



LOCAL ACTION PLAN



Communities investing in success for ALL students!
Fort Bragg and Fort Bragg Schools





PURPOSE

To emphasize strategies to be implemented in order to address the issue of transitioning military connected children.





COMMITTEE

FORT BRAGG

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Youth Education Support Services Director

School Liaison Officer



FORT BRAGG SCHOOLS



PARENTS



ISSUES

<ul style="list-style-type: none">• Improve the timely transfer of student records.	<i>Page</i>	
<ul style="list-style-type: none">• Develop systems to ease student transition.	<i>Page</i>	
<ul style="list-style-type: none">• Promote practices which foster access to extracurricular programs	<i>Page</i>	
<ul style="list-style-type: none">• Establish procedures to lessen the adverse impact of moves.	<i>Page</i>	
<ul style="list-style-type: none">• Communicate variations in the school calendars and schedules.	<i>Page</i>	
<ul style="list-style-type: none">• Creating and implementing professional development systems.	<i>Page</i>	
<ul style="list-style-type: none">• Continue strong, child-centered partnerships between the installation and the supporting school.	<i>Page</i>	
<ul style="list-style-type: none">• Provide information concerning graduation requirements.	<i>Page</i>	
<ul style="list-style-type: none">• Provide specialized services for transitioning students when applying to and finding funding for post-secondary education.	<i>Page</i>	

1 One



Improve the timely transfer of student records.



Issue 1: Improve the timely transfer of student records.

Scope: Ensure military children are accurately placed in the appropriate grade/class.



Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1. Implement in/out processing	School Liaison Officer	Ongoing	1.1 Brief soldiers when in/out processing	SLOs continue to brief
			1.2 Remind soldiers of the requirement to out process through the SLO office	SLOs sign off on the Installation Clearance Form.
			1.3 Develop in/out processing checklist and protocol.	Checklist is available. Protocol is followed
			1.4 Place in/out processing checklists throughout the installation, in schools, and on the website.	Checklists are replenished.
2. Implement withdrawal processes and				

Improve the timely transfer of student records.

ISSUE 1:

Local Action Plan for Fort Bragg Schools and Fort Bragg

checklists.						
	Distribute DODEA wide regulations for handling of student records	Principal/counselors		1.	Place at each website	Verified annually and continuous monitoring
				1.2	Obtain feedback from principals and counselors regarding timely exchange of information	
				1.3	Ensure procedures at each school site are in place to ensure swift handling of transferring records and students are placed appropriately and quickly	
2.	Encourage parents of transferring students to hand carry school-related records (copy of report cards, birth certificate, immunization records)	SLO School Counselors Principals	Ongoing	2.1	Educate parents on their responsibility to request important documentation when transferring and to notify the school early when a move is scheduled.	SLO and counselors continue to brief parents. Advanced planning simplifies registration process.
	If child is receiving services on an IEP, 504, or in the AIG program, supporting documentation	SLO School Counselor EC manager ESL coordinator Gifted				

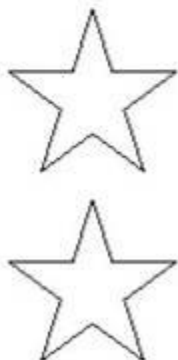
Local Action Plan for Fort Bragg Schools and Fort Bragg

	should also be included.	program coordinator			
				2.2	Provide students with a transcript, report card and withdrawal sheet when permanent change of station is occurring.
				2.3	Provide students and parents with counsel regarding accumulation of credits towards graduation and the variances of graduation requirements upon transfer to other school systems. Assist parents with researching graduation requirements in other states.
3.	Identify translators to assist with foreign records and placements.	SLOs School Counselors Principals Translators ESL program	As needed	3.1	Utilize ARMYone source.com to assist with translations.
4.	Encourage the acceptance of standardized test scores	SLOs Counselors Principals Testing coordinators	As needed	4.1	Arrange for transfer students to take computer skills test.
				4.2	Refer to MCEC Assessment Center

2 TWO



Develop systems to ease student transition.



Issue 2: Develop systems to ease student transition.

Scope: Transitioning students have additional emotional needs due to the transition.



	Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1.	Publicize programs to assist students with transitions.	SLO	Ongoing	1.1 Promote the Youth Sponsorship program	Ongoing
2.	Encourage the utilization of School Liaison website for school related issues and communication purposes.	SLO	Ongoing	2.1 Publicize and ensure the website remains current.	Brief website to incoming/Outgoing personnel. Ensure website remains current. Keep SITES updated.
				2.2 Encourage use of www.militarystudent.org website	Refer to website frequently
3.	Offer information sessions.	SLO	3.1	Offer at least one workshop annually. Be available to attend PTSA or SIT meeting at least one school yearly.	

Develop systems to ease student transition.

