

Tarawa Terrace Elementary School

Parent-Student Handbook 2017-2018



Tarawa Terrace Vision:

TTES is committed to success for all students by setting high expectations, teaching critical thinking skills, and providing motivating challenges to inspire excellence.

Tarawa Terrace Elementary School
84 Iwo Jima Blvd
Tarawa Terrace, NC 28543
Phone: 910-450-1635
Fax: 910-450-1637

Principal
Ms. Leigh Anne Faulkner

Assistant Principal
Vacant

Administrative Officer
Mr. Joe Howell

***“Each one of us
must come to care about
everyone else’s children.
We must recognize that
the welfare of our children
and grandchildren
is intimately linked to
the welfare of all
other people’s children.***

***After all,
when one of our children
needs lifesaving surgery,
someone else’s child
will perform it.
If one of our children
is threatened
or harmed by violence,
someone else’s child
will be responsible
for the violent act.
The good life
for our own children
can be secured only if
a good life is also secured for
all other people’s children.”***

Lillian Katz



Tarawa Terrace Elementary School

Camp Lejeune Dependent School
84 Iwo Jima Blvd
Tarawa Terrace, NC 28543
Phone (910) 450-1635
Fax (910) 450-1637



Dear Students and Parents,

Welcome to Tarawa Terrace Elementary School. Please carefully review your Parent-Student handbook to learn about TTES. The handbook has been written to provide useful information about the school's history, policies and procedures, and educational programs. We ask that you save this handbook as a quick reference as needed throughout the school year.

Please review our behavior expectations with your child/children. We want them to understand the expectations for behavior and to know that you are supportive of our Positive Behavior Support Program. Our goal is that all TTES students will P.A.W.S. and consider their behavior at school and at home! Each day, students will take a pledge to have Positive Attitude, Act Respectfully & Responsibly, Work Together and Stay Safe. If you have questions about our P.A.W.S. goals, or questions about any topic regarding your student, you are always welcome to call TTES and speak with staff members who can assist you with specific issues or concerns.

We hope to have every TTES student in school each day. Academic success is a partnership between home and school. Regular school attendance is essential for student achievement. Please make attending school and arriving on time a priority. If your child must miss school, please send a note the day your child returns to school indicating the reason for the absence.

We hope you will choose to be involved many activities at TTES. Parents are encouraged to actively participate in our school family. We hope that you will volunteer at TTES and join us for lunch often. The administration at Tarawa Terrace Elementary School looks forward to working with you to provide a quality educational experience for your student(s).

Together all TTES students will P. A. W. S.

Positive Attitude Act Respectfully & Responsibly Work Together Stay Safe

Sincerely,
Ms. Leigh Anne Faulkner

*Accredited by AdvancED
"Advancing Excellence in Education Worldwide"*

Chain of Command
Camp Lejeune Dependent Schools

Superintendent

Mr. Curkendall

Principal

Leigh Anne Faulkner

Assistant Principal

Vacant

Administrative Officer

Joe Howell

School Board Members

TTES School Board Member:

Rosie Sonnier

Brandi Carter	Rani Collins	Josstin Gogue
Crystal Hurley	Sonya Mooneyham	Tanya Washington

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Tarawa Terrace Elementary School Administration



Principal
Ms. Leigh Anne Faulkner

A native of North Carolina, Leigh Anne Faulkner earned her bachelor's degree in English and her master's degree in education from the University of North Carolina at Wilmington, N.C. She began her teaching career in Clinton, N.C., at Union High School. She taught English at Lejeune High School from 1991-1998. She served as assistant principal at Rocky Point Elementary School from 1998 to 2000 and principal at Pender Learning Center in Burgaw, N.C., from 2000 to 2003. She has been principal for Tarawa Terrace Elementary since 2009.

Ms. Faulkner has three children. Aaron is 21 and is attending North Carolina State University and Grayson and Rachel are 17-year-old fraternal twins.

Tarawa Terrace Elementary School

Secretarial Staff

**School
Secretary**
Karen Carbone

**School
Registrar**
Kim Cook

**School
Receptionist**
Vacant

**School Support
Assistant**
Vacant

General Information

E-mail Address:

www.am.dodea.edu/lejeune/ttes

Office Hours

7:30-4:00

Students' Daily Schedule

Monday, Tuesday, Thursday, Friday

8:30-3:00

8:00- Breakfast Students may enter the building

8:15-8:25

PreK – K will enter the building through the back entrance and report to the new gym.

Students 1-5 will enter the building and report to the old gym.

8:25- First Bell- Students dismissed to class

8:30- Tardy Bell- Instructional Day Begins

3:00- Dismissal Begins

3:00 – Pre-K & older siblings

3:05 – Bus riders & K

3:10 – 1st & 2nd Grade

3:15 – 3rd – 5th Grade

Wednesday Early Release Schedule For
Students:

8:30-1:00

1:00 – Pre-K & older siblings

1:05 – Bus riders & K

1:10 – 1st & 2nd Grade

1:15 – 3rd – 5th Grade

Pre-Kindergarten Hours

Monday, Tuesday, Thursday, Friday

Session 1, 8:30-11:00

Session 2, 12:30- 3:00

Wednesday - Early Release Schedule

Pre - Kindergarten

Session 1, 8:30 - 10:25

Session 2, 11:05 - 1:00

Tarawa Terrace Elementary School

The battle of Tarawa was a battle fought in the Pacific Theater of World War II. The islet group of Tarawa is located southwest of the Hawaiian Islands. The battle of Tarawa was fought from November 20th through the 23rd in 1943 and lasted for 76 hours. The American invasion force was the largest yet assembled for a single operation in the Pacific. The 2nd Marine Division, which is still headquartered at Camp Lejeune, led the invasion. Tarawa's military significance lay in its strategic position as the entrance of the United States push through the central Pacific. The cost of the victory was high for the 2nd Marine Division.

Tarawa Terrace was named after the Battle of Tarawa. Tarawa Terrace housing development began in June 1951. This was Camp Lejeune's first dependent housing project since World War II. As the housing development grew in Tarawa Terrace, two schools were created. Tarawa Terrace 1 Primary School (TT1) housed grades PK -1, and Tarawa Terrace 2 Elementary School (TT2) included grades K-5. In April of 2011 a tornado hit the TT housing area destroying homes and the TT1 Primary School. TT2 Elementary School immediately opened their doors to the staff and students of TT1. The two schools were merged together during the last 9 weeks of the school year 2010- 2011. Since the merger of the two schools, Tarawa Terrace 2 Elementary School's name was changed to Tarawa Terrace Elementary School (TTES).

School Profile

Tarawa Terrace Elementary School was originally Tarawa Terrace 2 Elementary School (TT2). TT2 was originally housed on Saipan Drive. Our current building was completed in October of 2001. In April of 2011, a tornado struck the neighborhood of Tarawa Terrace. Tarawa Terrace Primary School was damaged, thus that school finished the remainder of the school year with Tarawa Terrace 2. Our two schools merged and we will begin the 2011-2012 school year as Tarawa Terrace Elementary School (TTES), currently serving Pre-K through grade 2. Tarawa Terrace Elementary School is devoted to continuous school improvement and we pride ourselves in providing a world class education setting for our students and families.

Tarawa Terrace Elementary School serves approximately 525 students. Our school has 28 classrooms with other rooms designed for curricular support, two computer labs and special education services. The professional staff includes teachers, special educators, teachers for art, music, physical education, and an informational specialist. Additionally, a full time nurse, guidance counselor, gifted resource teacher, psychologist, 2 instructional support staff and an educational technologist serve our students. Para-professionals (Educational Aides) support the educational program in our preschool, 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 build a professional learning community are supported through the allocation of time each Wednesday. These times are devoted to consistent and deliberate collaborative instructional planning that promotes productive discussion about student learning. TTES teachers clearly link collaboration to improvement results in instructional practice and student performance. Tarawa Terrace 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.

