared to receive your input and provide detailed answers to any concerns you may have on this year's opening. We welcome your feedback and suggestions.

## **Parent Support will be Critical**

As we return to school, the support and involvement of parents will be critical to our success. We recognize that parents are the first teachers of students. Their help in establishing routines and expectations at home that reinforce and extend learning are valued and appreciated. Families also play a vital role in maintaining safety in our schools and classrooms. Good hygiene practices learned at home make our schools healthier and safer. As we return in the fall, ensuring that students are healthy enough to come to school will be an important and daily consideration. Every parent needs to ensure that students who are ill must stay home and, when necessary, seek medical attention. Students and adults have an obligation to respect and comply with the health protection provisions in place for our classrooms, cafeterias, school buses and athletic fields. We will also need your understanding as we limit visitors to school while social distancing is in effect.

When we return, we must also address the emotional and psychological needs of those who may have been adversely affected. We can't underestimate the impact of that anxiety and fear have had on the part of some students and adults. We will offer appropriate support and intervention to meet those needs. Teachers, with the support of our counselors, psychologists, and school nurses, are valuable resources positioned to provide early and ongoing assistance for students.

## **A New Normal**

It is natural for all of us to yearn for a return "to the way it was" before the coronavirus and before the closure of our schools to students. Unfortunately, all of us face a "new normal" in the wake of a continuing global health crisis. I am confident that the advanced planning, preparation, cooperation and collaboration between our school and community leaders will facilitate the safe return to school, and to a new sense of normalcy in the days and weeks ahead.

Any decisions will reflect our mission, priorities and the core values of our school system. Any actions will be guided by a strong focus on hygiene and prevention. We will strive to earn your trust and confidence. I welcome your support as we work together to safely insure academic achievement for your children.

# Camp Lejeune Schools 2020-2021 Calendar

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<b>Tarawa Terrace ES</b>	910-450-1635																																																																																																																																																																																																																																																																																																																																																																														
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16 July 2020

Dear Heroes Elementary School Families,

Welcome to the 2020-2021 School Year!

We are starting a school year like no other we have seen in the past. Spring of 2020 challenged us all to find a *new normal* for learning. One thing I have learned through this process is how much I appreciate the resiliency and efforts of our amazing Heroes students! Even under circumstances we have never experienced, they continued to learn. The start of this school year may not be “normal”, but our students will continue to thrive.

Along with ensuring a safe and healthy learning environment, Heroes Elementary School will still focus on *Excellence in Education for Every Student Every Day Everywhere* (DoDEA’s Vision). Fulfilling our vision means that we have high expectations that all of our children can learn and, through our collective efforts, all of our children will meet our rigorous CCR academic standards.

I know, with all of us working together, all Heroes’ students will continue to thrive - maybe from 6 feet away, maybe with a mask, or maybe temporarily in a virtual learning option – but our Heroes family will have another joyful learning-filled school year!

Respectfully,

REDMOND.KIMBERLEY  
EY.I.1241621053

Digitally signed by  
REDMOND.KIMBERLEY.I.1241621053  
Date: 2020.07.16 15:31:32 -04'00'

Kimberley Redmond-Carr,  
Ed. D. Principal

# Office and Support Staff

**School Secretary**

Sandra Bowlen

**School Registrar**

Sally Rickstad

**Office Automation  
Clerk/Library Tech**

Maureen Shanahan

**School Support  
Assistant**

Bryan Tellez

**Administrative Officer**

Joseph Osmack

## General Information

Web site address: <https://www.dodea.edu/HeroesES/>

Facebook Page: <https://www.facebook.com/DoDEAHeroesES/>

## Office Hours

7:30-4:00

## 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-National Anthem and Pledge of Allegiance in the courtyard or halls  
Students are escorted to class as a grade level

**8:25** – AM Pre-K begins

**8:30** – Second bell-Instructional Day Begins

**10:55** – AM Pre-K ends

**12:25** – PM Pre-K begins

**2:55** – PM Pre-K ends

**3:00** – **Dismissal Begins-Instructional Day Ends**

Bus Riders; Walkers/Bike Riders, then 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-National Anthem and Pledge of Allegiance in the courtyard or halls  
Students are escorted to class as a grade level

**8:25** – AM Pre-K begins

**8:30** – Second bell-Instructional Day Begins

**10:25** – AM Pre-K ends

**11:05** – PM Pre-K begins

**12:55** – PM Pre-K ends

**1:10** – **EARLY RELEASE DISMISSAL** – Instructional Day Ends

Bus Riders, Walkers/Bike Riders then Car Riders

## **Heroes Elementary School History**

Heroes Elementary school opened with the 2011-2012 School year under the direction of Mrs. Dewanda Sholar as Principal and Mr. John Stroup as Assistant Principal. Heroes Elementary was named to be a part of the housing area in which it resides – Heroes Manor. Heroes Manor is named so to honor all the “heroes” who serve.

The school was dedicated on October 7<sup>th</sup>, 2011 by Acting DoDEA Director, Mrs. Marilee Fitzgerald; District Superintendent Dr. Emily Marsh and Assistant Superintendent for Camp Lejeune Schools, Dr. Harriet Hunter-Boykin. Heroes Elementary families and staff voted for the school mascot and the Eagle was chosen from 4 options. We believe that the **Eagle** represents strength and perseverance through challenging experiences.

During the 2011 – 2013 school years, Heroes Elementary also housed students from the Tarawa Terrace housing area after a tornado destroyed Tarawa Terrace I Primary School. An addition was planned for Tarawa Terrace II Elementary School and students who would normally attend there came to Heroes until the addition was completed.

Heroes Elementary School has had multiple leaders since opening its doors to the communities. The leadership teams have included:

### **Principals**

Mrs. Dewanda Sholar (2011-2014)  
Dr. Kendra White (2014-2015)  
Mrs. Linda Shriner (2015-2018)  
Dr. Kimberley Redmond-Carr (2018- )

### **Assistant Principals**

Mr. John Stroup (2011-2014)  
Ms. Monica Harvey (2014-2015)  
Mr. Pete Paschal (2015-2016)  
Mr. Mike Starrett (2016- )

Heroes Elementary serves families from Heroes Manor, Paradise Point and a portion of Berkley Manor Military Family Housing Areas.

## School Profile

Heroes Elementary School opened in school year 2011-2012 as a newly created elementary school on the main side of Marine Corps Base Camp Lejeune. Since that time, Heroes Elementary School has been devoted to continuous school improvement and has developed into an exemplary school. We pride ourselves in providing an exemplary education setting for our students and families.

Heroes Elementary School serves approximately 500 students in Pre-Kindergarten through fifth grade. Our school has 22 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, & Information Center skills. Additionally, a full time nurse, a full time Guidance Counselor, an Academically Advanced Performance resource teacher, a Psychologist and an Educational technologist serve our students. Para-professionals (Educational Aides) support the educational program in our Pre-Kindergarten, Kindergarten, and 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 continue the work of a *Professional Learning Community* are supported through *Focused Collaboration* once each week and the allocation of time on early release Wednesday afternoons. These times are devoted to consistent and deliberate collaborative instructional planning and evaluation of student progress that promotes productive discussion about student learning. Heroes Elementary School teachers clearly link collaboration to improvement results in instructional practice and student performance. Heroes Elementary 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.

