

# Johnson Primary School

## Parent-Student Handbook 2012-2013



**“Home of the Osprey”**

Johnson Primary School

*J.P.S. kids S.O.A.R. higher!*

2027 Stone Street  
Camp Lejeune, NC 28547  
Phone: 910-451-2431  
Fax: 910-451-2433

Scott Tefft, Principal  
Kendra Wetherington, Assistant Principal

***“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***



Johnson Primary School  
Camp Lejeune Dependent School  
2027 Stone Street  
Camp Lejeune, NC 28547  
Phone (910) 451-2431  
Fax (910) 451-2433

Dear Students and Parents,

Welcome to Johnson Primary School. Please carefully review your Parent-Student Handbook to learn about JPS. The handbook has been written to provide you with useful information about the school's history, policies and procedures, and educational program. We ask that you keep the handbook in a consistent place in your home and refer to it as needed throughout the 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 for all JPS students to S.O.A.R! ☺ If you have questions, you are always welcome to call the person at JPS that can best serve you.

We hope to have every JPS student in school each day. Academic success is a partnership between home and school. Regular school attendance is essential for school success. 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.

I hope you will involve yourself in many activities at JPS. Parents are encouraged to actively participate in our school family. We hope that you will volunteer at V and join us for lunch often. I look forward to working with you to provide a quality educational experience for your child/children.

Together all JPS students **S.O.A.R.**

**S**uper Problem Solvers   **O**utstanding Writers   **A**ccomplished Readers   **R**eady for Success

Yours in Education,

*Scott Tefft & Kendra Wetherington*

Chain of Command for Camp Lejeune Dependent Schools

North Carolina District Superintendent

Dr. Emily Marsh

Camp Lejeune Assistant Superintendents

Dr. Harriet Hunter-Boykin

Mr. Carl Albrecht

Johnson Primary School Administrators

Scott Tefft, Principal

Dr. Kendra Wetherington, Assistant Principal

School Board Members

*We are still seeking School Board Member applications! Applications are due Aug. 22<sup>nd</sup> and election on Sept. 6<sup>th</sup>. See the JPS office for more information.*

<i>We need you!</i>	<i>We need you!</i>	<i>We need you!</i>
<i>We need you!</i>	<i>We need you!</i>	<i>We need you!</i>

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# Johnson Primary School Administration

Principal  
Scott Tefft



Assistant Principal  
Kendra Wetherington



**Principal Message:**

I joined the Camp Lejeune Lejeune School District in October 2010 as principal of Delalio Elementary School. We had a very successful year at Delalio and received full accreditation from the AdvancED Quality Assurance Review visit that occurred in the spring.

My career in education began in 1993. I taught elementary school and coached elementary athletics for eight years. I love working with primary aged students! I have been an administrator for ten years. This school year will be my seventh year as an elementary school principal. In 2010, I was named Madera County Principal of the Year and the ACSA Principal of the Year.

I was a military child. My father was a pilot for most of his military career and retired as a Lieutenant Colonel. I understand the challenges of military life. I came to Camp Lejeune because I felt there was no higher calling in education than to serve the families that sacrificially serve us each day and secure our freedoms. I feel like the luckiest guy alive each day I drive onto base and step foot on campus! I have a great deal of heart for the families we serve. I cannot begin to tell you how excited I am about the days ahead. We have a wonderful opportunity before us at JPS to set a positive tone for the school year, to perpetuate meaningful traditions, to create a supportive, effective, nurturing environment, and so much more. In the least, my hope is to serve teachers and staff with an incredible amount of sweat and tears, if needed; and I plan on loving kids and their parents with all my heart. What a gift and blessing it is for us to serve the incredible people of Camp Lejeune. I have an open door policy, will be visible and accessible, and I am looking forward to working with Team JPS to make it a remarkable place for students, parents, and staff!

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**Assistant Principal Message:**

It is an honor to serve as assistant principal for Johnson Primary School. As one of the newest members to Camp Lejeune School District, I want to take the opportunity to introduce myself and provide you with some background information. In addition to teaching 10 year overseas in Okinawa in various elementary grades, I also served three years as a Literacy Specialist and READ 180 teacher prior to accepting my first assistant principalship at Camp Lejeune for Bitz Intermediate in 2011-2012. Working with military families is an excellent opportunity to serve those who serve our country. I bring to you a complete commitment to helping all students reach their maximum potential, academically and socially. My door is open to you and I look forward to serving the JPS students and families.

# Secretarial Staff

## School Secretaries

## School Support Assistant

## Administrative Officer

*Names removed for web  
publication*

### **General Information**

E-mail Address:

[www.am.dodea.edu/lejeune/johnson](http://www.am.dodea.edu/lejeune/johnson)

### **Office Hours**

7:30-4:00

### **K-2 Students' Daily Schedule**

Monday, Tuesday, Thursday, Friday

**8:00** - Breakfast Students may enter the building

**8:10-8:25** - Students arriving to school as walkers/bus riders/car riders assemble in the Johnson Primary School until 8:25

**8:25** - Students are escorted to class from the Multipurpose Room

**8:30** -Instructional day begins

**2:55**- Dismissal Begins- Instructional Day Ends

- Bus Riders
- Walkers/Bike Riders
- Car Riders

### **Pre-Kindergarten Hours**

Monday, Tuesday, Thursday, & Friday

Session 1, 8:30- 10:55 & Session 2, 12:35 - 3:00

### **\*\*Wednesday Early Release Schedule\*\***

K, 1 and 2 Students: 8:10-1:45

Pre-Kindergarten

Session 1, 8:30-10:40 & Session 2, 11:35-1:45



## Johnson Primary School Dedication

Carla Johnson was born in Rapid City, South Dakota, on June 21, 1951. In 1969, she graduated from Wesclin Senior High School in Trenton, Illinois and continued her education at Eastern Illinois University. Mrs. Johnson received her Bachelor's of Science Degree in Education from Eastern Illinois in 1973 and her Masters of Arts Degree in Education from East Carolina University in 1987. She added the Education Specialist Degree from East Carolina University in 1995.