Tarawa Terrace 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.

Department of Defense Education Activity



Community Strategic Plan

Goal 1: Highest Student Achievement. All students will meet or exceed challenging standards in academic content and special area programs so that they are prepared for continuous learning and productive citizenship.

Goal 2: Performance-Driven, Efficient Management Systems. DoDEA will use a performance driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Goal 3: Motivated, High Performing, Diverse Workforce. The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Goal 4: Network of Partnerships Promoting Achievement. Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.

Success for All Students

Trust and Respect for Others

Uncompromising Advocacy for Students

Development of Lifelong Learning

Equal Access to Quality, Rigorous Education

New and Motivating Challenges to Inspire Excellence

Teaching with High Expectations

Safe and Stable Learning Environment



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

Purpose and Direction - Tarawa Terrace Elementary School maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning.

Governance and Leadership - Tarawa Terrace Elementary School operates under governance and leadership that promotes and supports student performance and school effectiveness.

Teaching and Assessing for Learning - Tarawa Terrace Elementary School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Resources and Support Systems - Tarawa Terrace Elementary School has resources and provides services that support its purpose and direction to ensure success for all students.

Using Results for Continuous Improvement - Tarawa Terrace Elementary School implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

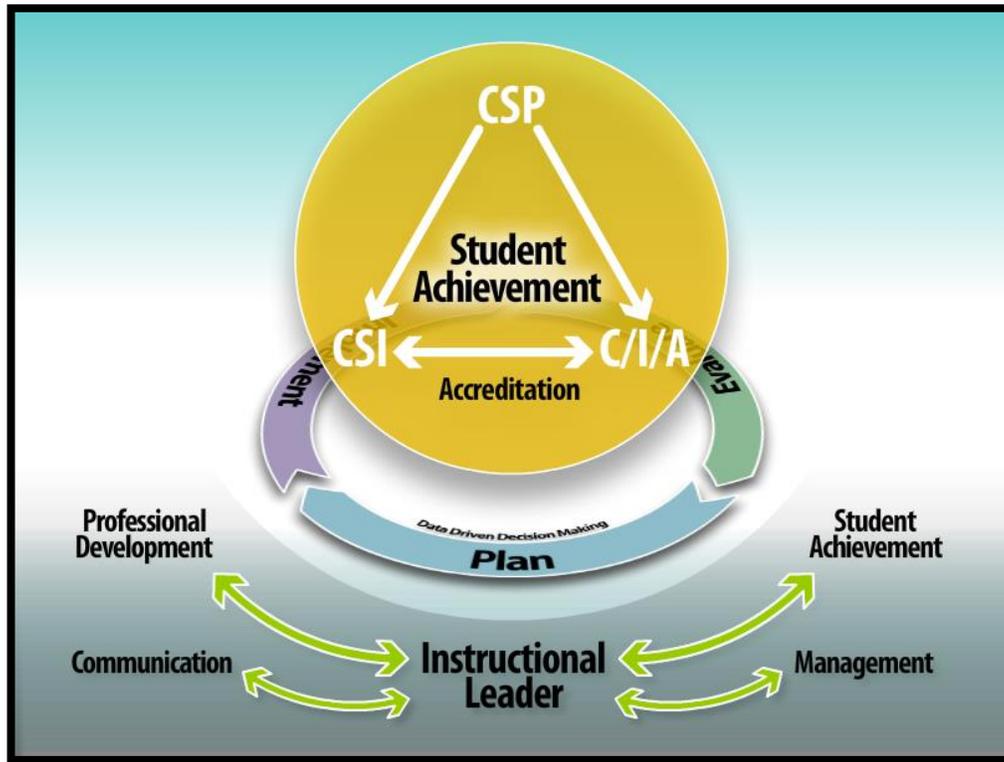
In addition to meeting the AdvancED Standards for Quality Schools, schools must demonstrate the implementation of continuous improvement focused on improving student performance and school effectiveness. Schools must also engage in a planned process of ongoing internal review and self-assessment and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

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

Tarawa Terrace Elementary School

Continuous School Improvement

AdvancED Accreditation



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

Tarawa Terrace Elementary School is focused on the DoDEA Early Childhood Philosophy to promote highest student achievement in grades pre-kindergarten through second grade at our school. This concept is central to what we do and focuses our efforts on what we're doing; examining how we're doing it; evaluating the results; and refining what we do so the needs of all students are met.

DoDEA Early Childhood Philosophy

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DODEA Mission Statement

Educate, Engage, and Empower each student to succeed in a dynamic world.

Tarawa Terrace School Vision Statement

TTES is committed to success for all students by setting high expectations, teaching critical thinking skills, and providing motivating challenges to inspire excellence.

PAWS

Positive Attitude

Act Respectfully & Responsibly

Work Together

Stay Safe

Teaching and Assessing for Learning

Tarawa Terrace Elementary School A 21st Century School

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

Tarawa Terrace Elementary School offers large blocks of uninterrupted instructional time to ensure that students have opportunities to focus on learning. In our classrooms, you see students engaged in meaningful activities as they work and learn with their peers. Tarawa Terrace Elementary School teachers are consistent and deliberate in planning and using instructional strategies that require

student collaboration, self-reflection, and development of critical thinking skills. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and tools. Teachers plan regularly together in collaborative learning communities with teachers within their grade level and vertically with teachers below and above the grade level they teach. Data from multiple assessments of student learning and examination of professional practice are used to monitor and adjust the curriculum, instruction, and assessment to ensure that Tarawa Terrace Elementary School systematically maintains and enhances its purpose to support all learners with highest student achievement.

As part of the accreditation process with AdvancEd and continuous school improvement, Tarawa Terrace Elementary School has selected two school wide instructional goals based on a careful review of multiple sources of data. Our Continuous School Improvement (CSI) Plan has two goals with interventions and strategies that we focus on to raise student achievement. Our goals are:

All students will improve reading accuracy and comprehension by increasing skills related to letter-sound recognition, phonemic awareness, and phonics. Progress will be measured by local assessments.

All students will increase their problem solving skills in mathematics. Progress will be measured by local assessments.

Tarawa Terrace Elementary School

Learning Environment and Academic Programs

A safe and orderly environment creates a quality learning environment. At Tarawa Terrace 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 Support Program that teaches students our expectations for behavior throughout the school, on study trips and on our school buses. The expectations are explicitly taught by teachers with examples of positive behaviors, as well as, behaviors that would not be expected. These learning opportunities for our young students provide them visual images of what appropriate behavior looks and feels like.

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

Tarawa Terrace Elementary School Behavior Expectations



Tiger Paws Behavior Expectation Matrix



Tiger Paws Behavior Expectations	P ositive Attitude	A ct Respectfully & Responsibly	W ork Together	S tay Safe
In the Classroom	-Always do their best.	-Follow the teacher's directions.	-Cooperate when working with others.	-Keep hands and feet to self.
In the Hallway	-Walk quietly on the right side of the hallway. -Go directly to their destination.	-Follow the teacher's directions. -Keep hands off of bulletin board displays and walls.	-Use quiet voices when talking is needed. -Provide others with their personal space.	-Stay with the class or group. -Eyes forward and pay attention.
In the Cafeteria	-Enter the cafeteria quietly and stay in line.	-Know their number and have money ready. -Put trays and garbage in the correct place.	-Talk quietly to friends next to them. -Wait patiently for their turn to make food selections.	-Eat only the food that belongs to them. -Keep hands and feet to self. -Stay in seat.
In the Restroom	-Use the restroom for the appropriate reason. -Wait for their turn. -Put used paper towels in the garbage can.	-Flush, clean up and dry off areas that they have used.	-Give others privacy.	-Notice if there is water on the floor and walk carefully. -Wash hands with soap and water before leaving.
On the Playground	-Show good sportsmanship. -Actively engage in play and activities. -Use encouraging words if someone finds an activity hard.	-Line up quickly and quietly when they hear the signal. -Take care of equipment and clean up when play is over. -Walk quietly and orderly as they exit and enter the building.	-Take turns and share. -Include everyone in play. -Apologize for accidents.	-Stay in approved areas only. -Leave sticks, rocks, mulch and dirt on the ground. -Wear safe shoes.
In the Carpool, Bus Area, and on the School Bus	-Stay alert. -Go directly to where they are supposed to be. -Always be polite.	-Enter and exit the building, bus and cars quietly and orderly. -Give the teacher a note if transportation changes.	-Follow directions for arrival and dismissal. -Talk only to the person seated next to them on the bus.	-Keep hands and feet to self. -Listen to ensure they hear the expectations. -Sit facing the front of the bus.