Heroes Elementary 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.



## Ensuring a Safe and Healthy Return to School

### **Covid - 19 Corona Virus Pandemic Information**

As we endure the Covid – 19 Pandemic, Heroes Elementary School, Camp Lejeune Community Schools and the Mid-Atlantic District will follow guidelines set for the by the Department of Defense Education Activity to protect and safeguard students and staff while attending school.

To the maximum extent possible, schools will be attended in person. Parents have a choice as to the delivery of the instructional program including in person or online. Should parents choose the online option for their students, this will be continued for the remainder of the semester regardless of the operational status of our school.

Heroes Elementary School will observe social distancing, the use of Personal Protective Equipment (PPE) and barriers to the maximum extent necessary to protect students and staff during the pandemic. Further information will be presented as it becomes available.

Information regarding DoDEA, the Mid-Atlantic District, Camp Lejeune Community Schools and Heroes Elementary School's plans and responses to the pandemic for the school year can be found by following the link: <https://www.dodea.edu/returntoschool.cfm>

The DoDEA Blueprint for Continuous Improvement can be found at <https://www.dodea.edu/Blueprint/> Below are the Goals and Key Results indicators.



## Goals AND Key Result Indicators:

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

AdvancED and Measured Progress are now



All DoDEA schools are accredited through Cognia (<https://www.cognia.org/>) (Formerly AdvancED). To assure that our Performance Standards remain relevant and forward-thinking, we undertake review and development of our Standards on a recurring 5-year cycle. Cognia expects to publish new standards early in 2021; accreditation reviews based on the new standards will begin in school year 2022–23. The Cognia Performance Standards in this document remain in effect until then. Cognia School Quality Factors (SQFs) that schools throughout the world strive to meet are listed below with our school name inserted:

1. **Clear Direction** – Heroes Elementary School maintains the capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving.
2. **Healthy Culture** – Heroes Elementary School maintains the shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
3. **High Expectations** – Heroes Elementary School's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement..
4. **Impact of Instruction** – Heroes Elementary School believes in the capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
5. **Resource Management** – Heroes Elementary School maintains the ability to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
6. **Efficacy of Engagement** – Heroes Elementary School has the capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
7. **Implementation Capacity** – Heroes Elementary School maintains the ability to execute, with consistency, actions designed to improve organizational and instructional effectiveness.

In addition to meeting the Cognia 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 Review team once every five years. Heroes Elementary School participated in February 2020 as a part of District Accreditation by Cognia. The results were outstanding. **The Mid Atlantic District scored higher in all 7 areas than the National Average and the average of all 7 DoDEA Districts in school improvement.** Full accreditation of the schools within the Mid-Atlantic District was achieved.

## DoDEA Mission Statement

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

## DoDEA Vision Statement

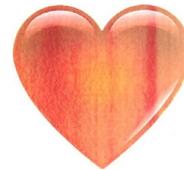
Excellence in Education for Every student, Every day, Everywhere.

## Heroes Elementary School Purpose and Direction



At Heroes, Our Head's solve problems and are always learning;

Our Hearts are Respectful and Considerate;



And our Hands work together for the good of all.



## **Heroes Elementary Schools Goals and Objectives for Improvement:**

**Goal 1:** Heroes Elementary School students will read and demonstrate comprehension of grade-level complex literary and informational text.

**Objective 1:** *75% of students will achieve meeting or exceeding grade level expectations in literacy by the end of school year 19-20 as measured by interim 4 literacy assessment.*

**Objective 2:** *Heroes Elementary School will implement Tiered Interventions following the Mid Atlantic Multi-tiered Systems of Support (MTSS) as measured by the Heroes Tiered intervention s Plan Criteria and the Heroes Elementary Student Support Team (SST) Tracker.*

**Goal 2:** Heroes Elementary School students will improve in mathematics.

**Objective 1:** *75% of students will achieve meeting or exceeding grade level expectations in math by the end of School year 19-20 as measured by End of Year assessments.*

**Objective 2:** *Heroes Elementary School will implement Tiered Interventions following the Mid Atlantic Multi-tiered Systems of Support (MTSS) as measured by the Heroes Tiered intervention s Plan Criteria and the Heroes Elementary Student Support Team (SST) Tracker.*

### **Heroes Elementary School Learning Environment and Academic Programs**

A safe and orderly environment creates a quality learning environment. At Heroes Elementary 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 intervention System that teaches students our expectations for behavior in all learning environments. 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 our "Heads, Hearts and Hands" purpose statement. 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.

## Heroes Elementary Eagles SOAR

At Heroes Elementary School we utilize a Positive Behavior Intervention System (PBIS) where Heroes students **SOAR** – **S**elf Control, **O**n Task, **A**ccountable, and **R**espectful. By having these continuous expectations for our students every day and everywhere in our school, we believe that our students will continue to be successful in all they do in our school. You will see posters all throughout the school including **on the bus, in assemblies, in the classroom, at recess, in the restroom, in the cafeteria and in the hallways.** There are specific expectations for each area in addition to the general SOAR beliefs.

Eagles SOAR during Arrival/Dismissal 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Report any dangerous situation to an adult</li> <li>➢ Walk to your bus or car</li> <li>➢ Sit quietly and wait for your ride</li> <li>➢ Keep hands, feet, and objects to yourself</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ Leave your book bag on your back</li> <li>➢ Go directly to destination</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 2 </li> <li>➢ Listen and follow adult directions</li> <li>➢ Watch for your ride</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Use polite language</li> <li>➢ Treat others as you would like to be treated</li> </ul>

Eagles SOAR during Assemblies 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Sit in your place with your bottom on the floor</li> <li>➢ Keep hands and feet to yourself</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ Sit in your assigned spot</li> <li>➢ Focus attention on presenter</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 0  to enter and exit</li> <li>➢ Voice Level: 1  while waiting for start of assembly</li> <li>➢ Listen and follow adult directions</li> <li>➢ Ask permission to leave this area</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Eyes on and listen to those who are presenting or speaking to the audience</li> </ul>

Eagles SOAR in the Hallway and Open Spaces 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Walk and stay to the right</li> <li>➢ Keep hands and objects to self</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ Keep objects close to your body</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 0 </li> <li>➢ Go directly to destination</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Look and walk straight ahead with hands by your side</li> <li>➢ Listen and follow directions of adults and school monitors</li> </ul>

Eagles SOAR in the Bathroom 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Keep hands, feet, and objects to yourself</li> <li>➢ Keep walls and floors clean and dry</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ One person in each stall</li> <li>➢ Flush toilet</li> <li>➢ Use one pump of soap</li> <li>➢ Use one paper towel to dry your hands</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 2 </li> <li>➢ Return to class promptly</li> <li>➢ Follow bathroom procedures</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Allow privacy for others</li> <li>➢ Put trash in the trash can</li> </ul>

Eagles SOAR in the Cafeteria 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Walk and stay in a straight line</li> <li>➢ Sit in your seat</li> <li>➢ Sit facing your class</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ One at a time, place trays, forks and trash in the proper containers</li> <li>➢ Get all your materials 1st time through the line</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 2 </li> <li>➢ Use proper manners</li> <li>➢ Have your number and money ready for purchase</li> <li>➢ Ask permission to leave your seat</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Leave a clean area</li> <li>➢ Stand and wait patiently in line</li> </ul>