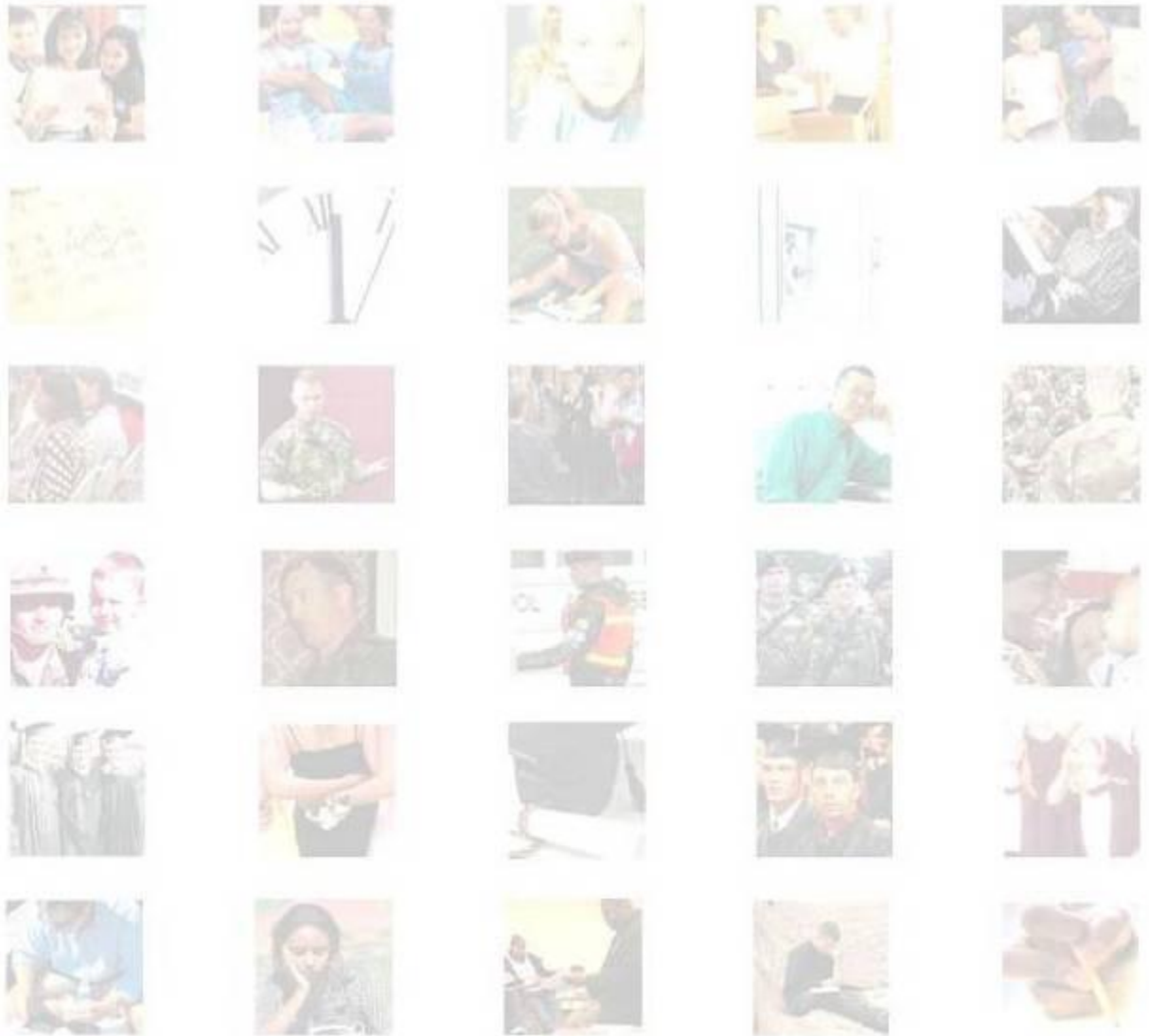
ISSUE 2:

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Implement a program to make new students feel welcome	Counselors, teachers, principals	4.1	Assign peer helpers, lunchroom buddies	Counselors monitor procedures to ensure students are placed in appropriate programs
		4.2	Provide new student handouts, make calls to parents	
		4.3	Provide intense attention and services during the first two weeks of enrollment	
		4.4	Employ strategies to decrease stress during the first two weeks of school	

3 three

Promote practices which foster access to extracurricular activities.



Issue 3: Promote practices which foster access to extracurricular programs.

Scope: Ensure transitioning youth opportunities for participation in extracurricular programs.