Positive Acknowledgement for Behavior

At Tarawa Terrace Elementary School positive acknowledgements to students for acceptable behaviors improve the school climate. Praise and acknowledgment is specific and connects the observed behavior at the time it occurs with a description of the behavior. For example, "Sergio, thank you for picking up Jackie's book for her. You are being very respectful." By teaching and reinforcing expected positive behaviors, students learn to be self-guided and managed. This supports our school goal of developing socially acceptable student behaviors and creating an optimal learning environment for all students.

Tarawa Terrace TIGER PAWS Inappropriate Behavior Consequences

Classroom teachers will handle minor instances of behaviors that do not meet the Tarawa Terrace TIGER PAWS 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 principal/assistant principal.

DoDEA Policy on Discipline

For complete information about discipline, please refer to the Department of Defense Education Activity (DoDEA) website at, www.dodea.edu.

DoDEA Regulation 2051.1 reissues reference to the authority of the agency to update policy and procedures for disciplinary action for all students enrolled in DoDEA schools. It includes special rules for students who are under a current Individualized Education Plan (IEP) or a 504 Accommodation Plan. DoDEA students are responsible for complying with all DoDEA student disciplinary rules, regulations and procedures. Please refer to page 35 for specific information regarding our discipline policy.

Curriculum and Programs

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council for Teachers of

English/the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies. Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessments across the curriculum. They focus on what is important in each curriculum area.

Parents are encouraged to visit the DoDEA website, www.dodea.edu, Standards and Curriculum, to view published "Parent Curriculum Guides" for additional information. Tarawa Terrace Elementary School Class configurations: Pre-K-5th grade.

READING AND LANGUAGE ARTS

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

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

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

MATHEMATICS

The mathematics program is designed to develop students who can think logically and solve problems in their everyday lives. The language of math and the operations taught should enable students to communicate effectively and productively in today's technological society. Careful planning creates a curriculum that capitalizes on children's intuitive insights into mathematical ideas and skills. The curriculum encourages the exploration in a variety of mathematical ideas in a way that retains children's enjoyment of and curiosity about math. It incorporates real-world contexts and children's experiences and language in developing ideas. Important concepts are repeated in varying contexts throughout the year and from year to year.

SCIENCE

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

SOCIAL STUDIES

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

HEALTHFUL LIVING

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

SPECIAL AREA CLASSES

Physical Education Program

Art Program

Music Program

Computers Program

Gifted Program

English as a Second Language (ESL) Program

SPECIAL EDUCATION

Special education is education designed to meet the unique learning needs of school age students with disabilities. Special Education "related services" are services such as occupational therapy, physical therapy, speech/language therapy, specialized transportation, and other services required by a student with a disability to benefit from Special Education. Services are provided to Camp Lejeune students who meet the Department of Defense criteria for special education at no cost to the parent/guardian. Special Education is provided via an Individualized Education Plan (IEP) developed collaboratively with parents and school staff.

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

If your child has an active Individualized Family Service Plan (IFSP) from an early intervention program or an active IEP from another school district, notify school staff and provide the school with a copy of the IFSP or IEP immediately upon enrollment. If you believe your child may have a disability, schedule a conference with your child's classroom teacher. If necessary, the Student Support Team (SST) meeting can be scheduled to develop interventions to help your child be successful in school. The success of the interventions will help determine whether a referral for formal evaluation is necessary.

SOCIAL SERVICES

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

Curriculum Enhancement Activities

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

STUDENT SUPPORT SERVICES

An Information Specialist

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

SST TEAM

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

Written intervention plans, which may include strategies for parents, are collaboratively developed to assist the teacher with improving the child's school success.

The SST has the responsibility for determining if and when referrals for educational and psychological test batteries, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder evaluation and speech/language assessments are recommended.

Counseling

A school guidance counselor provides weekly classroom guidance lessons. She is available to provide support to students with social, emotional and academic concerns. The role of the counselor is also to provide consultation with parents and teachers and to serve as liaisons for referrals to outside agencies. The counselor can help with many problems and concerns related to families and children and have many resources to share. Additionally, the counselor can arrange for assistance from the school psychologist and behavior resource specialist, if needed.

HOMEWORK GUIDELINES

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

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

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

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

Students are responsible for:

- Reading daily, regardless of other homework assignments
- Taking home all directions, books, and materials needed to do the assignment
- Completing the homework in the assigned format

- Taking completed homework assignments to class at or before the time they are due
- Participating actively and cooperatively in the evaluation of their homework when appropriate

Parents are responsible for:

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

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

Teachers are responsible for:

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

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

SCHOOL HEALTH SERVICES

The school nurse is an important part of the total school program and provides a variety of services within the school setting. The nurse is a registered nurse with special training in school health issues. She is responsible for the general health of TTES 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 4th birthday)
3 doses of HepB
4 doses of IPV (4th dose after the 4th birthday)
2 doses of VAR

2 doses of HepA
2 to 4 doses of HiB
2 doses of MMR

*Vaccination compliance will be reviewed by school nurse

We are happy to comply with your health care provider's instructions for giving medication to your child during the school day. Be sure that the medication is in a properly labeled container, which the pharmacy will gladly provide. If your child will be taking medications during school hours, a "**Medication Administration Permissions Form**" must be completed and signed by the parent **and physician** before medicine can be dispensed.

Illness or Injury

Should a student become ill or injured at school, every effort will be made to contact parents at the home and work numbers on file. If a parent cannot be located, the Primary and Secondary Emergency Contacts will be called. **If a time arises when a parent needs to be contacted due to a sick or injured child, accurate phone numbers on file are imperative.** PLEASE keep home, work, and emergency contact phone numbers up-to-date to ensure that we can reach a parent, or designated responsible adult, at any time.

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

A temperature of 100.0 degrees or more

Nausea and/or vomiting

Red, swollen and/or draining eyes

Diarrhea

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.

Tarawa Terrace Elementary Procedures

Transportation

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

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

Bus Riders

Bus transportation is provided to those students who reside outside of Tarawa Terrace Housing areas. This service is provided to safely transport students to and from school each day. Students should use the bus stop closest to their homes and should arrive at the bus stop five minutes prior to pick-up and wait patiently in an orderly manner. All bus riders should be reminded to stay on the sidewalk until the bus comes to a complete stop before stepping into the roadway to board the bus. When a student needs to ride a different bus than the one assigned, he/she must be approved by the Administration. Students must bring in a note in the morning to the front office. The note should include a telephone number for verification and the intended bus number and drop off location.

Please be advised that the provision for riding the Camp Lejeune Schools' buses to and from school is a privilege. Behavior expectations for bus riders are listed on page 45 of this handbook. These expectations should be reviewed with students by teachers and parents often. Any conduct or activities that threaten the health, safety or welfare of the bus driver, other students or any other riders in any manner could result in *indefinitely* terminating all bus riding privileges. Therefore, it is essential that the home and school work together to make our buses safe for children. When necessary, the bus driver will counsel children who do not follow the bus behavior expectations. If students continue to choose not to follow the bus safety expectations, bus drivers will write a Bus Incident Report for school administrators. The principal and/or assistant principal will review the incident report with students to determine an appropriate consequence. Parents will be called each time a Bus Incident Report is written regarding a student's behavior that does not comply with the behavior expectations. Repeated incidences will result in suspended bus riding privileges. Bus riding behavior expectations are to provide the safest transportation for students as possible. We appreciate your vigilance and support in this effort.