Eagles SOAR on the Playground 	
<b>S</b> Self-Control	<ul style="list-style-type: none"> <li>➢ Use equipment for the intended purpose</li> <li>➢ Keep hands, feet, and objects to yourself</li> <li>➢ Stay in approved areas</li> <li>➢ Keep your body safe</li> </ul>
<b>O</b> On Task	<ul style="list-style-type: none"> <li>➢ Line up at the first signal</li> <li>➢ Enter and exit peacefully and quietly</li> </ul>
<b>A</b> Accountable	<ul style="list-style-type: none"> <li>➢ Voice Level: 4 </li> <li>➢ Listen and follow adult directions</li> <li>➢ Be a problem solver</li> </ul>
<b>R</b> Respectful	<ul style="list-style-type: none"> <li>➢ Invite others to join in and share materials</li> <li>➢ Use polite language</li> <li>➢ Treat others as you would like to be treated</li> </ul>

Heroes Elementary School Voice Level Chart		
<b>5</b>	<b>Out of Control Voice</b> Just Way Too Loud	
<b>4</b>	<b>Loud Voice</b> Outdoor Recess	
<b>3</b>	<b>Regular Voice</b> Classroom Participation Regular Discussions	
<b>2</b>	<b>Quiet Voice</b> Partner or Table Talk	
<b>1</b>	<b>Soft Whispers</b> Whisper quietly to neighbor	
<b>0</b>	<b>Silent</b> Hallways, Testing & Independent Work	

## **SOAR – PBIS Celebrations**

Heroes Elementary School strives to recognize students' great behavior quarterly. In addition to the SOAR posters, expectations are also reported quarterly in the student report card Learning Skills Section.

Student Learning Skills are rated on a 3 point scale:

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

Student Learning Skills rated on the report card:

- Accepts responsibility for behavior
- Takes initiative
- Participates in class
- Is prepared for class
- Respects the rights of others
- Uses time effectively
- Works cooperatively
- Does assigned homework (This is not considered for SOAR celebrations)

Student recognition activities take place on a quarterly basis and are designed as reinforcing activities. Past activities have been: build your own ice cream sundae and free activity time at the end of a specified day

Students are eligible to attend SOAR Celebrations quarterly based on the following Criteria:

- No office referrals during the quarter(s)
- Quarter 1: Either a 1 or a 2 in all areas
- Quarter 2: Mostly 1's and no more than 3 2's and no 3's in all areas
- Quarter 3: All 1's with no more than 2 2's and no 3's in any area
- Quarter 4: All 1's with no more than 2 2's and no 3's in any area

## **Heroes Elementary Eagle Inappropriate Behavior Consequences**

Classroom teachers will handle minor instances of behaviors that do not meet the Heroes Elementary Behavior Expectations. After identifying the inappropriate behavior and facilitating redirection, if the behaviors continue, students will be given time to contemplate and express their behavior in writing or by a drawing. The writing or drawing will be sent home for parents to review and discuss with their child. A conversation among the teacher and parents may also occur. 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 administration.

## 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 Resource officer.

## **Curriculum and Program - DoDEA College and Career Ready Education Programs**

It is broadly said around the nation that the goal of high school is to ensure all students graduate "college and career ready." What does "College and Career Ready" mean? Simply put, college and career ready programs are designed to ensure high school graduates have the content knowledge, skills, habits and dispositions in multiple subjects to be successful in their future endeavors, after high school.

To be successful after high school, all graduates must possess a range of content knowledge, abilities and motivation to succeed that can only come from a rigorous, rich, and well- rounded Pre-Kindergarten through Grade 12 education. Nationwide, it has become expected that high school graduates need to continue their education in a postsecondary course of study, program or training series if they are to have options and opportunities in the current job market.

- College and Career Ready Standards establish clear, consistent and high learning goals and are more focused on preparing students for success in college and careers.
- College and Career Ready Standards in the areas of mathematics and literacy set a foundation for even greater student success and growth.
- College and Career Ready Standards set grade-by-grade learning expectations for students in grades K-12.
- The continuity of College and Career Ready Standards presents an extraordinary opportunity for academic development as they are replicated in the majority of states and therefore beneficial to our highly mobile military-connected students.

Parents are encouraged to visit the DoDEA College and Career Ready website <https://www.dodea.edu/collegeCareerReady/ccr-standards.cfm> for more information.

Heroes Elementary School class configurations: Pre-Kindergarten through 5<sup>th</sup> grade.

### **READING AND THE LANGUAGE ARTS - CCRSL**

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 - CCRSM**

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 - CCRSS**

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 - CCRSSS**

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

**Art, Music, Physical Education, Guidance, Information Center, Digital Learning and AAPS (Enrichment) classes are attended by all grade levels to provide a balanced educational experience for our students.**

### **DoDEA-HES School Rules, Regulations and Procedures**

This section of the handbook provides information that applies throughout DoDEA. It notifies parents/students and stakeholders of specific rules, regulations and procedures governing DoDEA schools. The authorities pertaining to these rules, regulations, and procedures are available on the DoDEA [Web site](#). The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

## *General Information*

### Interstate Compact on Educational Opportunity for Military Children

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

The Department of Defense (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 this interstate compact, which 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 can cause children to miss out on extracurricular activities and face challenges in meeting graduation requirements. In accordance with Enclosure 4 of 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 work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies.

## Access to School Facilities

**Policy Reference:** [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

If the principal permits a school to operate a limited open forum by maintaining a practice of allowing any single non-curriculum related student group access to school facilities, the principal shall ensure that all non-curriculum related student groups (including activities of religious nature) are permitted equal access to meet on school premises and use school facilities during non-instructional time. Access to groups may be denied if the principal determines that a student or student group has or is likely to substantially interfere with good order or discipline or violate any federal, state, or local law, or DOD or DoDEA regulation or policy.

## Visitors and Volunteers

**For safety reasons, all visitors and volunteers must 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. The school administration has the final determination on visitors/volunteers authorized to be at the school. When visiting, volunteers/visitors may go only to the approved area indicated as their destination when signing in at the front office. All visitors will receive an appropriate visitor’s badge, which is to be displayed conspicuously at all times while on school grounds. Any change to the designated location must be approved by the school’s front office before visiting a different location within the school. Upon finishing their visit, visitors must check out at the front office, return the visitor’s badge, and exit the school. Parents are welcome to visit the school and classrooms to observe the school’s programs for brief periods of time that do not interfere with instruction. Heroes Elementary 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.