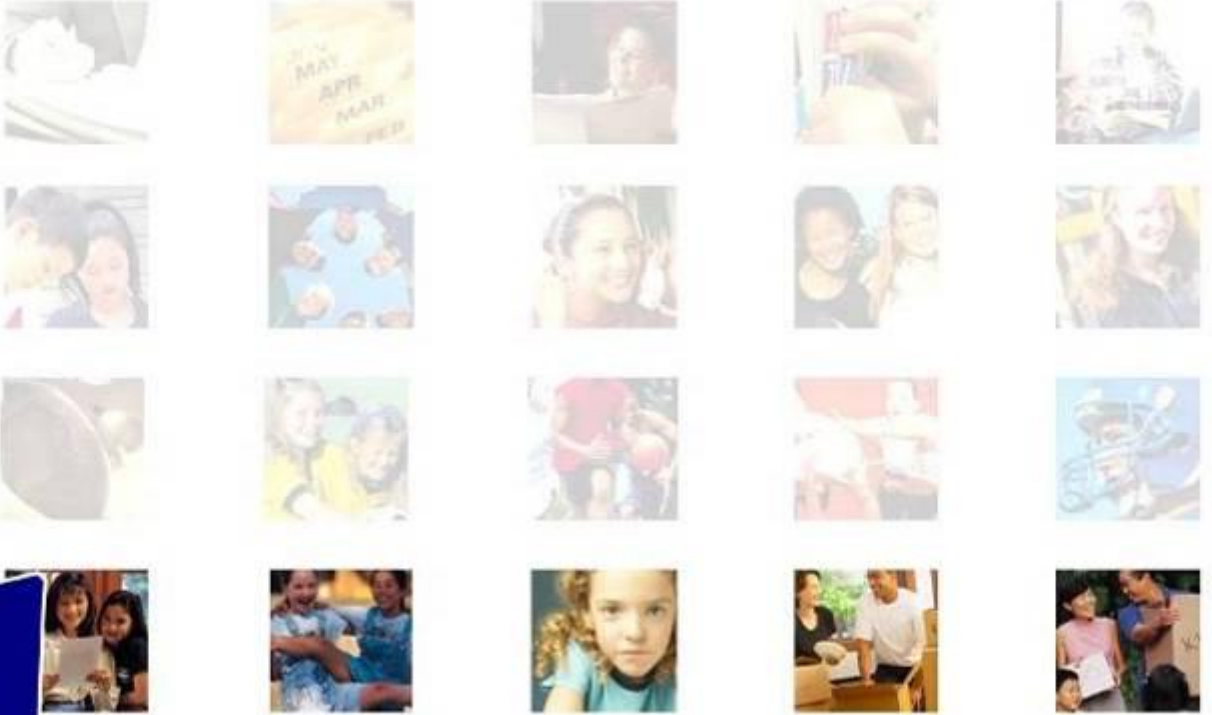
	Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1.	Publicize Fort Bragg Schools start dates	SLO School Personnel Public Relations Officer	May of each year	1.1 Link Fort Bragg Schools website to SLO website and to SITES	Update annually
				1.2 Prepare and disseminate "First Day of School flyer"	Update annually
2.	Utilize internet and school websites to publicize tryout dates, seasons, etc www.ccs.k12.nc.us	SLO Public Relations School staff		2.1 Coordinate with Athletic Directors to ensure dates are listed on the schools' website.	
3.	Provide opportunities and guidance for participation in sports, academics, extracurricular activities	Counselors, teachers, coaches, webmaster		3.1 Provide clubs and activities for children with sponsors currently deployed	
				3.2 Coordinate with local agencies on Fort Bragg that	

Promote practices which foster access to extracurricular programs.

ISSUE 3:

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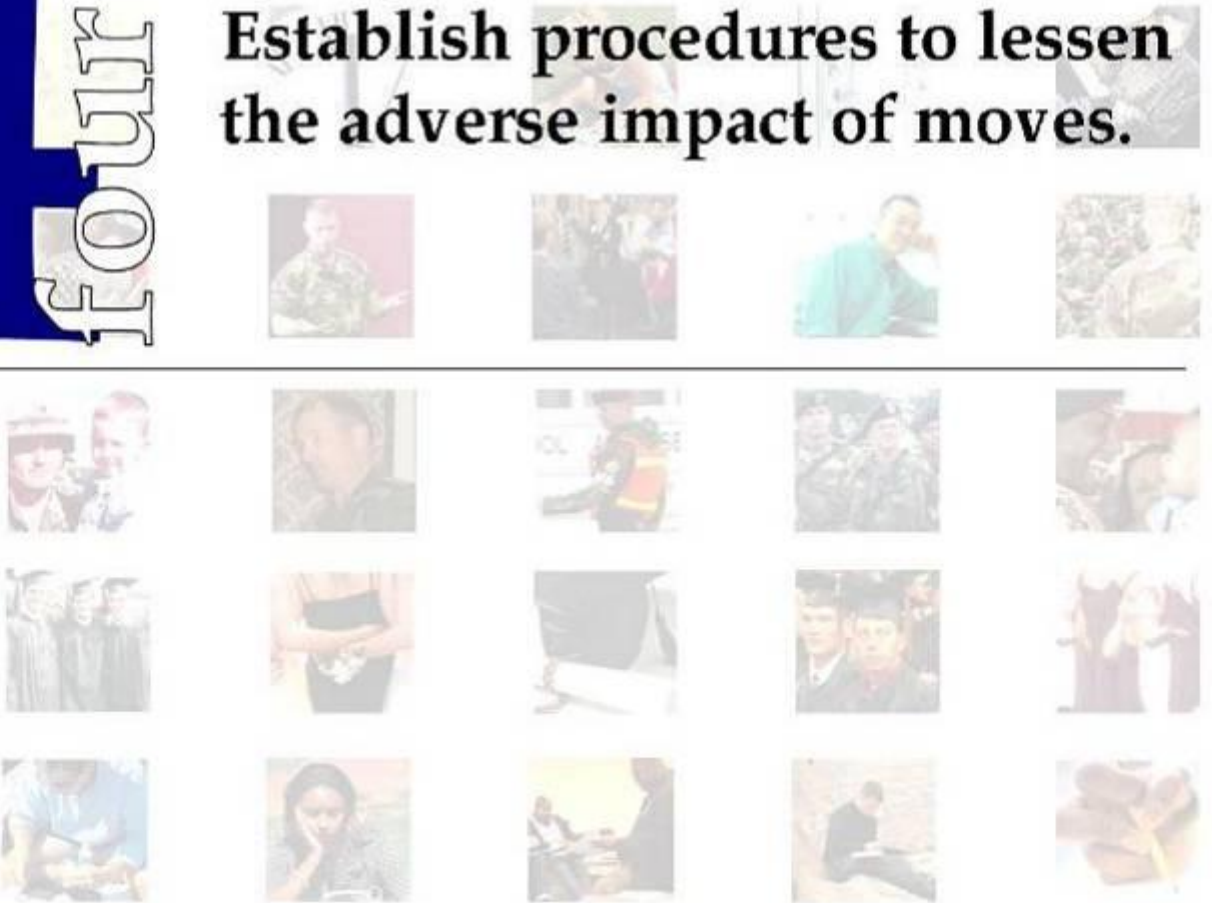
		provide family support services and youth opportunities
	3.3	Implement strategic plan, system-wide standards-based curriculum, district wide assessments and high quality educational program to support continuity
webmaster	3.4	Update webpage with information that explains school practices and procedures