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

Private Vehicles

Please see the map of the school that is located in the appendix of the Parent Student Handbook that shows the route all vehicles should follow in the school arrival and dismissal area. Students are to wait for school personnel on duty to open car doors each morning. In the afternoons, an adult will escort students to their vehicle. To support with moving traffic through the arrival and dismissal area efficiently and safely, parents are asked not to get out of their vehicles. Again, school personnel will assist students to and from vehicles. Carpooling does reduce the number of vehicles in our entrance area during arrival and dismissal and is encouraged. The speed limit in school zones is 25 miles per hour; in parking lots, 5 miles per hour.

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

Bicycle Riders and Walkers

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

Please see a portion of the Marine Corp Order 5500.6B below, this will affect the way your child / children arrive to and from school. Please make note of these significant changes that have been made to this base order. A copy of this order in its entirety is available in the front office. We have outlined the changes below which will affect our students for school purposes.

Child Supervision Requirements Matrix MCIEAST-MCB CAMLEJO 5500.6B SES

27 May 2016

This order applies to all residents aboard Camp Lejeune and New River Air Station.

Age	Leave unsupervised in quarters, or outside unattended to include playing.	Leave alone overnight/ leave in quarters while on vacation or TAD/TDY.	Leave in car unsupervised	Babysit/ supervise siblings or others	Leave in public areas	Walk to school and/ or bus stops
0-7 years	NO	NO	NO	NO	NO	NO
8-10 years	NO, unsupervised in quarters. Yes, outside unattended for short periods of time, not on a regular basis with access to designated adult or babysitter.	NO	NO	NO	Only on playgrounds for 2 hours with access to designated adult or babysitter	YES
11-15 Years	Yes, 3 hours with access to designated adult.	NO	Yes, with keys removed.	Yes, (12-15 years old) can babysit a child at least 2 years old.	Yes, 12 hours at public areas with designated adult visually checking periodically: 4 hours at retail stores.	YES

Morning Arrivals for the Breakfast Program

Late Arrivals to School

The instructional school day begins at 8:30 AM. Children should not arrive before 8:15 AM. Prior to 8:15 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 in order to participate in the breakfast program.

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 Slip. The child must present the Tardy Slip to the teacher for admittance to class.

Absences from School

The DoDEA Regulation 2095.01 "School Attendance", became effective on September 1, 2011. Highlights of this regulation are as follows:

School attendance is important and in order to receive the best education, students need to Be Here! DoDEA has implemented a system-wide attendance policy for students in DoDEA schools throughout the world. This policy is consistent with those found in many public schools throughout the United States.

School attendance issues have been identified as a serious issue for children throughout the country and military children are no exception.

DoDEA's attendance policy provides specific guidance on attendance, absences and identifies support services for students at-risk for not fulfilling the grade or course requirements.

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

Here are a few of the highlights of the policy:

All students are required to attend school for 180 instructional days per school year.

Academic penalties will not be imposed for excused absences.

A student educational monitoring plan (SEMP) shall be implemented during all pre- approved extended absences to mitigate the negative impact on a student's educational program. This plan will provide a comparable experience to the traditional classroom or course in content, rigor, and expectations for completion of assignments.

Excused absences can include the following with documentation:

Personal illness

Medical, dental, or mental health appointment

Serious illness in the student's immediate family

A death in the student's immediate family or of a relative

Religious holiday

Emergency conditions such as fire, flood, or storm

Unique family circumstances warranting absence and coordinated with school administration.

Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

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

Procedures for monitoring daily student attendance and communicating with families are established in this policy. Academic penalties will not be imposed for excused absences. Deadlines established in the SEMP will take precedence. Students at-risk will be monitored by the Student Support Team and school administration to include the identification of support and interventions.

Many families—both military and non-military—underestimate the importance of regular school attendance for young children (pre-kindergarten, kindergarten and first grade) but even missing just 5% of kindergarten—that's just nine days—can be an indicator that a child will fall behind by the fifth grade.

Children take their cue from their parents when it comes to the importance of school attendance. To have a quality education experience, you need to be here.

There are times when a student needs to miss school - everyone understands that. But attendance is important. To have a quality education experience, you need to Be Here.

Attendance—what parents should know

Parents can team up with teachers to make sure students are in school and ready to learn.

How parents can help:

Schedule medical and dental appointments outside of school hours.

Schedule vacations during school breaks.

Schedule Permanent Change of Station (PCS) moves to coincide with summer breaks or other scheduled school breaks.

When moving, check school calendars to be aware of important school dates (beginning/ending of school year; testing dates, breaks, etc.).

Make it a habit to contact their child's teachers/principals to arrange to pick up missed school work, either in advance if the absence is known, or the same day their child is absent.

You may read the entire regulation on the DoDEA website www.dodea.edu.

Perfect attendance recognition is for those students who attend school every day from 830 am until 3:00 pm and have no more than 3 tardies.

Signing Students Out of School

When a child needs to be signed out of school during school hours, parents may park **ONLY** in the designated parking lot and come into the school office where the student will be signed out at that time. **Students must be signed out by a parent or guardian by 2:15 pm on a regular school day and on Wednesday no later than 12:15pm. Everyone is required to show a photo ID. The front office will call the child to the office for check out when the parent has arrived in the front office, please allow for ample time for this process to take place.** Children are not permitted to leave the school grounds during school hours unless parents have signed them out in the office. For safety reasons, no student will be allowed to walk home early without adult supervision.

School Enrollment Procedures

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

Certified Birth Certificate: A birth certificate must be issued from the Department of Vital Statistics of the state of birth. The certificate must include the parent's names and cannot be a pocket card or hospital/congratulatory certificate. A copy of the certificate will be retained.

Military Orders: The sponsor's current military orders. If the orders are dated more than 36 months prior to the first day of school we will require a copy of the sponsor's current ID card to accompany the orders.

Housing Lease Agreement: For confirmation of assigned permanent housing aboard the installation, a copy of the completed lease agreement or a 90-day letter from the leasing establishment must be provided. Postdated lease agreements will not be accepted.

Immunizations: Newly enrolled students must provide a shot record at registration, should the immunization document reveal missing data, the necessary immunizations must be obtained and documentation provided to the registering school within 30 days of enrollment. Currently enrolled students who are found to be non-compliant with immunizations requirements will have 10 days to obtain immunizations before disenrollment occurs.

If the enrolling sponsor is not the biological parent of the child as listed on the birth certificate, additional paperwork is required. The DD1746, Application for Assignment to Housing obtained from the Family Housing Office, showing the child as a permanent resident/dependent authorized to reside in quarters. A copy of the Spouses ID, confirms the connection of the sponsor to the student.

To enter preschool, a child must have passed the fourth birthday on or before September 1 of the enrolling school year. To enter kindergarten, a child must have passed the fifth birthday on or before September 1 of the enrolling school year. For more information about DDESS student eligibility, refer to DoD Instruction 1342.8.

No child will be permitted to start school without these documents.

School Withdrawal Procedures

Parents should notify the school as soon as they know they will be leaving Camp Lejeune, but at least 10 school days prior to a student's last day at TTES. Parents should come to the office to clear the student's records and make sure all school fees; to include lunch accounts have been paid to date.

School Cancellations/Unannounced Dismissals

The Superintendent of Schools will issue instructions for school closings, late openings, and early dismissals. School cancellations or closings due to weather conditions will be announced over almost all local radio and television stations. Principals will also inform parents by using the One Call Now 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.