Mrs. Johnson's teaching career began in Kansas in August of 1973 and eventually took her to Okinawa, Japan in 1979 where she taught for the Department of Defense Schools until 1981. She joined the Camp Lejeune Dependent Schools as a teacher at Stone Street Elementary in 1982 and became an Assistant Principal at Russell Elementary in 1992. She was promoted to principal of Tarawa Terrace I Primary School in 1998. Mrs. Johnson later served as principal of Delalio Elementary and Brewster Middle School.

Mrs. Johnson was tragically killed in an automobile accident on April 17, 2001. She left behind her two sons, Blake and Matt and her husband, Mark. Mrs. Johnson is remembered as an incredibly dedicated principal who "would do almost anything for her kids" and was always "right there with them". She lived her life with the belief that if one can "make a difference in a child's life every day, it will make a difference in theirs."

JPS is very proud to be named for Mrs. Carla Johnson. We endeavor to make a difference in each Johnson Primary student's life every day.



Carla Rae Bratton Johnson  
(1951-2001)

# JPS School Profile

JPS opened in school year 2005-2006 as a result of merging the three primary schools on the main side of the Camp Lejeune base. Since that time, JPS has been devoted to continuous school improvement and has developed into an extraordinary school. We pride ourselves in providing a world class education setting for our students and families.

JPS serves approximately 600 students in preschool through second grade. Our school has 37 classrooms with other rooms designed for curricular support, two computer labs and special education services. The professional staff includes teachers for art, music, physical education, media skills and FLES (Spanish). Additionally, a full time nurse, two guidance counselors, gifted resource teacher, psychologist 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. JPS teachers clearly link collaboration to improvement results in instructional practice and student performance. JPS routinely communicates effectively with stakeholder groups within the school and school community to ensure shared decision making, to solicit feedback and to respond to stakeholders, and to work collaboratively on school improvement efforts.

Our school chose the Osprey as our school mascot in the spring of 2011. We believe that the Osprey represents strength and perseverance through challenging experiences. We also believe it represents the symbolism of having a network of support from our school, families and community that act as the "wind beneath the wings" of our students as they learn and grow at Johnson Primary School.

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

1. **Purpose and Direction** - JPS maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning.
2. **Governance and Leadership** - JPS operates under governance and leadership that promotes and supports student performance and school effectiveness.
3. **Teaching and Assessing for Learning** - JPS's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
4. **Resources and Support Systems** - JPS has resources and provides services that support its purpose and direction to ensure success for all students.
5. **Using Results for Continuous Improvement** - JPS 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.

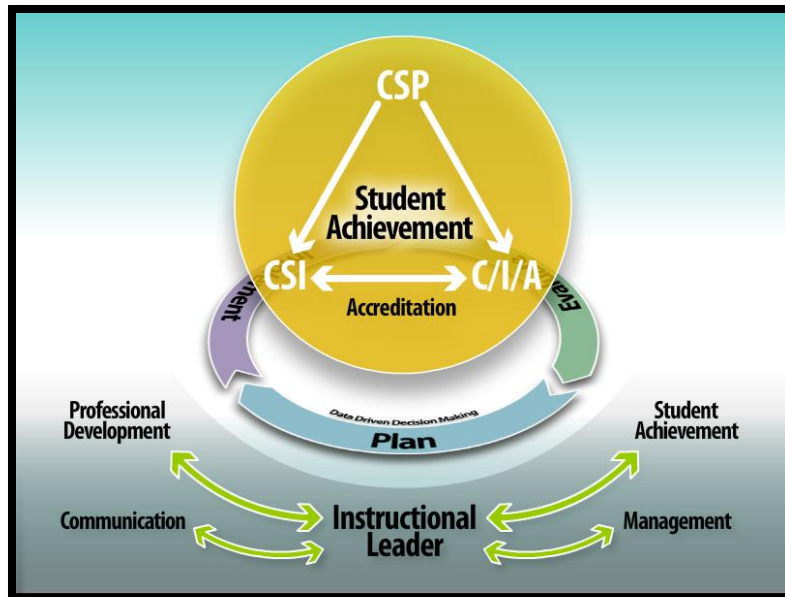
JPS will participate in the AdvancED Pre-QAR process during school year 2011-2012 conducted by a North Carolina District Team. In school year 2012-2013, an AdvancED QAR team will conduct a formal accreditation visit to determine if JPS meets the requirements for reaccreditation.

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 Johnson Primary School.

# Johnson Primary School

## Continuous School Improvement

### AdvancED Accreditation



## DoDEA Early Childhood Philosophy

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)

Johnson Primary 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 Mission Statement

To provide an exemplary education that inspires and prepares all DODEA students for success in a dynamic, global environment.

## Johnson Primary School Vision Statement

JPS kids S.O.A.R. higher!

Super Problem Solvers

Otstanding Writers

Accomplished Readers

Ready for Success

## Teaching and Assessing for Learning

Johnson Primary School

21<sup>st</sup> Century School



STEAM School



We believe it is our responsibility to ensure that all students are prepared for the 21<sup>st</sup> Century. To meet this responsibility, JPS 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.

Johnson Primary 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. JPS 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 JPS 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, JPS 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.