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, a Camp Lejeune Background Check from the Provost Marshall’s Office, complete the AT Level I Awareness Training (<https://jkodirect.jten.mil>.) and bring the training certificate to the school office. Volunteers must complete the AT Level I Awareness Training 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 Boards (DoDEA-Americas)

**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 boards.

## *Enrollment*

### Student Registration Process

**Policy Reference:** [DoDEA Regulation 1342.13, “Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas,” September 20, 2006, as amended](#)

**Policy Reference:** [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 information on medical conditions, medications, and all dates and types of immunizations
- Official documents to support eligibility (e.g., letter of employment, contract, PCS orders, etc.)
- Students enrolling in Camp Lejeune Community Schools will also be asked to show proof of on-base residence

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

## Student Immunization Requirements

**Policy Reference:** [DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#)

**Policy Reference:** [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, “Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases”, 7 October 2013](#)

Students who enroll in DoDEA schools are required to meet specific immunization requirements (DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016). These requirements represent the minimum and do not necessarily reflect the optimal immunization status for a student. 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.

It is the responsibility of the sponsor/parent/guardian to provide their child’s most current immunization record at the time of enrollment and when immunizations are updated. Parents of incoming students are allowed up to 30 days from the date of enrollment to obtain documentation of any missing required immunization(s). If the missing required immunization is a series, then the first dose of the series must be administered, and documentation must be provided to the school within the 30 days. Students who have immunization(s) due during the school year will have 10 calendar days from the due date to receive their vaccine(s) and to submit documentation to the school. The due date of a vaccine is on the date the student reaches the minimum recommended age for vaccine administration.

**STUDENTS IN NON-COMPLIANCE AFTER 10 DAYS MAY BE DISENROLLED, UNTIL PROOF OF COMPLIANCE OR APPROVED EXEMPTION IS PROVIDED.**

### Immunization Exemptions

**Policy Reference:** [Army Regulation 40-562, BUMEDINST 6230.15B, AFI 48-110 IP, CG COMDTINST M6230.4G, “Immunizations and Chemoprophylaxis for the Prevention of Infectious Diseases”, 7 October 2013.](#)

A waiver for immunization exemption may be granted for medical or religious reasons. Philosophical exemptions are not permitted. The DoD Component must provide guidance on the waiver process.

A statement from the child’s health care provider is required if an immunization cannot be administered because of a chronic medical condition wherein the vaccine is permanently contraindicated or because of natural immunity. The statement must document the reason why the child is exempt. This request for immunization exemption from specific vaccines due to vaccine contraindications or natural immunity must be completed and submitted to the school at

the beginning of the child’s enrollment or when a vaccine is due. Request for exemption only needs to be completed one time for the duration of the child’s enrollment at the school.

If an immunization is not administered because of a parent’s religious beliefs, the parent must submit an exemption request in writing, stating that he or she objects to the vaccination based upon religious beliefs. The request must be completed and submitted to the school at the beginning of every school year. For students arriving after the school year has started, this request/written statement must be submitted at the initial enrollment and at the beginning of every school year.

During a documented outbreak of a vaccine-preventable disease (as determined by local DoD medical authorities), the child who is attending a DoDEA school program under an immunization waiver for that vaccine will be excluded from attending. This is for his or her protection and the safety of the other children and staff. The exclusion will remain in place until such time that the DoD Command determines that the outbreak is over and that it is safe for the child to return to school.

DoDEA immunization requirements can be found at:

<https://www.dodea.edu/StudentServices/Health/immunizationPgrm.cfm>

DoDEA health forms can be found at:

<https://www.dodea.edu/StudentServices/Health/healthForms.cfm>

### Student Grade-Level Placement

**Policy Reference:** [DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010](#)

**Policy Reference:** [DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2017](#)

Kindergarten and grade 1 placements are determined by minimum age requirements, in accordance with Enclosure 2 of DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. An otherwise DoDEA-eligible student who will reach his or her fifth birthday on or before September 1 of the school year is eligible to be enrolled in kindergarten. In addition, 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. Placement in grades 2–8 is predicated upon completion of the preceding year. Students entering a DoDEA 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 1–8.

Grade-level status (grades 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 DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 2, 2010. 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.

In accordance with DoDI 1342.29, “Interstate Compact on Educational Opportunity for Military Children,” January 31, 2019, for students transitioning from a sending state LEA to a DoDEA school, at the time of transition and regardless of the age of the student, the DoDEA school shall enroll the transitioning student in the same grade level as the student’s grade level (i.e. in kindergarten through grade 12) in the sending state’s LEA. For kindergarten, the student must have been enrolled and attended kindergarten class in order to assure continued attendance in kindergarten in DoDEA. Students who have satisfactorily completed the prerequisite grade level in the sending state’s LEA will be eligible for enrollment in the next higher grade level in the DoDEA school, regardless of the student’s age.

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, as appropriate, based upon their individual circumstances.

#### 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 DoDEA Student Records Center located at <https://www.dodea.edu/students/transcripts.cfm> for further instruction based on your situation or discuss with the counseling department at your child’s school.

#### English for Speakers of Other Languages (ESOL)/Language Services

**Policy Reference:** [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 an English language acquisition program focused on teaching language and content that is designed to teach ELLs social and academic skills, including cultural aspects, in order for the ELLs to succeed in an academic environment. The ESOL Program involves teaching listening, speaking, reading, writing, study skills, subject area content, and cultural orientation at appropriate developmental and English language proficiency levels, with little or no use of the native language. ESOL instruction is conducted in English and can be provided in a variety of settings and program configurations. The amount of instruction given will be differentiated according to the student’s age, grade level, academic needs and English language proficiency. ELLs may receive instruction both through the ESOL Program and in the main classroom setting.

### Accelerated Withdrawal

**Policy Reference:** [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, of DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2014. Accelerated withdrawal will only be considered if the parent/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.

### Home-school Students

**Policy Reference:** [DoDEA Administrative Instruction 1375.01, “Home-School Students,” October 15, 2018](#)

DoDEA recognizes that home schooling is a sponsor’s right and may be a legitimate alternative form of education for the sponsor’s dependent(s). Home-school students who are eligible to enroll in a DoDEA-Americas school are eligible to utilize DoDEA auxiliary services without being required to either 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.

## *Report Card and Grading Information*

### Grading and Grading System

**Policy Reference:** [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

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 student 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 4–5, 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 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 Web site \(https://dodea.gradespeed.net/gs/Default.aspx\)](https://dodea.gradespeed.net/gs/Default.aspx) for instructions.

A traditional letter grading system will be used for grades 4–5 report marks.

Grade	Numerical Range	Description
A	90 – 100	Excellent: Outstanding level of performance
B	80 – 89	Good: High level of performance
C	70 – 79	Average: Acceptable level of performance
D	60 – 69	Poor: Minimal level of performance
F (failing)	0 – 59	Failing (No credit awarded)

For grades K–3, achievement codes rather than letter grades will be used.

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

#### Progress Reports/Report Cards

**Policy Reference:** [DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018](#)

In accordance with the policies and procedures in DoDEA Regulation 1377.01, “Student Progress Reports,” September 4, 2018, it is DoDEA policy to issue a progress report every 9 weeks for any student present or enrolled for at least 20 instructional days or more in a marking period. Any written comments by teachers on progress reports should be stated objectively. The

comments should be based on evidence about the student and should not represent opinions that cannot be supported by evidence.

Achievement codes will be given at the end of the second, third, and fourth marking period for students in grades K-1. Grades will be given at the end of each of the four marking periods for students in grades 2-5. Achievement codes or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. For students in grades K-5, 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.