Students' Rights and Responsibilities

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

The following rights are retained by students:

Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160, Director of DoDEA Memorandum (subject: Executive Order 13160 Guidance; Ensuring Equal Opportunity in Federally Conducted Education and Training Programs) dated March 18, 2003, DoDEA Administrative Instruction 2500.14, and DoD Instruction 1342.12 without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.

Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct, consistent with the written directives stated in subparagraph '1a' above and DoDEA Director Memorandum "Safe and Drug Free Schools".

Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution; freedom from unwarranted search and seizure under Amendment IV of U.S. Constitution; and due process under Amendment V of U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.

Right fair and appropriate discipline in accordance with DoDEA Regulation 2051.1. 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.

This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with DoDEA Regulation 2051.1. Schools allow equal access to school facilities by student sponsored non curriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4 of Administrative Instruction 2051.02.

This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

Dress Standards

Camp Lejeune District Schools 'Student Dress Code'

1. Camp Lejeune District Schools (CLDS) has enacted a dress code policy that prescribes a *standardized dress code* for all students in grades Pre-Kindergarten through 12. The purpose of the student dress code is to promote a safe, positive learning environment and to establish reasonable standards of health and decency in all of our schools. The CLDS Student Dress Code is consistent with Marine Corps Base Camp Lejeune Base Order 1020.8Y, dated 4 January 2012, Subject: "Uniform and Clothing Regulations." The school administrators and staff will determine if a student's attire or appearance conflicts with these rules and expectations.
2. This policy applies to all CLDS students during the regular school day, study/field trips, and when students represent the school. The policy will also be enforced on all school district property including school buses and other school vehicles. The principal may make reasonable accommodations to the policy based upon a student's documented religious beliefs and/or documented medical conditions. If a student enrolls in CLDS after the school year begins, he/she must be in compliance with this dress code policy *within two weeks* after enrolling.

a. All students shall be dressed in a manner appropriate for the school learning environment. The students' clothing shall be clean and have no rips, tears, or holes.

(1) Students' appearance, clothing, jewelry, book bags, and any other articles may not:

(a) depict or contain implied acts of or messages/images relating to weapons, knives, profanity, vulgarity, obscenity, violence, gore, sex, lewdness, gang affiliation, and/or other inappropriate language;

(b) contain messages/images related to and/or promote the use or abuse of tobacco, drugs, alcohol, and/or illegal substances;

(c) create a threat to or compromise the health or safety of the student or others; be associated with intimidation, bullying, racial/ethnic slurs or epithets, violent groups, and/or about any issue which students have been previously notified by school personnel; or

(d) disrupt the educational process, class or school environment, or school operations.

(2) Revealing or provocative apparel will not be worn. See-through and mesh-type tops may be worn only with standardized dress code apparel underneath.

(3) Excessively tight clothing (e.g. Spandex pants or tops, yoga-style pants or tops, leggings, pull-ups, jeggings, or pajama jeans), excessively baggy clothing, pajamas or other sleepwear, swimwear or undergarments may not be worn as outer garments. Solid color leggings, hose, and tights may be worn under other clothing; however, the outer garments must meet the CLDS student dress code requirements, including length.

b. Students will wear collared, solid navy blue, solid red or solid white long- or short- sleeve, polo or button-down or snap front shirts or blouses. All clothing will be worn in a manner that does not reveal underwear or cleavage. Also, except for the student's arms, no bare skin will be visible between the top of the shoulder area and the line on the legs that is 3 inches above the top of the knee cap. The shirts and blouses shall have no stripes or piping and no writing other than what is prescribed in this policy.

(1) The polo shirts and blouses may have the CLDS school name, student's initials, and/or shirt/blouse brand (e.g., Nike or Izod, on the front, upper left side of the shirt (chest area). Also, if approved by the principal, the current members of a CLDS school sports team, band, or club may include their team or club name with their school name on the upper left side of the shirt (chest area).

(2) The school, group, designer names and student's initials together will not exceed the size of a dollar bill.

c. Students may wear a navy blue, red, white, or gray pullover or zipper front hooded sweatshirt (hoodie), pullover sweatshirt, or pullover button- or zipper front sweater as an outer garment. The hoodie and sweatshirt may have on the front the name or initials of any CLDS school, college or university, United States military service, or designer brand (e.g., Nike or Izod). No writing is allowed on the front, back, or sleeves of the hoodies, sweatshirts, or sweaters other than what is specified in this policy. The color of the hoodies, sweatshirts, and sweaters will be solid, and these garments will have no stripes or piping. If a student removes his/her hoodie, sweatshirt, or sweater, he/she must wear a dress code shirt or blouse prescribed in paragraph 2b above.

d. Students will wear the dress code bottoms specified below. The color of all dress code bottoms will be solid. The dress code bottoms will have no stripes, piping, or writing.

(1) Long or short Khaki, black, navy blue or denim trousers, pants, slacks, skorts, skirts, capris, and blue or black jeans or shorts may be worn. These garments must be worn at waist level and must have hemmed seams (no frayed seams). Also, skirts, skorts, and shorts will be no shorter than 3 inches above the top of the knee cap. Except for PE classes, sweatpants and other exercise apparel, including “runners’ pants”, will not be worn as outer garments.

(2) Solid navy blue, solid red, solid black, solid white or solid denim collared dresses may be worn. These garments must have hemmed seams (no frayed seams) and will be no shorter than 3 inches above the top of the knee cap.

e. Students who are enrolled in CLDS programs that have specific attire requirements will comply with these program requirements as directed by the instructor and approved by the principal. Some examples of these programs are the Lejeune High School (LHS) Career Practicum Program, Culinary Arts Class, Marine Corps Junior ROTC and LHS Band.

f. The Lejeune High School Principal may authorize the high school seniors to wear a color top that is different than the standardized dress code colors.

g. School principals may designate spirit wear days and special events during which students may wear clothing that is otherwise prohibited. Students who do not wear the attire approved for such activities will wear the standardized dress code attire.

h. Physical Education Classes: Middle school and high school students will wear light-colored T-shirts or polo shirts, dark bottoms and sneakers consistent with this policy. Elementary school students will not change clothes for PE classes but they must wear sneakers.

3. Additional clarifications and restrictions are provided in subparagraphs 3a through 3e below:

a. Sunglasses or headgear will not be worn inside the school building. This includes, but is not limited to, hats, caps, hoods, headphones, sweatbands, bandanas and/or scarves worn on the head. Students will not wear scarves that cover all or part of the head. Small scarves may be used to tie ponytails. Elastic circular headbands and U-shape plastic headbands may be worn; however, these headbands will not be worn around the forehead and they will have no decorations or other items extending from them.

b. Chains attached to wallets or trousers/pants are not permitted.

c. Excessively long jewelry chains, large pendants or medallions, oversized jewelry or gang-related beads are not permitted. Jewelry and other items with spikes or sharp edges may not be worn. For safety, jewelry and visible body piercing items must be removed in PE class.

d. Accessories (e.g., scarves worn around the neck, neckties, and belts) may be worn if consistent with this policy.

e. Safe footwear shall be worn at all times. Closed-toe shoes will be worn during science labs. House slippers, “shower shoes”, shoes with wheels, or “Heelys” are not permitted.

4. If an item worn by or in the possession of a student presents a safety concern, the principal may direct that it be removed and not be worn or brought to school property or at school events.

5. Cold weather and rain outerwear (i.e., jackets, heavy coats, or raincoats) may be worn to and from school, but such outerwear may not be worn indoors during the day. The students will secure their outerwear in their lockers. If lockers are not available for students, outerwear may be hung in the classroom in an area designated by the teacher, as approved by the principal. If the school or classroom is unusually cold, the principal or designee may allow the wearing of outerwear in the building. Students may wear outerwear as they exit the school for the day.