## **Learning Environment and Academic Programs**

A safe and orderly environment creates a quality learning environment. At Johnson Primary 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 Osprey 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.

### **Johnson Primary Osprey Behavior Expectations**

**Outstanding Students**

**Stay Safe**

**Pactice Being Responsible**

**Respect Everyone**

**Excel**

**Yearn to Achieve Greatness**



### **Positive Acknowledgement for Behavior**

At JPS 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.

## **Johnson Primary Osprey Inappropriate Behavior Consequences**

Classroom teachers will handle minor instances of behaviors that do not meet the Johnson Primary Osprey 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:

<http://www.dodea.edu/home/dodea.cfm?gnav=regs>. When the page opens, the Discipline Regulation 2051.1 will be listed with other regulations. Click on the document to review the regulation.

DoDEA Regulation 2051.1 reissues reference to the authority of the agency to update policy and procedures for disciplinary action for all students enrolled in DoDEA schools. It includes special rules for students who are under a current Individualized Education Plan (IEP) or a 504 Accommodation Plan. DoDEA students are responsible for complying with all DoDEA student disciplinary rules, regulations and procedures. Please refer to page 35-44 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](http://www.dodea.edu), Standards and Curriculum, to view published "Parent Curriculum Guides" for additional information.

JPS Class configurations: Pre-K; 1<sup>st</sup> grade; 2<sup>nd</sup> grade; Multi-Age 1-2 and K-2.

### **READING AND THE LANGUAGE ARTS**

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

Children need opportunities to develop their reading and writing skills every day. Please capitalize upon every opportunity to read at home with your child. Read to your child, read aloud together, and have your child read aloud to you. At school, children write every day within a clearly identified framework or structure. Writing is taught as a process and students learn to gather ideas, write a rough draft, revise, edit, and create a

finished product. At home, invite your child to create authentic text through such activities as making grocery lists, writing notes and letters, using diaries and journals, or authoring stories on their own.

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

## **MATHEMATICS**

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

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

## **SCIENCE**

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

## **SOCIAL STUDIES**

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

## **HEALTHFUL LIVING**

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

## **SPECIAL AREA CLASSES**

- Physical Education 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.

## **FOREIGN LANGUAGE ELEMENTARY SCHOOLS**

Foreign Language in Elementary Schools (FLES) is a DoDEA initiative. AT JPS, student grades K-2 receive instruction in Spanish 90 minute each week. Spanish is considered a core subject, and as such, is a standards based curriculum.

## **Curriculum Enhancement Activities**

Johnson Primary 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**

### **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 DoDDS regional, district, and school educational policies. DoDDS 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 JPS students and supervises vision and hearing screening, maintains health records, and administers any medications required for students.

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

- |                                                              |                     |
|--------------------------------------------------------------|---------------------|
| 5 doses of DTP (5th dose after the 4 <sup>th</sup> birthday) | 2 doses of HepA     |
| 3 doses of HepB                                              | 2 to 4 doses of HiB |
| 4 doses of IPV (4th dose after the 4 <sup>th</sup> birthday) | 2 doses of MMR      |
| 2 doses of VAR                                               |                     |

\*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 anytime.

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.

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

Please be advised that the provision for riding the Camp Lejeune Schools' buses to and from school is a privilege. Behavior expectations for bus riders are listed on page 43 of this handbook. These expectations should be reviewed with students by teachers and parents often. **Any conduct or activities that threaten the health, safety or welfare of the bus driver, other students or any other riders in any manner could result in indefinitely terminating all bus riding privileges.** Therefore, it is essential that the home and school work together to make our buses safe for children. When necessary, the bus driver will counsel children who do not follow the bus behavior expectations. If students

continue to choose not to follow the bus safety expectations, bus drivers will write a Bus Incident Report for school administrators. The principal and/or assistant principal will review the incident report with students to determine an appropriate consequence. Parents will be called each time a Bus Incident Report is written regarding a student's behavior that does not comply with the behavior expectations. Repeated incidences will result in suspended bus riding privileges. Bus riding behavior expectations are to provide the safest transportation for students as possible. We appreciate your vigilance and support in this effort.

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

### **Private Vehicles**

Children transported in private vehicles will arrive and depart at the front of the school. 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 and to assist students out of vehicles each morning. In the afternoons, an adult will escort students to their vehicle and will assist them with getting in and using seat belts. 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 in and out of vehicles. Car pooling does reduce the number of vehicles in our entrance area during arrival and dismissal and is encouraged. The speed limit in school zones is 25 miles per hour; in parking lots, 5 miles per hour.

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

## **Bicycle Riders and Walkers**

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

## **Morning Arrivals for the Breakfast Program**

### **Late Arrivals to School**

The instructional school day begins at 8:30 AM. Children should not arrive before 8:10 AM. Prior to 8:10 AM there is no one available to supervise children. Children participating in the breakfast program may arrive at 8:00 AM. Due to the time involved with getting breakfast from the cafeteria and having time to eat, children must arrive before 8:15 AM. Children will only be allowed to enter the school through the main corridor located in the front of the school and must go directly to the cafeteria to participate in the breakfast program or to assemble in Multipurpose Room until 8:25 AM.

When it is necessary for a child to arrive after the school day begins, 8:25 AM, a parent/guardian must accompany the child to the office to sign him/her in and to pick up a Tardy Admit Slip. The child must present the Tardy Admit Slip to the teacher for admittance to class.

### **Absences from School**

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

Highlights of this regulation are as follows:

- School attendance is important and in order to receive the best education, students need to Be Here! This year, DoDEA is implementing a system-wide attendance policy

for students in DoDEA schools throughout the world. This new policy is consistent with those found in many public schools throughout the United States.