### Parent-Teacher Conferences

All DoDEA schools should encourage parents to meet with their child's teacher for parent-teacher conferences. Parent-teacher conferences allow parents the opportunity to ask questions about their child's classes or progress in school. Parent-teacher conferences are also a great way to discuss how parents and teachers can work together to help students perform at their best in school. If you are going to a meeting that was scheduled by the teacher or school, ask beforehand how much time you will have. If you will need more time or want to meet with the teacher again, let the teacher know at the end of the meeting. Please consult your child's school for details regarding scheduling. DoDEA encourages all communication to take place through official school email accounts.

## *Attendance*

### Student Attendance

**Policy Reference:** [DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as amended](#)

In accordance with the policy stated in 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 and that they successfully meet academic standards and demonstrate continuous educational progress. School attendance is a joint responsibility between the parent or sponsor, student, classroom teacher, school personnel and, in some cases, the Command. Students with excessive school absences (or tardiness) shall be monitored by the Student Support Team to assist 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.

## *Assessments*

### System-wide Assessment Program

**Policy Reference:** [DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018](#)

All DoDEA students in grades or programs identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System in accordance with DoDEA Regulation 1301.01, "Comprehensive Assessment System," October 4, 2018. 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, as per their Individual Education Plan (IEP), 504 Accommodation Plan, or English Learner Plan.

All assessments selected for use within DoDEA shall:

1. Align to clearly defined standards and objectives within the content domain being tested,
2. Valid and reliable and controlled for bias, and
3. Be one of several criteria used for making major decisions about student performance/achievement.

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.

## *Special Education*

### Special Education Services

**Policy Reference:** [Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015](#)

**Policy Reference:** [Department of Defense Manual 1342.12, “Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015](#)

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act (IDEA) as implemented by DoD Manual 1342.12, "Implementation of Early Intervention and Special Education Services to Eligible DoD Dependents" (DoDM 1342.12).

In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

If found eligible for special education and related services, DoDEA students are provided a free and appropriate public education (FAPE) in accordance with an individualized educational program (IEP), with services delivered in the least restrictive environment and with procedural safeguards in accordance with the requirements of DoDM 1342.12.

Please contact your child’s school to discuss your concerns if you suspect your child may have a disability and be in need of special education services. The Case Study Committee (CSC) chairperson will provide you with specific details relating to the evaluation process and can explain eligibility requirements further.

### Disability Accommodations and Nondiscrimination

**Policy Reference:** [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](#)

**Policy Reference:** [DoDEA Administrative Instruction 1443.01, Volume 1, Executive Order 13160 Administration: Compliance Requirements and Appeals, February 22, 2019](#)

Apart from special education, 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 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 and shall participate with students without disabilities to the maximum extent appropriate to ensure equal access to educational opportunities. This means that a student with a disability that does not require specialized instruction may be eligible for accommodations to ensure participation in school programs and activities. Please contact your child’s school for specific details.

## *Reporting Abuse, Neglect, Suicide Risk and Threats*

### Child Abuse and Neglect

**Policy Reference:** [DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018](#)

In accordance with the policy in DoDEA Administrative Instruction 1356.01, “Family Advocacy Program Process for Reporting Incidents of Suspected Child Abuse and Neglect,” November 5, 2018, all DoDEA personnel will participate in the identification and reporting of incidents of child abuse and neglect. School personnel shall report all suspected or alleged child abuse to the local FAP office, child welfare service agency (if available), and their immediate supervisor within 24 hours. All employees shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

### Suicide Risk and Threats towards Others

In order to prevent violence, suicide, and other harmful acts among children and adults in schools, the need for reliable ways to identify persons who may require assistance is a critical step. All DoDEA employees must notify the DoDEA school administrator when a DoDEA student has made any statement or engaged in actions that may indicate threat of harm towards self or others.

### Suicide Risk

Any indication of student suicidality must be immediately reported to the DoDEA school administrator. The DoDEA student who exhibits suicidal ideation or behavior, or who makes a statement or engages in actions that may indicate self-harm or suicidal thoughts, shall be immediately assessed to obtain specific information to determine the risk level. The results of that assessment are communicated to the DoDEA school administrator and documented. Regardless of the level of risk reported, in all cases, a DoDEA administrator or designated member of the Case Management Team must directly notify parents or legal guardians of the concern. For any additional assistance in this process, please contact the District school psychologist ISS.

If a parent or legal guardian disagrees with school recommendations for evaluation of a student's dangerousness to self, or refuses to take parental or legal guardian responsibility for the safety of their child, the DoDEA School Administrator must inform the parent or legal guardian that DoDEA policy requires that school personnel protect the safety and health of the students. Parent or legal guardian refusal to address identified medical needs may necessitate a report to the local Family Advocacy Clinic and local Child Protective Services if neglect is suspected as outlined in DoDEA Administrative Instruction 1356.01, which is available at <https://www.dodea.edu/Offices/PolicyAndLegislation/Administrative-Instructions.cfm>.

### Threats towards Others

When a DoDEA student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is serious and reasonably likely to be acted upon, the DoDEA school administrator shall take action based on the level of the threat. Certain types of serious threats require immediate notification to local law enforcement entities without regard to the level of threat yielded. The DoDEA school administrator shall immediately report the following to the local law enforcement entity:

1. A threat that involves stalking of any person on a school bus, on school property, or at a school-sponsored activity.
2. Threats to bomb, burn, kill, or harm school personnel.
3. Threats of death or bodily injury to a person or members of his or her family or threats to commit serious bodily harm to persons on school property.

The DoDEA school administrator shall also immediately report any act that may constitute a criminal offense to the parents or legal guardians of minor students involved in the act and shall report that the incident has been reported to local law enforcement, as required by Federal, state, or local law. The DoDEA school administrator may report other threats to the local law enforcement entity, as necessary and appropriate. The DoDEA school administrator shall inform the parents or legal guardians that they may contact local law enforcement for further information, as necessary and appropriate.

## *System Programs and Services*

### School Counseling Services

**Policy Reference:** [DoDEA Regulation 2946.1, "School Counseling Services," July 13, 2009](#)

**Policy Reference:** [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," July 13, 2009, 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 lifelong 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 are crucial in supporting students attitudes and personal views toward schools, self, peers, and social groups. In elementary grades, the school counseling programs support and provide education on prevention and intervention services, promoting positive academic skills, career awareness, and social-emotional development — skills students need to be competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6–12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning/study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All secondary students create and manage a four- to six-year plan with their counselor. The four- to six-year plan is managed in Choices360 and is designed to teach students how to create and attain their graduation, college, and career goals while taking into account their interests, aptitudes, and graduation requirements.

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

### School Psychology Services

**Policy Reference:** [DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010](#)

**Policy Reference:** [DoDEA Manual 2946.4, “School Psychological Services,” June 2004](#)

DoDEA school psychologists provide a range of services designed to support students’ learning, growth and development in accordance with DoDEA Regulation 2946.03, “School Psychological Services,” May 21, 2010. 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.

## School Health Services

**Policy Reference:** [DoDEA Regulation 2942.01, “School Health Services,” September 2, 2016](#)

DoDEA School Health Services aim to optimize learning by fostering student wellness. The school nurse serves as the health service expert, providing health care to students/staff and implementing interventions that addresses both actual and potential health and safety conditions. The school nurse collaborates with the school administrator to promote the health and academic success of students and serves as the liaison between, the school, community, and health care systems. This collaborative effort creates opportunities to build capacity for self-care, resilience, and learning.