6. If a student's dress or appearance violates this dress code, the student will be given an opportunity to correct the problem and the student's parent(s) will be notified of the violation. The principal or designee may offer an acceptable article of clothing to the student. Unless the violation is extreme, the student will be promptly returned to his/her class afterward. In elementary grades, the teacher or another staff member would call the parent. Consequences for the second and subsequent violations could include after-school detention and more serious action.

7. A Quick Reference Guide, which shows some examples of appropriate and inappropriate items, is available on the district and schools' homepages.

8. The principal or his/her designee will make the final determination regarding the student's attire or appearance. This includes resolving all issues of interpretation or application of the CLDS student dress code policy.

Revised, March 18, 2016

Electronic Devices

Electronic devices 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 child's teacher 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 office staff that she/he is expecting your call. This is to respect instructional time and avoid disruptions. The office staff will transfer you to the teacher's voicemail box and 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 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.

Discipline Procedures

Discipline Mission Statement

Camp Lejeune Dependents 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 CLDS rules and consequences apply to ALL CLDS students at ALL CLDS functions and on ALL CLDS 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.

Detailed Guidance

1. Beliefs

- a) The interaction of environment, instinctive needs, and experiences consequences behavior.
- b) When behavior is reinforced, it will be repeated.
- c) Expectations of the educational community influence behavior.
- d) School discipline is successful when combined with effective teaching practices.
- e) Students are responsible for their own actions according to their ages and levels of maturity.
- f) Students must be helped to make connections between their behavior and consequences.

2. Students' Privileges

- a) Students have the privilege to attend school, and learn. It is their right to expect respect at school, on the bus, or at school activities from other students and school employees. It is the responsibility of the school system to protect students from sexual harassment and physical or verbal abuse from other students and school employees. Students have the responsibility to follow published district, school, and classroom rules. Students who are accused of violating the rules or displaying improper conduct will be provided with due process which at the minimum means they will be informed of the violation and will be provided with a chance to explain their position except when their presence in school could endanger other students. Discipline will be conducted firmly and fairly. Corporal punishment will not be used as a disciplinary method.
- b) For minor offenses, the principal or designee may assign consequences commensurate with the offense and in accordance with the development and maturity of the student involved.
- c) Members of the CLDS community must have a sense of belonging. Thus members will feel capable of contributing to their school community. Parental support is critical to a successful discipline program.

3. Core Expectations for Staff, Parents, and Students

Staff members are expected to:

- a) Exhibit proper and adequate control of students, including students not directly under their supervision.
- b) Be responsible for the instruction of students and parents concerning school and classroom rules and regulations for proper conduct.
- c) Work cooperatively with other staff members, parents and students and treat them with respect and courtesy.
- d) Enforce school rules and policies fairly and consistently, while respecting the dignity of students, parents and other staff members.
- e) Be responsible for establishing an atmosphere of proper school behavior by modeling and setting guidelines for such behavior.

- f) Create a positive and safe learning environment for all students, staff and other adults.
- g) Communicate with school personnel, students, and parents in a responsible and nonthreatening manner, without *abusive language or physical violence.

* Abusive language is defined as any words or gestures intended to insult, hurt feelings, or show defiance, such as slander, public accusations, or racial/religious/sexual slurs.

Parents are expected to:

- a) Cooperate and comply with the school administration of school procedures and rules.
- b) Respond without undue delay to any request by school officials to attend conferences regarding student behavior or progress.
- c) Be responsible for the willful misconduct of their children.
- d) Treat all school personnel and students with respect and courtesy.
- e) Communicate with school personnel and students in a responsible and non-threatening manner, without abusive language* or physical violence.
- f) Communicate concerns or questions regarding school policies and procedures directly to school personnel in an appropriate setting (without children).
- g) Assist their child in attending school regularly and on time.
- h) Provide for their child's health, personal cleanliness, acceptable grooming and suitable dress. Be responsible for their child's understanding and exercise of self-discipline and independence.

Students are expected to:

- a) Develop a sense of responsibility for their actions.
- b) Treat all students, parents, staff and other adults with respect and courtesy.
- c) Communicate with others in a responsible, honest and non-threatening manner without abusive language* or physical violence.
- d) Be aware of and conform to class, school, and system-wide rules and regulations.
- e) Follow directions from an adult in authority without undue delay and in a cooperative manner.
- f) Respect others' property and personal space by not exhibiting any unacceptable physical contact (vandalism, theft, hitting, pushing, public displays of affection, pulling hair, etc.).

4. Developing School-Wide Discipline Plans

- a) The implementation of a written disciplinary plan for each school is necessary since each school site has individual, unique characteristics. The school plan, however, must fit into the overall framework of school district policy to assure that discipline will be handled in an equitable manner throughout the district.
- b) Parents, students, staff, and community members can be involved in the development of the school plan. District resources, professional associations, and both theoretical and applied research related to what works should be available to those people shaping policy and procedures. Staff development for those implementing the policy should be ongoing.
- c) Each school should closely monitor and assess the effectiveness of both the designed policy and its implementation.

5. Consequences of Conduct Violations

Student discipline may follow the progression of less severe punishment for the first infraction with increases in punishment for each subsequent offense. However, any severe disruption or offense may result in a more severe penalty based on the nature of the incident. The principal and/or teacher, consistent with the powers and authority delegated to them by the CLDS, have the authority to take additional administrative action or modify administrative action if, in their opinion, it is warranted by the nature of the misconduct. Individual schools may supplement the list of Group 1: Serious Offenses in their Student Handbooks, since this Behavior Policy is not meant to include **all** possible infractions. Students who do not meet the behavior expectations are subject to the following consequences or combination of these consequences (consequences may vary according to age appropriateness):

6. Disciplinary Advisory Board

At the request of the appropriate CLDS administrator, a Disciplinary Advisory Board will convene. At the Disciplinary Advisory Board meeting, recommendations regarding punitive actions against the student, up to and including expulsion, will be forwarded to the Superintendent, Camp Lejeune Dependents Schools, for final action.

The student and the student's sponsor will be invited to attend the Disciplinary Advisory Board meeting.

GROUP I: SERIOUS OFFENSES

Occasional Unexcused Tardiness to School and /or Class

Minor Bus Misconduct

General Disruption of the Orderly Educational Process

Disrespect or Use of Vulgarity or Vulgar Gestures toward other Students

Public Display of Affection

Wearing Clothes or Accessories that are Inappropriate for the Educational Setting

Unauthorized Selling of any Product for Personal Profit

Gambling

Disruptive Use of Portable Electronic Devices (e.g. - beepers, cellular phones, walkie talkies, recorders, toys, etc.)

GROUP II: MAJOR OFFENSES

Defiance of Authority and/or the Use of Vulgarity or Vulgar Gestures toward School Personnel.

Disruptive Behavior Including On The Bus, On Campus, In The Cafeteria, During School Activities and/or Events

Simple Assault and/or Threats

Bullying

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

Teasing

Name-calling

Inappropriate sexual comments

Taunting

Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social bullying includes:

Leaving someone out on purpose

Telling other children not to be friends with someone

Spreading rumors about someone

Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

Hitting/kicking/pinching

Spitting

Tripping/pushing

Taking or breaking someone's things

Making mean or rude hand gestures

Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include: mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Misrepresentation or Forgery of a Signature and/or An Excuse

Smoking, Possession of Tobacco, Cigarettes, Cigars or other Tobacco Products on School Grounds or at School Activities.