- School attendance issues have been identified as a serious issue for children throughout the country and military children are no exception.
- DoDEA's new attendance policy provides specific guidance on attendance, absences and identifies support services for students at-risk for not fulfilling the grade or course requirements.

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:
  - 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.
- 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.

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 supports and interventions.

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.

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](http://www.dodea.edu)



## **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.

### **Signing Students Out of School**

When a child needs to be signed a child out of school during school hours, parents may park **ONLY** in the designated parking lot and come to the school office where the student will be signed out. **Students must be signed out by 2:15 pm on a regular school day and on Wednesday a parent or guardians must sign his or her child out No Later Than 1:00pm. Everyone is required to show picture identification. The front office will call the child to the office for check out.** Children are not permitted to leave the school grounds during school hours unless parents have signed them out in the office. If children are to be picked up from school by someone other than a parent or guardian, the school must be provided with written permission, in advance. For safety reasons, no student will be allowed to walk home early without adult supervision.

## School Enrollment Procedures

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

- a. Certified Birth Certificate: A birth certificate must be issued from the Department of Vital Statistics of the state of birth. The certificate must include the parent's names and cannot be a pocket card or hospital/congratulatory certificate. A copy of the certificate will be retained.
- b. Military Orders: The sponsor's current military orders dated no earlier than 36 months prior to the beginning of the school year will require updated orders or completion of the "Confirmation of Military Assignment" form by the sponsor's Unit Personnel Office. (we do not accept the sponsor's ID card).
- c. Housing Lease Agreement: For confirmation of assigned permanent housing aboard the installation, a copy of the completed lease agreement, or a 90-day waiver letter from the Family Housing Officer must be provided. Post dated lease agreements will not be accepted.

**No child will be permitted to start school without this documentation.**

- d. Immunizations: *Newly enrolled students will not be authorized to attend school until 100% immunization compliance is achieved.* Currently enrolled students who are found to be non-compliant with immunizations requirements will have 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 child's dependency and custody determination must be documented before enrollment is approved.

- a. Form DD1746, Application for Assignment to Housing obtained from the Family Housing Office, showing the child as a permanent resident/dependent authorized to reside in quarters.
- b. Custody Document showing the spouse has 'physical custody' of the child; or 'Statement of Fact by Biological Parent' form may be completed if the biological

parents were never married and no custody document exists. (I removed 'marriage license' as that is not acceptable here)

To enter preschool, a child must have passed the fourth birthday on or before September 1 of the year in which the child is presented for enrollment. To enter kindergarten, a child must have passed the fifth birthday on or before September 1 of the enrolling school year.

For more information about DDESS student eligibility, refer to DoD Instruction 1342.8.

### **School Withdrawal Procedures**

Parents should notify the school as soon as they know they will be leaving Camp Lejeune, but at least 5 days prior to a student's last day at JPS. Parents should come to the office to clear the student's records and pick up a transfer form to take to the child's new school. Parents should complete the withdrawal procedures before the end of the school year if they plan to leave during the summer months.

### **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. Parents should indicate their wishes for an early dismissal on the **Early Dismissal Form** that is completed by all parents at the beginning of each school year and during registration. The **Transportation Form** should be updated during the **school year if changes occur**.

## Students' Rights and Responsibilities

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

1. The following rights are retained by students:
  - a. Right to a public education of high quality, including the opportunity to participate in school activities, in accordance with Executive Order 13160, Director of DoDEA Memorandum (subject: Executive Order 13160 Guidance: Ensuring Equal Opportunity in Federally Conducted Education and Training Programs) dated March 18, 2003, DoDEA Administrative Instruction 2500.14, and DoD Instruction 1342.12 without regard to race, sex, color, national origin, disability, religion, age, sexual orientation, or status as a parent.
  - b. Right to expect a safe school environment that is conducive to learning and free from undue interference in the pursuit of their education, including freedom from discrimination, harassment (including sexual harassment), bullying (including cyberbullying), drugs and alcohol, and other unwanted conduct, consistent with the written directives stated in subparagraph '1a' above and DoDEA Director Memorandum "Safe and Drug Free Schools".
  - c. Rights of freedom of speech, expression of views, and assembly under Amendment I of U.S. Constitution; freedom from unwarranted search and seizure under Amendment IV of U.S. Constitution; and due process under Amendment V of U.S. Constitution. These rights shall be recognized, respected, and balanced with the responsibility of DoDEA schools to maintain an environment conducive to learning and free from disruption.
  - d. Right fair and appropriate discipline in accordance with DoDEA Regulation 2051.1.
2. Students shall treat teachers, administrators, and other school staff with courtesy, fairness, and respect; and teachers, administrators, and other school staff shall treat students with courtesy, fairness, and respect.

3. This Administrative Instruction shall not be construed to limit the authority of DoDEA or its employees to maintain order and discipline in accordance with DoDEA Regulation 2051.1.
4. Schools allow equal access to school facilities by student sponsored noncurriculum related activities if a school allows any such student group access to school facilities in accordance with the standards set forth in Enclosure 4 of Administrative Instruction 2051.02.
5. This Administrative Instruction creates no rights or remedies other than those already in law or other regulation, and does not establish a basis independent of such other law or regulation and may not be relied upon by any person, organization, or other entity to allege a denial of any rights or remedies in any administrative, judicial or other forum.