4

four

Establish procedures to lessen the adverse impact of moves.



Issue 4: Establish procedures to lessen the adverse impact of moves.

Scope: Improve the quality of life and continuity of the student's education.



	Recommended Strategies	Person Responsible	Timeline of Action		Description of Strategy	Assessment
1.	Inform parents of schools schedules (4x4, 7 period etc)	SLO Principals	Ongoing	1.1	Develop listing of schedule types for all schools in the surrounding area	Place schedules on SLO website. Update as changes occur.
2.	Use DPI websites to inform of NC graduation requirements	SLO Counselors	Ongoing	2.1	Link DPI website to SLO website and to SITES	Maintain current website
3.	Publicize the stabilization Act	SLO Jr. High Counselors	Ongoing	3.1	Brief incoming soldiers Brief at new teacher orientation	Ongoing
4.	Implement/promote programs to assist students with transitions	SLO Principals Guidance personnel Teachers	Ongoing	4.1	Promote Youth sponsorship program	Ongoing
5.	Inform parents of the Secondary Education	SLO	Ongoing	5.1	Ensure middle and high school principals and	ongoing

Establish procedures to lessen the adverse impact of moves.

ISSUE 4:

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Transition Study (SETS)				guidance counselors have ample supply of the Secondary Education Transition Study Parent Guidebook and Executive Summary.
		5.2		Brief at town hall meetings or community meetings
6.	Coordinate with Cumberland County for smooth transition of students from grade nine	FBS counselors SLO CCS counselors	Ongoing	6.1 Sponsor a transition Forum Annually (SLO)
		6.2		Communicate with EE Smith counselors to ensure continuity
		6.3		Coaches, counselors, special educators communicate to create effective student transitions



Communicate variations in the school calendars and schedules.



Issue 5: Communicate variations in the school calendars and schedules.

Scope: Placement in a school best fitting the student's previous academic schedules.



Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1. Advertise school calendars on web, at SLO office, at Welcome center reception station.	SLO	1.1	Post school start dates on websites	Maintain current website and provide updates at briefings.
Communicate variations, share information, explain schedules, exchange ideas			Calendars and schedules posted on Fort Bragg Schools website with links to schools	Parents, various audiences, participate in planning calendars annually
			School newsletters includes calendar and scheduling information	
			Calendar planned to mirror, if possible ,	

Communicate variations in the school calendars and schedules.

ISSUE 5:

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Cumberland
County Schools'
Calendar

Communicate major events not posted on calendar through websites, telephone, school board, PTA/PTSO's, superintendent meetings, school newsletters, postal mail, and/or fliers to parents	Various school personnel
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Issue 6: Creating and implementing professional development systems.

Scope: Prepare and educate School Liaison Officers and school staff on the developments to improve student transition.



	Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1.	Attend national Military Child Education Coalition Conference	SLO	Summer	1.1 Educate school personnel on MCEC website and encourage attendance at MCECs Transition Counselor Institute	
2.	Enhance partnership between the installation and Fort Bragg Schools	SLO	Ongoing	2.1 Participate in quarterly Military Child Task Force meetings.	
3.	Offer training and resources to assist local educators in better understanding military culture.	SLO	Ongoing	3.1 Reserve spaces for Fort Bragg Schools educators in annual Army Family Team Building Training for educators	Annually
	Conduct training modules on instruction and teaching	School principals		Student Management Systems (SMS) training, Critical	

Creating and implementing professional development systems.

ISSUE 6:

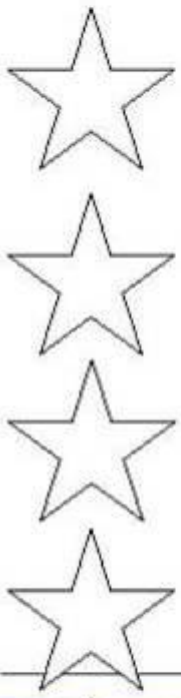
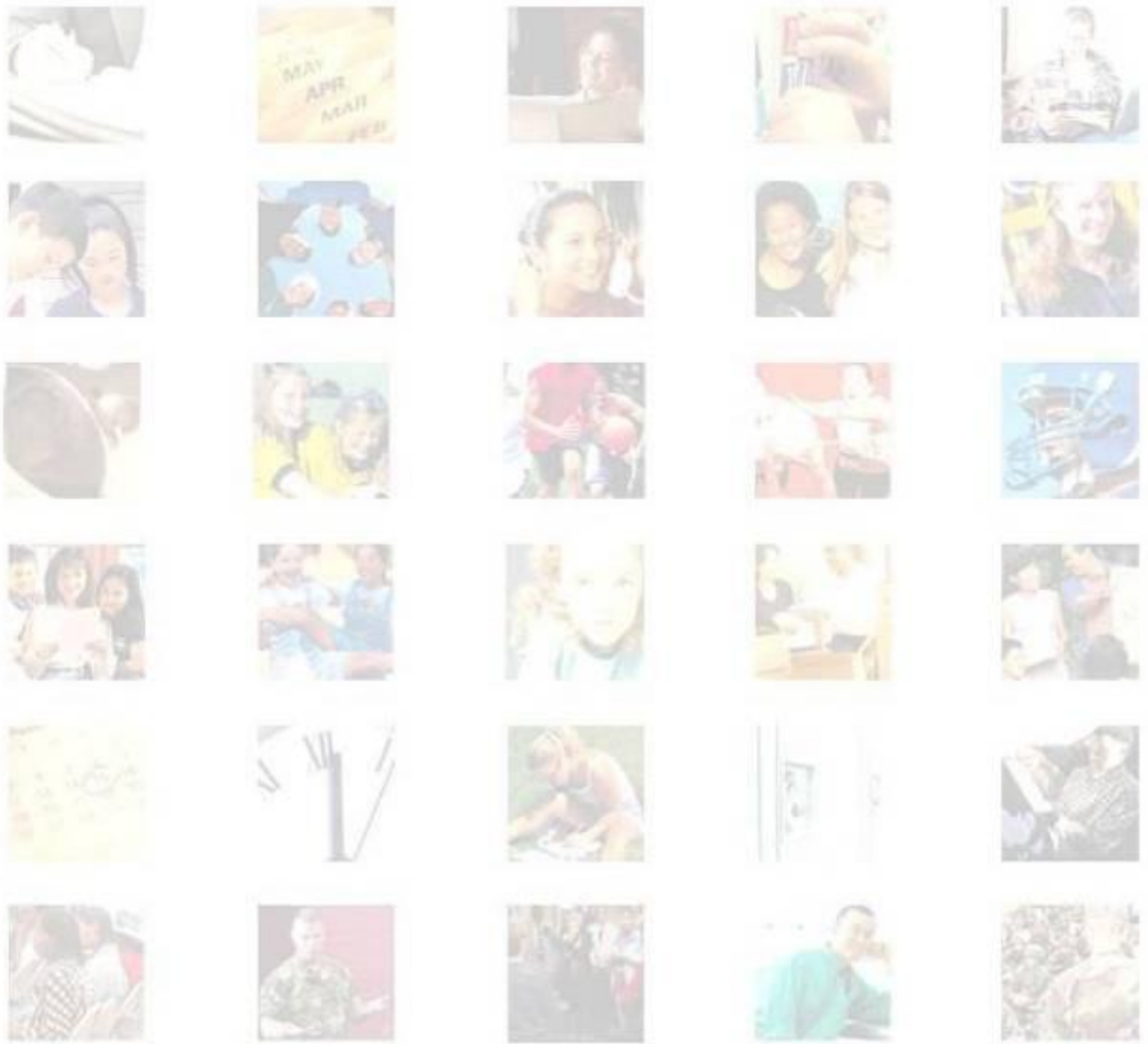
Local Action Plan for Fort Bragg Schools and Fort Bragg

standards;
emphasize that
students are to
be received
“wherever they
enter the
education
highway” in
working toward
meeting
standards for
high
achievement.

Incident and
Safety Trainings,
Reading
Strategies,
Science, Math
and Content
Area Training
reinforce
addressing
student needs

Receive training
from the
Military Child
Education
Coalition
training
Certification (All
by Fall 2004 or
before)

Fort Bragg
Schools’
School
Guidance
Counselors



Continue strong, child-centered partnerships between the installation and the supporting school.

Issue 7: Continue strong, child-centered partnerships between the installation and the supporting school.

Scope: To develop joint programs designed to improve the quality of life for children/students.



Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1. Encourage continuous partnerships throughout the year	SLO Superintendent	ongoing	1.1 Attend bi annual Garrison Commanders' Educators meeting	Bi-annual
			1.2 Offer AFTB training to local educators.	
			1.3 Encourage parents to play an active role in the schools (serve as test proctors, other volunteer opportunities)	
			1.4 Widely publicize Master Policy 115: support for Parent/Teacher conferences as the soldiers' place of duty.	Brief regularly. Take master policy to all schools.
			1.5 Superintendent/designee will attend Garrison	

Continue strong, child-centered partnerships between the installation and the supporting school.

ISSUE 7:

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				Commander's bi annual Educators' meeting	
2.	Encourage partnerships between schools and military units as mission permits	Public Affairs School Staff Superintendent	2.1	Communicate with PAO when schools request unit support	As requested
3.	Provide written communication and verbal reminders to parents of school activities or changes to the calendar	School staff Superintendent			
4.	Establish a partnership between the homework centers and school staff	SLO Homework center staff School personnel	Ongoing	Inform school staff of the services of the homework center for students attending on post after school programs	
5.	Enhance and support coordination among Fort Bragg Schools and Community Agencies	Participate in Community Information Forums		Participate in Family Advocacy Council Meetings Participate in Army Community Services Activities Provide wide distribution of materials and point of contacts for resources to support transitioning families	

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Encourage Parent Involvement in PTA/PTSO membership, volunteer programs, tutoring, educational support