The school nurse’s responsibilities include:

- Providing leadership in promoting personal and environmental health and safety by managing communicable diseases, monitoring immunizations, providing consultation and health-related education to students and staff to promote school health and academic success;
- Providing quality health care and intervening with actual and potential health problems through health screenings, health assessments and nursing interventions, and the development of healthcare and emergency care plans to enable students to safely and fully participate in school;
- Providing case management services to direct care for students with chronic health conditions, to ensure their safety, and to increase their access to the educational program; and
- Collaborating with school and community-based resources to reduce health-related barriers to student learning, improve access to healthcare, and develop school-community partnerships to support academic achievement and student success.

## Student Illness

Do not send your child to school if he or she is ill. Staying home to get the proper rest, nutrition, and parental care is for your child’s benefit as well as for the benefit of the other children in the school who may be unnecessarily exposed to a contagious illness. The following are examples of when a student should remain home:

- A temperature greater than or equal to 100 degrees Fahrenheit. The student must be fever-free without the use of fever-reducing medication for 24 hours (a complete school day) before returning to school.
- Actively vomiting or has diarrhea.
- An illness which presents with contagious symptoms.
- Other symptoms interfering with learning or participation such as abdominal pain; ear ache; itchy, painful eyes; light-sensitivity; or profuse exudate from the eyes necessitating frequent wiping.
- Severe uncontrolled coughing or wheezing, rapid or difficult breathing, coughing lasting longer than five to seven days.
- Episodes of vomiting in the past 24 hours. A student must remain home until

- vomiting resolves (no further vomiting for 24 hours).
- Frequent loose or watery stools compared to the student’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; and c) he/she has diarrhea and vomiting.
  - Blister-like lesions (impetigo, including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus infections) that develop into pustules with weeping and crusting. A student must be medically evaluated, remain home for at least 24 hours after initiation of medical treatment, and remain home until determined not infectious by a medical provider. Lesions must be covered for school attendance.
  - Ringworm lesions must be covered for school attendance.
  - Thick discharge from eye, necessitating frequent wiping and may be accompanied by pain, redness to the white part of the eye, and light sensitivity. Student must remain at home until symptoms clear or completion of 24 hours of medical provider-prescribed ophthalmic treatment.
  - 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.

If your child becomes ill during the school day, the school nurse will contact you to pick up your child. To return to school, your child must be without symptoms for 24 hours and fever-free without fever-reducing medications for at least 24 hours.

#### Parent Notification

As a general rule, the parent or sponsor will be notified by the school administrator or school nurse if your child has:

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

#### Allergies and Chronic-Acute Conditions

**Policy Reference:** [DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003](#)

**Policy Reference:** [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](#)

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 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. 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. 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 to food, drug, insects, etc., that your child may have;
- Providing the school nurse with medication/doctor's orders/emergency care plan/parent permission form;
- Teaching children at home about their food allergies and the importance of not sharing any food with others in school or elsewhere; and
- Notifying the classroom teacher about your child's allergens and checking with the classroom teacher prior to bringing in any food for classroom celebrations.

#### Medication at School

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 Consent Form. 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. It is acceptable for parents to bring in self-purchased over-the-counter medication to be kept in the health office for their child's use at school, but they must be accompanied by a physician's prescription and signed parental consent form.

In some rare situations, students are allowed to keep their rescue or emergency 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 must be in control of his or her medication due to a life-threatening medical condition. The parent must provide written consent for the medication to stay with the student. See the school nurse to obtain appropriate form for medications to be administered during school hours or for a student to self-carry emergency medication.

**Students may not share medications (including non-prescription medications) at school or at school-sponsored events.**

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. The nurse is responsible for the general health of Heroes Elementary 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 <sup>th</sup> birthday)	2 doses of HepA
3 doses of HepB	2 to 4 doses of HiB
4 doses of IPV (4th dose after the 4 <sup>th</sup> birthday)	2 doses of MMR
2 doses of VAR	
1 dose of MCV4 given at 11 – 12 years old clinic visit	
<i>*Vaccination compliance will be reviewed by school nurse</i>	

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](http://www.dodea.edu/StudentServices/upload/2011_2942_0_M_F3.pdf).

## First Aid and Emergency Care

**Policy Reference:** [DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003](#)

School personnel will administer first aid as efficiently as possible 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. In accordance with Section 6 of DoDEA Regulation 2720.1, should a student sustain a more serious illness or injury, the school nurse will make a judgment call based on nursing assessment to determine if the student needs emergency medical care requiring a response by an emergency medical team (EMT) and possible transportation for treatment at a health care facility. If a student needs emergency medical care requiring an ambulance, the school will make reasonable efforts to contact the sponsor/parent/guardian or emergency contact. In the absence of a parent, a school administrator or designee may accompany the student to the medical treatment facility.

The EMT, health care facility, or attending health care provider(s) may be non-U.S. or non-military facilities or providers, especially if the dependent student is located overseas. Treatment decisions will be made exclusively by the 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.

**It is very important for the school to have a current address, home phone number, mobile phone numbers, duty phone number, and the phone number of another adult to act as emergency contact in case parents cannot be contacted.**

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

## *Student Rights and Responsibilities*

### Discrimination-Free Education Programs and Activities

**Policy Reference:** [DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019](#)

No DoDEA student shall be excluded from participation in, be denied the benefits of, be subjected to or be permitted to subject others to, discrimination in any DoDEA-conducted education and training programs and activities on the basis of their race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent, commonly known as their protected class, in accordance with DoDEA Administrative Instruction 1443.01, Volume 1, “Executive Order 13160 Administration: Compliance Requirements and Appeals,” February 22, 2019.

Although DoDEA cannot guarantee every student a learning and activities environment free from annoyances, petty slights, or minor offenses, DoDEA is committed to creating and maintaining an environment free from unlawful discrimination and will not tolerate incidents of

discriminatory unequal treatment, hostile environments (including those created by sexual assault and sexual harassment, discussed in greater detail below under “Student Conduct and Discipline”), or impermissible disparate impact based on a student’s protected class, or retaliation against anyone because they have made a complaint, testified, assisted, or participated in any manner in an investigation related to an allegation of discrimination.

### Student Rights and Responsibilities

**Policy Reference:** [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.

### Scholastic Integrity

Students are responsible for their own scholastic integrity by 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. There will be 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.

### Freedom of Religious Expression

**Policy Reference:** [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

According to Enclosure 3 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012, students may observe religious practice in school, such as celebration of religious holidays, engaging in private prayer, saying grace before meals, and wearing yarmulkes and head scarves, so long as the practice does not violate student standards or cause substantial disruption. 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 practices or discussion.

### Student Dress Code

**Policy Reference:** [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 DoDEA Administrative Instruction 2051.02, “Students Rights and Responsibilities,” April 17, 2012. Please refer to our school’s Web site or further in this school handbook for specific dress code policy.