### **Dress Standards**

Children should be dressed appropriately for school. Please keep in mind that children are involved in various activities throughout the school day. They will engage in hands on learning experiences that may include indoor/outdoor play, various art activities, sand and water play, etc. Children should not wear ill-fitting clothing, halter-tops, swimsuits, dresses or skirts of an inappropriate length or other immodest apparel. Additionally, students are not allowed to wear clothing with inappropriate or discriminatory slogans, words, phrases or acronyms that represent drugs, alcohol, explicit behaviors, profanity and/or illegal behaviors. Large loop earrings, long necklaces, nose rings, or other jewelry that could cause injury should not be worn for safety reasons. Children should not wear headgear in the building except for medical reasons. **For safety, it is recommended that all children wear play shoes with rubber soles everyday for physical education classes as well as recess activities. Shoes with heels or tennis shoes with wheels will not be allowed. For further safety reasons, students are encouraged not to wear flip flops.** Appropriate attire for your child should include coats,

hats, and gloves on cold days, and comfortable, well-fitting clothing and shoes that allow for participation in Art, PE, and play activities.

### **Electronic Devices**

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

### **Parent Calls and Conferences**

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

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

### **Parent Concerns Procedures**

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



## 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.

i) 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**

- a) Occasional Unexcused Tardiness to School and /or Class
- b) Minor Bus Misconduct
- c) General Disruption of the Orderly Educational Process
- d) Disrespect or Use of Vulgarities or Vulgar Gestures toward other Students
- e) Public Display of Affection
- f) Wearing Clothes or Accessories that are Inappropriate for the Educational Setting
- g) Unauthorized Selling of any Product for Personal Profit
- h) Gambling
- i) Disruptive Use of Portable Electronic Devices (e.g. - beepers, cellular phones, walkie talkies, recorders, toys, etc.)

### **GROUP II: MAJOR OFFENSES**

- a) Defiance of Authority and/or the Use of Vulgarities or Vulgar Gestures Toward School Personnel.
- b) Disruptive Behavior Including On The Bus, On Campus, In The Cafeteria, During School
- c) Activities and/or Events
- d) Simple Assault and/or Threats
- e) Bullying

There are four 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.

- f) Misrepresentation or Forgery of a Signature and/or An Excuse
- g) Smoking, Possession of Tobacco, Cigarettes, Cigars or other Tobacco Products on School
- h) Grounds or at School Activities.

- i) Stealing
- j) Cheating and/or Plagiarism
- k) Truancy
- l) Fighting and/or Mutual Fray
- m) Hazing, Harassment, and/or the Malicious use of Slurs Based on Race, Gender, Religion,
- j) Ethnicity, Language Against Another Background and/or National Origin
- k) Sexual Harassment
- l) Lying or Participating in a Deception which may lead to an Adverse Action Against
- m) Another (false accusation)
- n) Use or Possession of Alcoholic Beverages
- o) Extortion
- p) Vandalism
- q) Possession of Paraphernalia Related to the Use of Illegal Drugs
- r) Instigator or Accomplice to GROUP II Violation
- s) Chronic Unexcused Tardiness to School and/or Class
- t) 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**

- a) Warning/name recorded
- b) Time Out
- c) Parental contact
- d) 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.

## **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.

## **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**

- 1) Staff members have the responsibility to attempt to prevent fights between students.
- 2) Students have the responsibility to avoid conflict and to resolve their differences

through non-violent means.

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

## **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.



DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS

700 Westpark Drive, Peachtree City GA 30269

(678)364-8000/ (770)632-8720 (fax)

June 1, 2012

MEMORANDUM FOR: DISTRICT SUPERINTENDENTS  
DISTRICT ASSISTANT SUPERINTENDENTS  
HIGH SCHOOL PRINCIPALS  
MIDDLE SCHOOL PRINCIPALS  
PRIMARY SCHOOL PRINCIPALS  
ELEMENTARY SCHOOL PRINCIPALS

SUBJECT: School Handbook Addition

This memorandum provides additional Area-level guidance for all of the DDESS schools regarding the recent memorandum issued March 7, 2012 by DoDEA Director Fitzgerald (enclosure 1).

As of this date, it is directed that the individuals identified above insure that the following paragraphs be placed into the school handbooks of all of the DDESS facilities currently in operation; and any new schools as they come on-line for SY 2012-2013.

**Child Abuse/Neglect**

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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.

Again, the targeted compliance with this directive is 100% of all currently active and opening DDESS schools for SY 2012-2013. Confirmation of the paragraph's incorporation into your school handbook is therefore required and should be reported by email to Dr. David Hermann, ISS-PPS, [david.hermann@am.dodea.edu](mailto:david.hermann@am.dodea.edu).



Linda L. Curtis, Ed.D.  
Acting Director, DDESS/DoDDS-Cuba

## **Breakfast and Lunch Program**

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

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

The JPS 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](http://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: 910-451-2461

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

### **Cafeteria Payment Procedures**

Camp Lejeune 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 [www.lunchprepay.com](http://www.lunchprepay.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 JPS 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.* 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. We request that parents purchase lunch from the school or bring a lunch from home. **Outside food and drinks from restaurants are not permitted in the cafeteria.** Guests should sit at designated guest tables with their child. **No other students will be permitted to sit with parents.** If you visit the school for lunch, you must first sign in on the Visitor's Log in the office and obtain a visitor's badge.

### **Birthday Celebrations**

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

### **No Peanut Products**

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

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

Just to clarify, while it is acceptable for parents to send in foods containing nuts for their own individual children (for example, it is allowable to pack peanut butter and

jelly sandwiches in students' lunches), any other food items brought into the classroom for the purpose of sharing with other students must be nut-free purchased items. Please carefully read the food labels to insure that these items are permissible. **Homemade food items to share with an entire classroom of students are not allowed.**

Parents may contact our school nurse at 451-2431 if you have any further questions or concerns about this important matter regarding this policy that protects the health and safety of our students.