School Personnel
SLO

Provide Parent/Sponsor Survey Access

Partner to provide Newsletter from Schools Liaison Officers

Principals and other School personnel

Exchange ideas with Cumberland and Surrounding School System Leaders (Educators meetings)

Superintendent or designee

Participate in community safety crisis planning

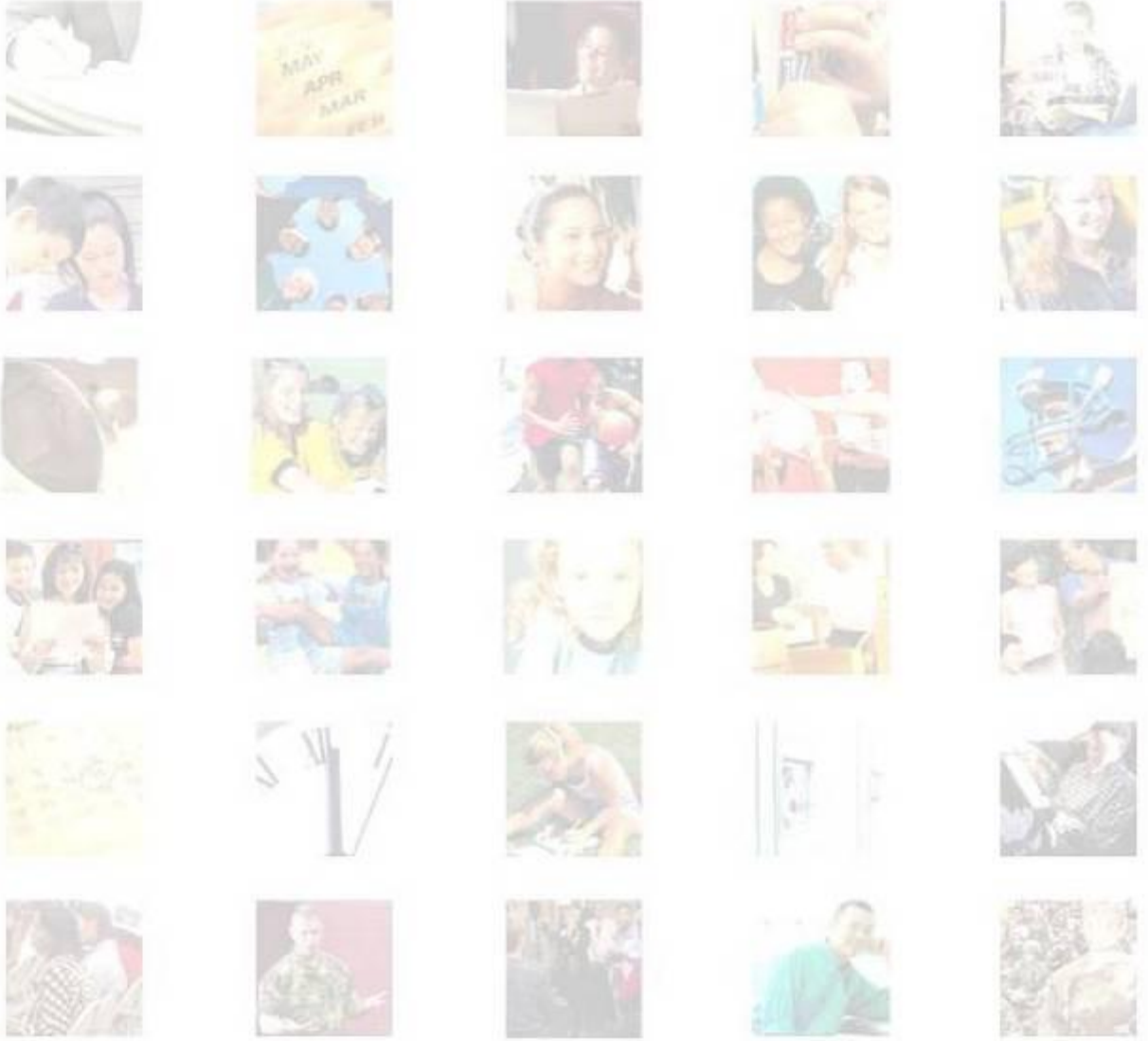
School Personnel

Implement Crisis Intervention Plans as needed in schools

Provide special programs/activities resources point

of contacts for
students
and families

Participate in
Installation
Response Plan
Meetings with
Fire Department,
Provost Marshall,
and Fort Bragg
Army
Community
Services
Activities



Provide information concerning graduation requirements.

Issue 8: Provide information concerning graduation requirements.

Scope: Educate students and parents on the courses required for graduation.