Stealing

Cheating and/or Plagiarism

Truancy

Fighting and/or Mutual Fray

Hazing, Harassment, and/or the Malicious use of Slurs Based on Race, Gender, Religion, Ethnicity, Language Against Another Background and/or National Origin

Sexual Harassment

Lying or Participating in a Deception which may lead to an Adverse Action Against Another (false accusation)

Use or Possession of Alcoholic Beverages

Extortion

Vandalism

Possession of Paraphernalia Related to the Use of Illegal Drugs

Instigator or Accomplice to GROUP II Violation

Chronic Unexcused Tardiness to School and/or Class

Habitual Offender of any GROUP I and/or Group II Offenses

GROUP III: CRIMINAL OFFENSES

a) Aggravated Assault and/or Assault & Battery

b) Possession and/or Concealing a Weapon

c) Robbery or Burglary

d) Possession, Use, and/or Distribution of Illegal Substances Or Drugs

e) Sex Violations

f) Aggravated Vandalism

g) Willful Detonation of a Fire Alarm without a Just Cause and/or Calling a False Report of an Event that could affect the Health, Safety, or Welfare of Students, Employees, or Visitors to the School. (i.e. Bomb Threat)

h) Possession and/or Concealing A Detonation Of Any Device- Which May Result In Bodily Harm

i) Arson

j) Instigator or Accomplice to any GROUP III Offense

k) Habitual Offender of any GROUP II or III Offenses

Teachers will be courteous, fair and reasonable in dealing with students. Each classroom has posted a list of class rules, consequences and rewards. Your teacher will share the classroom discipline plan with you. We stress the positive rather than the negative approach through our discipline plan. Please note the following rules:

SCHOOL WIDE EXPECTATIONS

1. Be in your seat, prepared and ready to work when the tardy bell rings.
2. Remain seated unless permitted to do otherwise, or until dismissed by the teacher.
3. Follow directions the first time they are given.
4. Raise your hand before speaking unless permission is given to do otherwise.
5. Keep hands, feet, and objects to yourself
6. Show respect to adults and classmates at all times.

CONSEQUENCES INCLUDE

Warning/name recorded

Time Out

Parental contact

Principal's Office

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

Fighting: There is no justification for fighting. Students must learn to walk away -- to tell a teacher if others are bothering them. We need all parents to work with us to provide a safe and orderly climate in which students can learn. Please be aware that we are taking a strong stance against fighting. Students will be suspended **IMMEDIATELY** for fighting, and **ALL STUDENTS INVOLVED** in a fight will be punished. Parents will be called from work or home to come to school and pick up their child. A suspension letter may be sent to the Command Inspector via Assistant Superintendent, Camp Lejeune Dependents Schools.

TEACHER RESPONSE TO STUDENT VIOLENCE

It is the policy of Camp Lejeune District 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

Staff members have the responsibility to attempt to prevent fights between students.

Students have the responsibility to avoid conflict and to resolve their differences through non-violent means.

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.

Staff members who observe students fighting will take the following action:

Command the students to stop fighting;

Attempt to prevent other students from participating;

Send for the principal, assistant principal, or to the school site office

Child Abuse/Neglect

The Department of Defense Educational Activity (DoDEA) which provides administrative services and support to the Domestic Dependent Elementary and Secondary Schools (DDESS) has mandated that any and all school personnel report suspected child abuse and neglect (DoDEA Regulation 2050.9, enclosure 2). The regulation (2050.9) defines child abuse/neglect as the following:

Physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened.

For further clarification outside of the DoDEA regulation, "negligent treatment" means the failure to provide, for reasons other than poverty, adequate food, clothing, shelter, or medical care so as to seriously endanger the physical health of the child (42 USC Sec. 13031). Neglect also includes unattended or inadequate supervision of minors and chronic deprivation of educational opportunities.

The term [child abuse/neglect] encompasses both acts and omissions on the part of a responsible person. A "child" is a person under 18 years of age for whom a parent, guardian, foster parent, caretaker, employee of a residential facility, or any staff person providing out-of-home care is legally responsible. The term "child" means a natural child, adopted child, stepchild, foster child, or ward.

The term [child abuse/neglect] also includes an individual of any age who is incapable for self-support because of a mental or physical incapacity and for whom treatment in a Medical Treatment Facility (MTF) is authorized.

Our primary responsibility and concern must be for the safety and welfare of the child.

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

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

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

BUS REGULATIONS

The following rules are important to the safety and welfare of all students who must be transported to and from school on a daily basis. We request that parents support us in maintaining discipline and proper behavior while aboard all school buses. Student refusal to obey the regulations stated below will result in the driver taking the student to the Principal. The Principal will administer the appropriate discipline as follows:

First Offense: Letter of warning issued and/or suspension.

Second Offense: Possible suspension from bus for one to five days; and letter home.

Third Offense: Suspension from bus for five to ten days; and letter home.

Fourth Offense: Suspension from bus for ten to thirty days; and a letter home.

Fifth Offense: Expulsion from bus for remainder of school year; letter to the Assistant Superintendent and Base Motor Transport.

*Parents must provide transportation for students during a suspension period.

Breakfast and Lunch Program

The Tarawa Terrace 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 main entrance** at the front of the school and go immediately to the cafeteria. Students eating breakfast must use their best manners and follow all cafeteria rules. 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.

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 students are well behaved and mannerly. Students should eat first and then talk quietly to the student seated closest to them and follow the instructions of the cafeteria monitors.

The Tarawa Terrace 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 may be downloaded at www.am.dodea.edu/lejeune/studentinfo/childnutrition. 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. A parent must accompany the Preschool student while in the cafeteria. Contact the Child Nutrition Office for information on eligibility requirements.

Cafeteria Payment Procedures

Camp Lejeune Dependents Schools has an automated cash collection system. Each student is issued a personal school meals account 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 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.

A refund will only be made when a child withdraws from Tarawa Terrace 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

If your child forgets his/her lunch money, they will be allowed to charge for up to two days. Repayment of funds is expected the next day. If repayment has not been made after your child has borrowed for two days, no further charges will be made. The system is designed to assist a child who occasionally forgets his/her lunch money. If funds have not been repaid after charges exceed the two day limit, the parent will be contacted by phone. Paying for meals in advance greatly helps to prevent lost or forgotten lunch money. Each week, a designated school official will receive a list of names whose negative student meal pay accounts exceed \$15.00. The designated school official will contact the family to pay the account balance. If the family fails to pay the account balance, then a designated school official will contact the Service member's unit commander in writing. The Free and Reduced Price Meal Program is available to aid families who need financial assistance to help pay their child/children's meals.

Lunch Guests

Parents are invited to have lunch with their children in the cafeteria during their lunchtime. Parents are not to bring fast food from local restaurants for their child during scheduled Child Nutrition meal periods or any other time during the school day. Students and parents are encouraged to participate in MAD Child Nutrition Programs or bring a healthy meal from home. 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. **Students may bring birthday invitations at the teacher's discretion to school only if there is an invitation for each student in the classroom.** Classroom teachers will determine an appropriate time for distribution. Simple birthday treats such as; pencils, erasers, and bookmarks may be brought in for sharing at the teacher's discretion. Cupcakes may be purchased in advance through the school cafeteria. 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.

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 during classroom approved celebrations 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.**

Please consult with the classroom teacher and the school nurse with any questions pertaining to daily snacks. Parents may contact our school nurse at 450-1635 if you have any further questions or concerns about this important matter regarding this policy that protects the health and safety of our students.

Emergency Information

Telephone Numbers

Please maintain current and accurate home and work phone numbers 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 coming into the front office.** If unable to contact parents due to incorrect phone numbers, we will contact the sponsor's military unit for assistance.

Emergency Contact

If your child gets sick during the school day, we will attempt to notify parents **first**. If a parent cannot be reached, it is important that we have emergency contact phone numbers of friends or neighbors who can take care of your child until you can be notified. **Please keep this information current and accurate at all time. Students will only be released to those individuals that are on file in the student data system. Changes will not be made over the phone.**

Fire

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

Tornado

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

Lockdown

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

Shelter in Place

Students will relocate to the multipurpose room. Teachers will follow procedures as indicated by their Administrator.