### **No Homemade Food**

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

## **Emergency 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 phoning the JPS office at 910-451-2431.** If unable to contact parents due to incorrect phone numbers, we will contact the sponsor's military unit for assistance.

### **Emergency Contact**

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

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

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

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

**Shelter in Place:** Students will relocate to the multipurpose room. Teachers will follow procedures as indicated by their crisis intervention kit.

## **Visitors and Volunteers**

### **Sign-in Policy**

Johnson Primary School welcomes visitors and volunteers. An identification check is mandatory. All visitors must show their I.D. upon entering the building. **Visitors must always enter through the front door, stop by the office for a visitor's badge, and sign in.** The visitor's badge must be *worn* while you are in the building. 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. Volunteers should sign up with their homeroom teachers or the PTA. Please let us know what special talents and interests you have to share. Your time and talents are greatly needed and much appreciated. Volunteers are reminded to sign in and out at the volunteer reception area. Volunteers must wear their nametags during the time they are working in the building.

All volunteers must register with VMIS by completing DD Form 2793. The form may be obtained at the school office or by logging on [www.myarmylifetoo.com](http://www.myarmylifetoo.com). Volunteers must provide a Camp Lejeune Background Check from the Provost Marshall's Office before volunteering. See detailed directions on page 54.

**\*\*Please note you must have an e-mail address to register.\*\***

**How to register with VMIS**

**How to log your hours on VMIS**

<ol style="list-style-type: none"> <li>1) Log onto <a href="http://www.myarmylifetoo.com">www.myarmylifetoo.com</a></li> <li>2) Click on Register</li> <li>3) Click on "I am a new user"</li> <li>4) Select Military Community</li> <li>5) Camp Lejeune (located under Southeast Region)</li> <li>6) Click on Continue</li> <li>7) Click on Register at the bottom of the page. Once your registration is complete, the system will return you to the main page</li> <li>8) Scroll down the left hand column and select Become a Volunteer</li> <li>9) Click on Volunteer Registration</li> <li>10) Scroll down to the Volunteer Profile and complete this section</li> <li>11) Click on Save</li> <li>12) Click on Opportunity Locator at the top of the page</li> <li>13) Scroll down the page to find the drop down box for "Organization"</li> <li>14) Find and click on the organization where you would like to volunteer (Johnson Primary)</li> <li>15) Find and click on the job description</li> <li>16) Scroll to the bottom and click Apply</li> <li>17) Scroll to the bottom and click Submit</li> </ol>	<ol style="list-style-type: none"> <li>1) Log on to <a href="http://www.myarmylifetoo.com">www.myarmylifetoo.com</a></li> <li>2) Click on Log In and follow instructions</li> <li>3) Scroll down the left hand column and click on Volunteer Tools. Under Volunteer Tools, Click AVC Volunteer</li> <li>4) Select Service History</li> <li>5) Find active AVC Services</li> <li>6) Find Johnson Primary School</li> <li>7) Find the position you want to log hours for</li> <li>8) At the far right click on Hours. A screen will appear that will allow you to enter one date or many</li> <li>9) You can add one or add many to enter you time</li> <li>10) Enter the hours worked in the blocks for each worked</li> <li>11) When you are finished, scroll to the bottom and click save</li> <li>12) Please note: All hours must be submitted by the 5<sup>th</sup> of the month and certified by the 15<sup>th</sup>. Hours cannot be entered for the previous month after the 15<sup>th</sup>.</li> </ol>
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## JPS PTA

JPS 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 complete a volunteer application and complete AT1 training. (See your field trip sponsor for more information.)

## **Additional Information**

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

**Electronic Games:** Children should not bring electronic games, walkmans, 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 JPS 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.

**At JPS we want to keep our students safe. The school has designated spots for car riders, bus riders, walkers/bikers, and PreK students. Please study the map below and use the designated areas.**