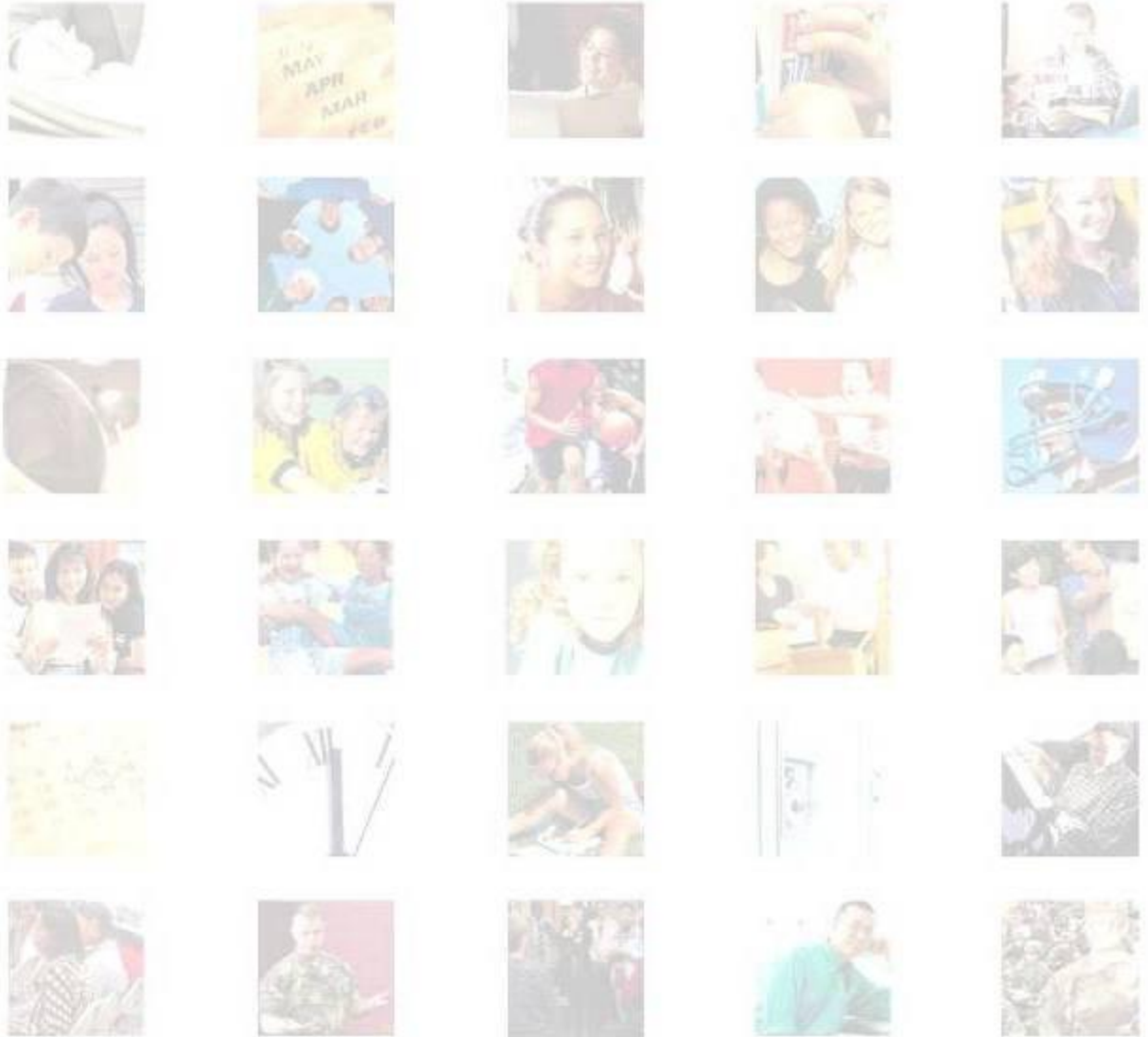
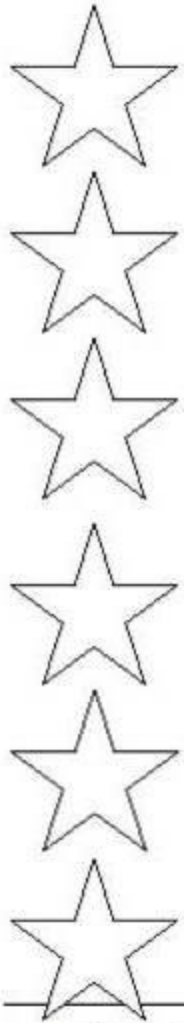
Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1. Publicize graduation requirements	SLO	Ongoing	1.1 Provide posters of graduation requirements at annual transition forum	Annually
	Counselors	Annually	Provide services for students to develop a road map (six year plan) for graduation requirements	Begin in middle school
	Counselors, school personnel	Annually	Ensure students at FBS participate in assessments that are accepted as graduation requirements in LEAs	
			Ensure students participate in computerized program DODEA supported program "My Road"	

Provide information concerning graduation requirements.

ISSUE 8:

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Ensure links to
state and DoDEA
graduation
requirements are
included on
website



Provide specialized services for transitioning students when applying to and finding funding for post-secondary education.



Issue 9: Provide specialized services for transitioning students when applying to and finding funding for post-secondary education.

Scope: Ease the transition from school to college or work by providing fairs and scholarship information.



	Recommended Strategies	Person Responsible	Timeline of Action	Description of Strategy	Assessment
1.	Provide information on the availability of postsecondary opportunities and the financial aid process.	SLO Counselors AVID	Annually	1.1 Offer financial workshop/college fair and shopping for college workshop	
2.	Provide information to assist students in entering the workforce	SLO	Annually	2.1 Offer Interviewing Skills for teens workshop	
				2.2 Promote "Take your daughter/son to work day."	
				2.3 Encourage job shadowing	
3.	Communicate information through various channels to ensure wide distribution of			Share incoming information regarding opportunities for students to apply for postsecondary	

Provide specialized services for transitioning students when applying to and finding funding for post-secondary education.