### Search and Seizure

**Policy Reference:** [DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012](#)

General, non-individualized searches of school property (e.g., desks, lockers, storage spaces, school computers, including data and internet access records), may be conducted by the principal on a periodic or random basis. The school affords students and parents adequate prior notice of its general search policy through the issuance referenced above and this Handbook. The search shall be conducted by the principal in the presence of another school employee who will serve as a witness. General searches of school spaces and property may be conducted in cooperation with the appropriate installation authorities or military police, including dogs trained to detect the presence of contraband. Evidence found during a general search, or a dog sniff, that alerts authorities to potential contraband, may provide reasonable suspicion sufficient to conduct an individualized search.

Individualized, reasonable suspicion or targeted searches may be conducted by a principal of a student’s personal belongings, including bags and the interior of student vehicles on school property; and in a student’s desk, locker, storage space, school computer, or other property of the school when there is reasonable suspicion to believe the student possesses a prohibited item. Targeted searches may be conducted whenever the student is involved in a school-sponsored or school-supervised activity or event so long as there is reasonable suspicion to conduct the search.

A targeted search of a student’s person shall only be conducted under exigent circumstances. When possible, a targeted search of the student’s person shall be conducted in a private room, or non-public area, and by a school official of the same sex as the student. Reasonable efforts to locate the student and to notify the parent shall be made prior to a targeted search, or as soon as is practicable under the circumstances.

# *Student Conduct and Discipline*

## Discipline

**Policy Reference:** [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

**Policy Reference:** [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 of DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012. Student behavioral management 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,” March 23, 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 following 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). Additional rules and procedures can be reviewed in DoDEA Regulation 2051.1.

## School Bus Behavior

**Policy Reference:** [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations, which is in accordance with Enclosure 8 of DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

## Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct

**Policy Reference:** [DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019](#)

**Policy Reference:** [DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended](#)

DoDEA does not allow any form of sexual harassment, sexual assault, problematic sexual behavior in children and youth (PSB-CY) and other related abusive misconduct of, or by, employees, students, or anyone participating in DoDEA-conducted/sponsored education, training programs, and activities, committed both on and off DoDEA premises.

All DoDEA students are responsible for not committing acts of sexual harassment, sexual assault, PSB-CY, and other related abusive misconduct in accordance with DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019 (DoDEA AI 1443.02, and for cooperating with any investigations and resolution of complaints made in accordance with this Issuance. Students who violate this policy are subject to discipline in accordance with DoDEA Regulation 2051.1, “Disciplinary Rules and Procedures,” March 23, 2012, as amended.

The right to be free from other related abusive misconduct includes physical and/or emotional misconduct that does not qualify as sexual assault or sexual harassment, but that is still intended to make a student feel pressured, uncomfortable, physically threatened, in pain, embarrassed, or offended. It also includes the right to be free from an adult, or another student, trying to exploit their position of authority or influence over a student to force or manipulate them into an inappropriate personal and/or sexual relationship, even if the student does not think it is harmful. DoDEA does not recognize sexual or romantic interactions between any student and a DoDEA employee or volunteer to ever be consensual, even if the student is of the lawful age of consent.

Students who are experiencing sexual assault, sexual harassment, PSB-CY, or other related abusive misconduct should report it in accordance with Sections 4 and 5 of DoDEA Administrative Instruction 1443.02, “Prohibited Sexual, Sex-Based, and Other Related Abusive Misconduct Reporting and Response,” February 21, 2019.

It is extremely important that a student not suffer in silence, or be allowed to be exploited or manipulated into an inappropriate relationship. If it is happening to them, personally, or to someone they know, a student should let an adult know about it right away. They may tell someone they feel comfortable with and trust, such as their parent, teacher, nurse, or coach, or go directly to the school principal or program director, at any time. When a DoDEA employee or volunteer becomes aware of a violation of this Issuance, they are required to report it to their school principal or program director, with the possible exception of certain disclosures made during confidential communications not otherwise subject to mandatory reporting requirements in accordance with Issuance.

Students may visit DoDEA’s “Sexual Harassment Awareness and Prevention” webpage to learn more at [www.dodea.edu/sexualHarassment](http://www.dodea.edu/sexualHarassment).

## *Technology*

### Computer Access/Internet Policy/Electronic Devices

**Policy Reference:** [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, “Use of DoDEA Internet and Use of Information Technology Resources,” before he or she is assigned a user account. In accordance with Enclosure 4 of DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010, the following are required of all students:

- Students shall use DoDEA 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.

### Role of Social Media

Use of personal social media between parents/teachers/students is discouraged. The only acceptable form of social media communication between parents/teachers/students is through official school social media.

## *Transportation*

### Student Transportation Services

**Policy Reference:** [DoDEA Administrative Instruction 4500.02, “Student Transportation Services,” August 13, 2018](#)

Student transportation is defined as the transportation of students from their assigned bus stop to school at the beginning of their school day, during the mid-day, and for return to their assigned bus stop at the end of the normal scheduled school day. DoDEA principals are responsible for monitoring student loading/unloading zones when students are coming and going from school sites as well as administering discipline. A school bus or any device operating to provide student transportation will function as an extension of the school. The walking distance for grades 6 and

below should not exceed one mile from the student's primary residence to the school or designated bus stop. Students in grades 7–12 may walk up to 1.5 miles from their primary residence to the school or designated bus stop. These distances may be slightly expanded or contracted to conform to natural boundaries such as housing areas or neighborhoods. In locations having middle schools, which include grade 6 (i.e., grades 6–8), the walking distance criteria shall be the same as the criteria for grades 7–12.

Transportation is not authorized to take students to their homes or to eating facilities for their mid-day meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student's IEP and/or required by Section 504 guidelines. "Curb-to-curb" only applies to students with disabilities who require such service as documented in the student's IEP. DoDEA District Superintendents, in coordination with the District Logistics Chief and the supporting military installation commanders, will establish a commuting area to determine eligibility for transportation of dependent students.

### **CAR RIDER PROCEDURES**

***Students are not permitted to be on campus without a parent prior to 8:00am.*** Student drop-off can begin at 8:00am for those students eating breakfast at school. All other students may begin entering the building at 8:20am.

#### **Drop-Off:**

- The car drop-off lane will remain blocked for vehicles until 8:00am every morning. After 8:30 students must be accompanied by a parent to the office for tardy/late check in.
- Students that are dropped-off via the car rider lane must exit from the passenger side only.
- The drop-off lane is one lane only, cars may not pass to exit.
- This is a kiss-and-go lane. *Should students need more time or help collecting their supplies for the day, please park in the parking lot and walk your student up to the school building.*
- If parking in the parking lot, students **MUST** be accompanied by their parent/adult to the side walk across the car rider lane. Students may not walk unaccompanied.

#### **Pick-Up:**

- Placards will be issued to the parents/guardians of students that are car riders. Parents may also request a placard in the event their student may be a car rider.
- Placards must be displayed on the passenger side of the vehicles dashboard throughout the school year. If you do not have a placard, you must park in the parking lot and walk in.
- The car rider pick-up lane will be blocked for vehicles until 2:50pm (12:50 on Wednesdays) for 2:55pm (12:55pm Wednesdays) student dismissal.
- Students will wait in a designated space with on-duty staff and wait to be called to one of the loading zones.
- Students will not be permitted to load into vehicles outside of these zones or without the assistance of on duty staff.