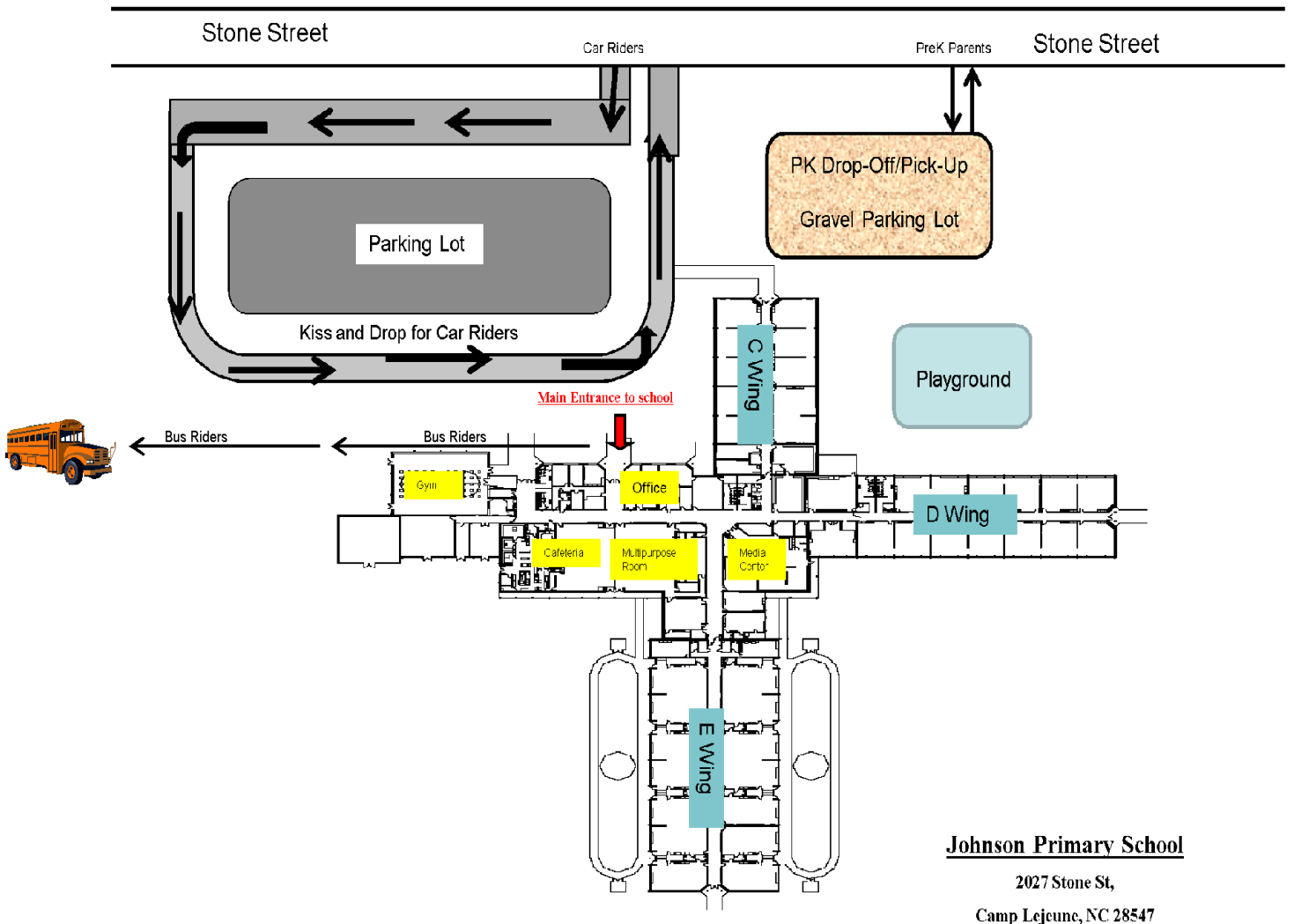
PreK students: Parents, please use the designated parking area to drop off and pick up your PreK child.

Car Riders: At dismissal, Car Riders will be escorted to the Kiss and Drop area by a JPS staff member.

*\* Please enter and exit the Kiss and Drop Loop as indicated on the map below.*

Bus Riders Bus Riders will be escorted to the busses at the end of the day by a JPS staff member.

Walkers/Bikers: At school dismissal, Walkers/Bikers will be supervised by designated JPS staff members as they depart the campus grounds.



**Johnson Primary School**

2027 Stone St,  
Camp Lejeune, NC 28547

## Camp Lejeune Dependents Schools 2012-2013 Calendar

**Aug-12**

S	M	T	W	T	F	S
School Starts August 23 for 1-12; Kindergarten Orientation Day.						
			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	

**Sep-12**

S	M	T	W	T	F	S
PreSchool Home Visits scheduled 8/23- 9/5/12. PreSchool Orientation is Sept 6, 2012.						
						1
2	<b>3 H</b>	4	5	<b>6 PK</b>	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	<b>25 I</b>	26	27	28	29
30						

**Oct-12**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	<b>8 H</b>	9	10	11	12	13
14	15	16	17	18	19	<b>ND</b>
20	21	22	23	24	25	26
27					<b>Q1</b>	
28	<b>29 N</b>	30	31			

**Nov-12**

S	M	T	W	T	F	S
2 Nov-Parent/Teacher Conferences No School for Students						
				1	<b>2 C/R</b>	3
4	5	6	7	8	9	10
11	<b>12 H</b>	13	14	15	16	17
18	19	20	21	Thanksgiving Break		24
25	26	27	28	<b>22 H</b>	23	

**Dec-12**

S	M	T	W	T	F	S	
Happy Holidays! Winter Break 19 Dec 12 - 01 Jan 2013							
						1	
2	3	4	<b>5 I</b>	6	7	8	
9	10	11	12	13	14	15	
16	17	18	Winter Break		21	22	
23	24	Winter Break		27	28	29	
30	31	School resumes 02 Jan 13					

**Jan-13**

S	M	T	W	T	F	S
Winter Break 31-Dec - 1 H						
			2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	<b>Q2</b>
19	20	<b>21 H</b>	<b>22 N</b>	23	24	25
26	27	28	29	30	31	

**Feb-13**

S	M	T	W	T	F	S
					1	<b>R</b>
2						
3	4	5	6	7	8	<b>ND</b>
9	10	11	12	13	14	15
16	17	<b>18 H</b>	19	20	21	22
23	24	25	26	27	<b>I</b>	28

**Mar-13**

S	M	T	W	T	F	S
					1	<b>C</b>
2						
3	4	5	6	7	8	9
10	11	12	13	14	15	<b>ND</b>
16	17	18	19	20	21	22
23	24	25	26	27	28	<b>Q3</b>
29	<b>N</b>	30	31			

**Apr-13**

S	M	T	W	T	F	S
	1	2	Spring Break		5	6
7	8	9	10	11	12	<b>R</b>
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**May-13**

S	M	T	W	T	F	S
No PreSchool May 2-3 for Conferences						
			1	2	3	4
5	6	7	8	9	10	<b>I</b>
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**Legend**