ISSUE 9:

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materials to help
students and
families

funding via
school board,
school liaison
office,
community
agencies, and
other points of
contact

**SETS
implementation
10**

**Issue:
Continuing
Support for
Transitioning
Students and
Families
Scope: Fort
Bragg Schools
Personnel
implement Best
and
Promising
Practices**

**The Fort Bragg
Schools'
administrative
team,
professional
education teams,
leadership teams,
educators, and
support
teams are
committed to
continue to
develop and
implement
best and
promising
practices that
will assist
transitioning
military-
connected**

students and families

Fort Bragg Schools Employees are acutely aware of events that affect students and work diligently to support students accordingly. During School Year 04-05 activities implemented for students with deployed sponsors often overlap with transitioning support Activities. Teachers, Counselors, and Entire Staff to implement high quality education programs and provide nurturing support for students.

Albritton

Student Ambassador Program

■ Ambassadors help in the orientation of new students by:

- introducing the student to their first period/homeroom teacher.
- talking to students about extracurricular activities, school policies, and general school information.
- taking students on a tour of the building.
- helping in the location of his/her locker and new classes.

Local Action Plan for Fort Bragg Schools and Fort Bragg

- Ambassadors check on the new student at least twice during the first day of school (which will include lunch).
 - Ambassadors contact the new student at least twice during the first two weeks of attendance to answer questions and make sure the new student has adjusted to Albritton JHS.
 - Ambassadors share with the guidance counselors any problems the new student may be experiencing in adjusting to Albritton JHS.
- Bowley Ambassador Program
- The Bowley Ambassador Program is facilitated by Margee Anawalt and Tina Kirby, Bowley Guidance Counselors.
 - Student ambassadors at each grade level are selected by classroom teachers.
 - Student ambassadors are introduced to new students at their grade level within three days of enrollment.
 - Student ambassadors greet new students with a Welcome Booklet, “Buddy Bag”, and a tour of the school.
 - Student ambassadors, the new student or students, and the guidance counselor meet again within two weeks to discuss the student’s transition into to school.

Butner

- Orientation and assistance for new parents
- Acclimation for new students
- Provide a “New Bears” guide book to explain programs and services
- Offer a “Buddy Bear” student helper for transitioning students
- “Memory Rock” for students to sign as they leave the school

Devers

- When students arrive and leave Devers, students and parents receive assistance from guidance and school office staff. Outgoing and incoming students receive packets which assist them with their transition.

Holbrook

- School tours will be provided for new students and their families.
- The guidance counselor will provide an orientation and counseling for new students to ease their transition.
- Student partners will be assigned to the new students to help them adjust to their classroom routines.
- Records will be reviewed as students arrive to identify special needs and placement.
- Students will be afforded the opportunity to participate in all school activities without regard to enrollment date
- Parents will be offered a variety of classes throughout the school year to improve their parenting skills and strengthen the school-parent partnership.

Irwin

- Provide new students’ parents with “Welcome Packets”
- Newly enrolled students will attend a “New Student Orientation”
- Newly enrolled students will be assigned a student mentor

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- Student will receive “exit packets” when they transfer from Irwin and their parents will receive an exit survey
- Develop an informational brochure about Irwin to be distributed to parents of incoming students

McNair

- Newsletters
- calendars
- classroom web pages
- that can be viewed by deployed parents around the world
- phone calls
- conferences
- e-mail
- invitations to special school events

Murray

Pride Pals

Pride Pals are students who may be “at risk” academically or environmentally, but who have satisfactory social skills. These students are trained and serve as classroom buddies for any new student in the classroom for the first two weeks. The Pride Pals:

- Prepare Welcome Bags (working with school counselor) for new students.
- Come to the office to meet and greet new students first thing in the morning.
- Take new students on a tour of the school.
- Introduce the new students to key school personnel (i.e. principals, school counselor, nurse, etc.).
- Present new students with a “Welcome Bag”.
- Assist new students with routines and procedures.
- Introduce new students to others in their class.
- Spend time with new students at recess, “show them the ropes” at lunch and in the classroom.

Pope

- Open house and orientation is provided at the beginning of every school year for new and returning students.
- Subsequent enrollees are provided the following:
 - On the first day of school, for new enrollees, the guidance counselor orients through a guided tour of the school inclusive of introductions to classroom teacher, lunchroom staff, specialists, and opportunities for participation in before and after school activities.
 - Before arriving at Pope AFB parents may request through Air force Family relocation services grade level and age appropriate pen pals for their children.
 - Upon enrollment at Pope Elementary School, parents are provided with pertinent literature which expound upon the vision, mission and expectations of the school.
 - Contact is made with incoming and or receiving school special services team, as needed.
 - Classroom and/or Neighborhood buddy system is activated.

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- An opportunity for exiting families to provide feedback relative to their educational experience at Pope School is accomplished through an exit survey.
- Contact is made with receiving school's guidance counselor to facilitate student transition.
- All records are carefully screened for appropriate student placement and services through the guidance office.

Contact Information

Fort Bragg Schools Community Superintendent Office 910-436-5410
Bldg 1-4865 Knox Street

Superintendent of Schools, Dr. Emily Marsh: bragg.asst.supt@am.dodea.edu

Fort Bragg Schools Webpage www.am.dodea.edu/bragg

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Administration/School Improvement

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FOR THE SAKE



OF THE MILITARY CHILD.