Visitors and Volunteers

Sign-in Policy

Tarawa Terrace 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, present a photo ID, 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. Volunteers are asked to sign in on the Volunteer Log Booklet located in the office.

Volunteers

Volunteers are needed throughout the year in many areas. In August, volunteers are recruited for a variety of classroom activities and school wide projects. Any individual that would like to become a volunteer must complete the volunteer packet available in the front office. 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 in the front office.

Tarawa Terrace PTA

TTES 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 meetings are held at least three times yearly, with involvement in many school activities throughout the year. Please join the PTA during the membership drive in August or at any time during the school year.

Special Student Activities

Study Trips

Numerous opportunities are provided for students to participate in educational study trips and special activities. Children 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 have an approved volunteer packet, complete AT1 training, and provide the certificate showing the completion on the AT1 training.

Additional Information

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

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

Cell Phones: Cell phones are to be turned off at school. If a student plays with or uses a cell phone during the day, it will be kept in the office with the principal until a parent comes to school to retrieve it.

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

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

Money: Children should bring money in a container labeled with their full name. Children should not bring extra money to school.

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 TTES 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 should always walk on sidewalks.

STUDENT SAFETY is our first priority at Tarawa Terrace Elementary School

- Cones blocking the Kiss and Drop loop will be moved by school personnel at the appropriate times.
- Cars may enter the loop at 0800 to drop off for breakfast and between 1500—1515 for afternoon pick-up.
- Vehicles should always move up as far as possible in the pick-up and drop-off areas to ease traffic back-up into the street.
- If you visit the school at times other than those posted above, park your car in the visitor's lot. Never park in the loop due to Anti-terrorism/Force Protection regulations.
- Children should ALWAYS enter and exit vehicles on the passenger side.
- Once children are secured in vehicles, the left lane of the loop may be utilized to bypass cars that are loading in the loop. **MOVEMENT SHOULD BE MADE WITH EXTREME CAUTION.**
- Always use the crosswalk in the pick-up loop to travel back and forth between the parking lot and the school. Our students will follow the examples set by adults.
- We respectfully request that drop-off and pick-up time in the loop not be used as a parent teacher conference time. Please schedule a conference with your student's teacher. Traffic flow must be maintained during these heavy traffic periods.
- Bicycles and scooters will be walked onto and off of campus using sidewalk pathways.
- Base Order V5560.2L paragraph 5007 mandates that helmets will be worn when riding bicycles, scooters of all types, skateboards, and roller blades/roller skates.
- Base Order 5560.2L paragraph 4003 mandates that vehicles may not park on grassy or seeded areas, such as the shoulder of the road adjacent to the sidewalk.
- **Pets are not allowed on campus.**

Tarawa Terrace Elementary School staff on duty is there for the safety of students. It is our responsibility to communicate concerns to parents as we monitor school safety. Courtesy and cooperation are expected and appreciated as we work together for the safety of our school community. Thank you for working with us to provide the safest school environment possible for the children and families of Tarawa Terrace Elementary School.



Attendance – what everyone should know:

- School attendance is a serious issue for children throughout the country and military children are no exception.
- Many families — both military and non-military — underestimate the importance of regular school attendance for young children (kindergarten and first grade) but even missing just 5% of kindergarten — that's just nine days — can be an indicator that a child will fall behind by the fifth grade.
- Regular school attendance has a cumulative effect of establishing life-long positive traits — responsibility, determination, respect for rules of society -- that are critical for developing career readiness skills, success in college and in life.
- Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers and provides opportunities for important communication between teachers and students.
- DoDEA has an attendance policy that is consistent with attendance policies in many U.S. public schools.
- DoDEA's attendance policy is founded on the principle that regular student attendance promotes higher levels of student achievement, school connectedness, and readiness for colleges and careers.
- Key components of the policy include:
 - A requirement for students to attend school for 180 instructional days per school year (subject to specific exceptions noted in the policy).
 - A requirement for students to complete an educational plan consistent with regularly planned school work during absences.
 - Increased communication with parents about the effects of absences on student performance.
 - Referral of students with five days of absences to the Student Support Team.
 - Referral of students with seven days of absences to the local Command for appropriate intervention and support.
 - A Student Educational Monitoring Plan to lessen the impact of a student missing classroom instruction if they need to be out for more than five days.
 - Daily attendance record-keeping, review, and analysis.

■ Excused absences can include:

- Personal illness
- A medical, dental, or mental health appointment
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a relative
- A religious holiday
- Emergency conditions such as fire, flood, or storm
- Unique family circumstances warranting absence and coordinated with school administration.
- College visits that cannot be scheduled on non-school days
- Reasonable amounts of time surrounding deployments and reintegration providing missed schoolwork is obtained in advance and completed upon return.

■ Academic penalties will not be imposed for excused absences.

■ We will continue to be as flexible as possible in accommodating the precious time families have together but flexibilities and accommodations have limitations, especially when they impact on student performance and attendance at school.

Attendance – what parents should know

■ Parents can team up with teachers to make sure students are in school and ready to learn.

■ How parents can help:

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



Tarawa Terrace Elementary School
is proud to serve the military community,
children and families at Camp Lejeune Marine Base
and New River Air Station.

2017-18 SCHOOL YEAR CALENDAR

Camp Lejeune Dependents Schools

<p>21-25 - Teacher CCRS/PD/Workdays*</p> <p>28 - First day for grades 1-12; K Orientation</p>	<p>August 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>4 - Labor Day Holiday*</p> <p>11 - Pre-K Orientation</p> <p>12 - First day for Pre-K students</p> <p>27 - Professional Development Day*</p> <p>29 - 1st Qtr Progress report</p>
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<p>9 - Columbus Day Holiday*</p> <p>27 - CCRS Day*</p>	<p>October 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p>September 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	S	M	T	W	Th	F	S	1					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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<p>7 - End of 1st Pre-K Trimester</p> <p>8 - PK Staff Workday</p> <p>8 - 2nd Qtr Progress report</p> <p>15 - CCRS Day*</p> <p>Dec. 18 - Jan. 1 - Winter Break*</p>	<p>December 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>November 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
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<p>19 - Presidents' Day*</p>	<p>February 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>January 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
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<p>2 - Teacher Workday*</p> <p>9-13 - Spring Break*</p>	<p>April 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>March 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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<p>13 - Last Day for Pre-K students</p> <p>14 - Last Day for K-12 students; End of 4th QTR (45 days)</p> <p>15 - Teacher Workday*</p> <p>LHS Graduation</p>	<p>May 2018</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>10 - 4th Qtr Progress report</p> <p>16 - Accelerated Withdrawal Day</p> <p>25 - CCRS Day*</p> <p>28 - Memorial Day*</p> <p>29 - Professional Development Day*</p>
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Nov. 22, Dec. 18, April 9 - Make-up days for inclement weather (if needed)

School hours for Bitz, Delalio, Heroes, Johnson and TTES: 8:30 a.m. - 3:00 p.m.
(with early release at 1:00 on Weds.)

Brewster Middle School/Lejeune High School: 7:40 a.m. - 2:35 p.m.
(Noon release on Sept. 13, Oct. 11, Nov. 8, Dec. 6, Jan. 10, Feb. 7, Mar 7 & Apr 25)

Community Superintendent: 910-451-2461

Bitz Intermediate School: 910-451-2573

Brewster Middle School: 910-451-2561

Delalio Elem School: 910-449-0601

Heroes Elem School: 910-449-8000

Johnson Primary School: 910-451-2431

Lejeune High School: 910-451-2451

Tarawa Terrace Elem School: 910-450-1633

School Foods Services: 910-451-2447

Schools Transportation: 910-451-2554

Report Card Dates

QTR 1: Nov. 9 (given at Parent Conference)

QTR 2: Feb. 2

QTR 3: April 6

QTR 4: Mailed June 22

* - No school

Revised 8/25/2017