<b>H-</b> Federal Holiday
<b>I-</b> Mid Term
<b>Q-</b> End of Quarter
<b>R-</b> Report Cards
<b>N-</b> Student Holiday / Staff Workday
<b>ND-</b> Staff Dev Day/ Non-Student Day / Possible Weather Makeup Day
<b>C-</b> Parent-Teacher Conferences / No School for Students
<b>1ST DAY / LAST DAY FOR STUDENTS</b>

**Jun-13**

S	M	T	W	T	F	S
June 13/14 - Possible Weather Make-Up Days Final Report cards to be mailed June 18, 2013						
	3	4	5	6	7	8
9	10	11	<b>Q4</b>	13	<b>N</b>	15
16	17	18	19	20	21	<b>R</b>
22	23	24	25	26	27	28
29	30					

Final Report Cards for all students will be mailed to the address on file at the school

**K-12 Parent-Teacher Conference Dates = 02 November and 01 March = No School for Students.**

Last Day for K-12 Students = 12 June 2013; LHS Graduation = 13 June 2013.

Student Days: Qtr 1 = 44; Qtr 2= 45 ; Qtr 3=44 ; Qtr 4= 47 , total 180 days

**PLEASE SEE REVERSE SIDE FOR MORE INFORMATION.**



## Important Information for Camp Lejeune Dependent Schools Parents & Students

### **Inclement Weather**

In case of severe weather or emergency situations, school closing or delay may be necessary. These decisions are made by the Superintendent of Schools after consultation with base officials, weather bureaus, and schools transportation.

If conditions warrant school closing or delay, CLDS will utilize the *One Call Now* rapid calling system to notify parents.

**Parents' contact numbers should be kept up-to-date in the school offices at all times!** Local media will be alerted and as well as the Base Information Line – 451-1717 (# 5 for schools).

**NOTE:** Onslow County and Camp Lejeune are separate education agencies and make decisions based on different criteria.

### **Office Closures**

School and Central Offices will be closed on these federal holidays:

SEPT 3, Labor Day

OCT 8, Columbus Day

NOV 12, Veteran's Day Obsv

NOV 22, Thanksgiving Day

DEC 25, Christmas Obsv

JAN 1, New Year's Day

JAN 21, M.L..King Jr. Day

FEB 18, President's Day

MAY 27, Memorial Day

JUL 4, Independence Day

Offices may be closed on other dates, i.e. the day after Thanksgiving, etc. A notice will be posted on the outside entrance to notify visitors of office closures.

### **Accelerated Withdrawal**

May 15 is the *Accelerated Withdrawal Date* for students of sponsors with **PCS orders requiring them to REPORT to their new duty station WITHIN the last 20-days of school (May 15-June 12).** The Sponsor's orders must be presented with a written request to the school Principal.

### **Reporting Periods**

October 26 – end 1<sup>st</sup> Quarter

Report Cards given at

Parent-Teacher Conferences.

January 18– end 2<sup>nd</sup> Quarter

Report Cards go home Feb 1.

March 28 – end 3<sup>rd</sup> Quarter

Report Cards go home April 12.

June 12 – end 4<sup>th</sup> Quarter

Final Report Cards will be mailed for ALL students, to the *address on file* in the school office.

### **Interim Reports**

Interim/Mid Term reports for each 9-week quarter will be sent home so that parents receive on-going feedback about student progress. (See dates with "I")

### **Parent-Teacher Conferences**

Students will not be in school on dates designated with a "C" on the calendar. These days are designated for Parent-Teacher Conferences.

**Parents will receive 1<sup>st</sup> Quarter Report Cards at the November 4 Conferences.**

Parents are encouraged to visit our Websites regularly for information, resources and continual updates about programs and activities.

[www.dodea.edu](http://www.dodea.edu)

[www.am.dodea.edu/lejeune/clds/index.htm](http://www.am.dodea.edu/lejeune/clds/index.htm)

### **CLDS Board**

The School Board meets the 3rd Wednesday of each month. The meeting schedule (date, time, location) will be published on-line annually. Parents are invited and encouraged to attend.

***NON-STUDENT days("N" or "SD") are the best choice for scheduling medical, dental or other appointments to avoid accruing excessive absences.***

### **Schools Information**

**North Carolina District DDESS  
Office of the Superintendent**  
PO Box 70089  
Fort Bragg, NC 28307  
Telephone: 910-907-0200

**Assistant Superintendent  
Camp Lejeune Dependents Sch**  
855 Stone Street  
Camp Lejeune, NC 28547  
Telephone: 910- 451-2461

**Lejeune High School**  
835 Stone Street  
Camp Lejeune, NC 28547  
Telephone: 910- 451-2451

**Brewster Middle School**  
883 Stone Street  
Camp Lejeune, NC 28547  
Telephone: 910- 451-2561

**Bitz Intermediate School**  
2028 Bevin Street  
Camp Lejeune, NC 28547  
Telephone: 910- 451-2575

**Johnson Primary School**  
2027 Stone Street  
Camp Lejeune, NC 28547  
Telephone: 910- 451-2431

**Delalio Elementary School**  
1500 Curtis Road, MCAS  
Jacksonville, NC 28540  
Telephone: 910- 449-0601

**Heroes Elementary School**  
100 Barnett Way  
Camp Lejeune, NC 28547  
Telephone: 910- 449-8000

**Tarawa Terrace II Elementary  
School**  
84 Iwo Jima Blvd  
Tarawa Terrace, NC 28543  
Telephone: 910-450-1635

**Transportation Office**  
910-451-2554

**Child Nutrition / School Food  
Services Office**  
910-451-2447



Johnson Primary School's staff is proud to serve the military community, children, and families at Camp Lejeune Marine Corps Base.