- Students must enter the vehicle from the passenger side **ONLY**. Parents may not park/exit their vehicles in the pick-up lane. *If your student requires additional support loading into the vehicle (car seats), please park in the parking lot and walk in to pick your student up.*
- The car pick-up lane is one lane only. Vehicles may not pass to exit.

Placards can be requested throughout the school year for car rider pick-up. As the placards are newly reinstated this school year, we will allow families the first week of school as a grace period to request and display their placards. After the first week of school, vehicles without placards will be asked to park in the parking lot and walk in to pick up their student. Those that carpool must have placards and permission to pick up children other than their own.





DEPARTMENT OF DEFENSE  
**DODEA - Americas**  
**Mid Atlantic District**  
**Heroes Elementary School**  
**100 Barnett Way**  
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.

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. Also, remember that large items should not be carried on the bus. 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. 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.

Dr. Kimberley Redmond-Carr  
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.<sup>1</sup>
- 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.

Students should not carry large items on the bus including musical instruments.

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. Always walk from home to the school and back to home; especially before getting to the crosswalks leaving campus.

**Bicycle Riders and Walkers**

Bicycles must be walked on school grounds until AFTER crossing the crosswalk on Barnett Way. Bicycle safety regulations are the same as enforced by PMO including age requirements for independent riding. Students should not ride double ***and protective head gear must be worn.*** Bikes should be marked with identifying information.

## PEDESTRIAN SAFETY FOR CAMP LEJEUNE COMMUNITY SCHOOLS SY 2020-2021

It's that time again when school is back in session and the pedestrian walk-ways will be filled with students going to and from school during heightened vehicle traffic times, especially in the morning.

Accompanied and unaccompanied students are vulnerable when walking in urban areas. All pedestrians must pay attention to what is going on around them. Nearly 6,000 pedestrians were struck and killed by motor vehicles in 2017. Though it seems safe to walk in the base housing communities, we must remember these following safety tips for pedestrians:

- Always use the sidewalk whenever possible; if no sidewalks available, walk facing traffic.
- Follow the rules of the road, obey all traffic signs and signals.
- If no crosswalk is available and your view is blocked, move to a place where you can see oncoming traffic.
- Obey school crossing guards when they are present.
- Look left, right and left again before crossing the street, making eye contact with drivers of oncoming vehicles to make sure they see you.
- When riding a bicycle or skateboard, dismount and walk across at crosswalks to ensure safety for other pedestrians walking in the crosswalk and having control to avoid oncoming traffic.
- STAY ALERT! Avoid cell phone use and wearing earbuds.
- Wear bright and/or reflective clothing, and use a flashlight at night or during twilight time.
- Watch for cars entering or exiting driveways or backing up in parking lots.

School Crossing Guards will be posted at major intersections around Camp Lejeune Schools. Their purpose is to ensure safety for all pedestrians going to and from schools during heighten traffic times.

The School Crossing Guards will be posted at Barnett Way and Fuller Ave ONLY. Please use this crosswalk.



Point of Contact is Mr. Freddie McDonald Jr. Email: [freddie.mcdonald@usmc.mil](mailto:freddie.mcdonald@usmc.mil)  
Phone: (910) 451-4270 or (910) 376-9049 Send your comments to:  
[https://ice.disa.mil/index.cfm?fa=card&sp=142628&s=113&dep=\\*Do0&sc=29](https://ice.disa.mil/index.cfm?fa=card&sp=142628&s=113&dep=*Do0&sc=29)



**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
AMERICAS**

Mid-Atlantic District, Camp Lejeune  
Heroes Elementary School  
100 Barnett Way  
Camp Lejeune, North Carolina 28547  
(910) 449-8000



**Dr. Kimberley Redmond-Carr  
Principal**

**Mr. Michael Starrett  
Assistant Principal**

August 11, 2020

**MEMORANDUM FOR PARENTS AND STAFF**

**SUBJECT: Notification of AHERA inspection**

As required by the Asbestos Hazard Emergency Response Act (AHERA) of 1986, our buildings have been inspected or re-inspected for asbestos-containing materials (ACM). The most recent inspection was conducted on 1/16/2017 in accordance with Environmental Protection Agency (EPA) regulations and DoDEA policy. The results of the inspection indicate we do not have asbestos materials in our school.

As required by EPA, a triennial re-inspection program is in effect. A copy of the Asbestos Management Plan 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,

Kimberley Redmond-Carr, Ed. D.  
Principal

## 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 entrance nearest the Gym 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. In case of inclement weather, students will enter either through the entrance nearest the Gym, the main entrance or the entrance nearest Barnett Way and wait in the halls in their designated areas.

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.

### Breakfast and Lunch Program

The Heroes Elementary 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 entrance nearest to the Gym** 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. Due to COVID-19 health and safety guidelines, we will NOT have a family lunch table this year. Parents/guardians must check children out and eat off of the grounds if they want to have lunch with them. Once normal operations return to a safe status for all members of our school community, we may resume welcoming guests for breakfast and lunch times at a special Family Table reserved specifically for that purpose.

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 Heroes Elementary 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 online. 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 Heroes Elementary 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

**Due to COVID-19 health and safety guidelines, we will NOT have a family lunch table this year unless and until we have been cleared to do so. Parents/guardians must check children out and eat off of the grounds if they want to have lunch with them.** Once the pandemic concludes and it is safe to do so, 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.

### **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.**



# STANDARD™ RESPONSE PROTOCOL

## 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://iloveuguy.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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### **School Cancellations/Unannounced Dismissals**

The Community Superintendent's office 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. The community office will also use the At Hoc messaging system. 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.**

### **Camp Lejeune Community Schools Town Hall Meetings**

Camp Lejeune Community Schools holds two Town Hall Meetings per school year; one in the Fall and one in the Spring. Dates will be sent out from the Community Superintendent's Office.

### **Heroes ES Curriculum Nights**

Heroes Elementary School will hold two Curriculum Nights during the 2020-2021 School year. Our Fall Curriculum night will be To Be Determined from 4:30-6:30 and Spring Curriculum Night (STEAM Focused) will be To Be Determined from 4:30-6:30 PM.

**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.**

### **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.

### **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.

### 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 Heroes Elementary 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.

**Special Student Activities**  
**Heroes Elementary School PTA**  
[Heroespta@gmail.com](mailto:Heroespta@gmail.com)

Heroes Elementary 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.

### **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 complete AT Level 1 training. (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.

**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 Heroes Elementary 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.

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

### **Camp Lejeune Community Schools Student Dress Code**

**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 CLCS Dress Code Policy.**

**Examples of Inappropriate Attire**



**Examples of Appropriate Attire (see front page, also)**



**Camp Lejeune Community Schools**

*Student Dress Code*



*Quick Reference Guide*

SY 2020-21

### 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.

**Face masks**, which must be worn to school for SY 2020-21 must be school appropriate and adhere to rules of basic clothing policy, i.e. not showing anything profane, vulgar, gang affiliated, violent, illegal, etc.

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, racial/ethnic 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 "heelles".
- **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.

\*\*Face mask guidelines added for SY 2020-21